

COWRA HIGH SCHOOL

HSC 2025

ASSESSMENT HANDBOOK
AND
MANDATORY REQUIREMENTS

KNOWLEDGE IS POWER

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Guide to acronyms used in this booklet	
ACE	Assessment Certification Examination
ATAR	Australian Tertiary Admission Rank
HSC	Higher School Certificate
'N' determination	Non-completion determination
NESA	New South Wales Education Standards Authority
RoSA	Record of School Achievement
UAC	Universities Admissions Centre

Course Guide and Assessment Policy

NESA is the New South Wales Education Standards Authority. It is the statutory authority which oversees NSW schools, particularly with regards to curriculum and assessment. NESA is guided by the ACE Rules, which are the Assessment Certification Examination Rules, and these have been revised and released for operation from 14 October 2024.

A. Eligibility for the award of an HSC

According to the ACE Rules (Section 1.2.2, current as of 14 October 2024), to be eligible for the award of the Higher School Certificate, students must:

- a. Have completed Year 10, and
- b. Have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW Institute, and
- c. Have completed All My Own Work (AMOW) or its equivalent, and
- d. Have demonstrated the minimum standard or literacy and numeracy, and
- e. Have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC, and
- f. Undertake and make a serious attempt at the requisite Higher School Certificate examinations.

Further, the ACE Rules outline NESA's pattern of study for the HSC (Section 12.1.1, current as of 14 October 2024).

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

- a. A Preliminary pattern of study comprising at least 12 units, and
- b. An HSC pattern of study comprising at least 10 units.

To ensure students satisfy NESA's requirements, the pattern of study in both Preliminary and HSC must include:

- a. 2 units of a Board Developed Course in English.
- b. At least 4 more units of Board Developed Courses.
- c. At least 3 Courses of 2 or more units (which may be either Board Developed or Board Endorsed), and
- d. At least 4 subjects.

Students may study a maximum of 6 units of Preliminary Science Courses, and 7 units of HSC Science Courses.

The ACE Rules also outline what is required to **satisfactorily complete both Preliminary and Higher School Certificate Courses** (Section 4.1.2). In particular, a student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- a. Followed the course developed or endorsed by NESA; and
- b. Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and

- c. Achieved some or all of the course outcomes.

A student will be considered to have satisfactorily completed a Preliminary Course if, in the Principal's view, there is sufficient evidence that the student has met the course completion criteria. Satisfactory completion of the Preliminary Course, or its equivalent is a prerequisite for entry into a HSC Course.

Students who then study a HSC Course must make a genuine attempt to complete the course requirements. NESA have outlined that it is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete the requirements. For courses where school-based assessment marks are submitted, students must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of the available marks. It is emphasised by NESA that completion of assessment tasks worth exactly 50 percent is not sufficient; tasks worth in excess of 50 percent must be attempted, and students must also fulfil the course completion criteria.

It should be noted that, as a result of absence from a course, the Principal may determine that course completion criteria may not be met. **Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.**

Additionally, to meet course requirements, where students are studying a HSC Course that includes a requisite HSC Examination they must sit for, and make a genuine attempt, at this examination.

School assessment guidelines

1. The nature and purpose of assessment

Assessment is the process of identifying, gathering and interpreting information about student learning. The central purpose of assessment is to provide information on student achievement and progress and set the direction for ongoing teaching and learning.

Assessment is used to:

- Assist student learning
- Evaluate and improve teaching and learning programs
- Provide information on student learning and progress in a course in relation to learning outcomes
- Report on the achievement of each student at the end of a course

Our assessment program provides a measure of a student's achievement in each course, based on:

- A wider range of syllabus outcomes and competencies than may be measured by examination alone
- Multiple measures and observations made throughout the year rather than a single assessment event

Assessment tasks indicate achievement in both Preliminary and HSC programs of study. Students will receive the following advice about assessment in each course before assessment begins:

- What is being assessed in the task
- The nature of the elements of the task on which their assessment is to be based (e.g. a practical task involving building a model)
- The manner that performance in the task will be assessed
- An indication as to when the task is to be completed or when the task will be held

Each assessment item enables teachers to collect information about student achievement in relation to a number of outcomes and competencies, to indicate achievement in accordance with marking guidelines, and to provide constructive feedback to students on their performances, highlighting their strengths and where they can make improvements.

In looking at the principles of assessment, NESAs' guidelines indicate that each assessment task should:

- Be based on syllabus outcomes
- Be a valid instrument for what they are designed to assess
- Include criteria to clarify for students' what aspects of learning are being assessed
- Enable students to demonstrate their learning in a range of task types
- Be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- Be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- Enable students and teachers to use feedback effectively and reflect on the learning process.
- Be inclusive of and accessible for all students
- Be part of an ongoing process where progress is monitored over time

If an assessment task fails to meet these criteria it is deemed to be invalid. Invalid tasks are those which do not function as required, or where there are problems with administration, and it is possible one student may be advantaged or disadvantaged over other candidates.

2. School responsibilities with respect to assessment

The school is responsible for providing:

- Guidelines for assessment in each course, as found in this booklet
- An assessment schedule and course requirements for each course
- **At least two weeks written notification** that an assessment task will take place or be due on a particular date. Where appropriate this will include details of the specific nature of the task e.g. a short report
- **At least two weeks' notice of a change** to a previously notified assessment task.
- **Prompt feedback on each assessment task.** If students have concerns about a grade, mark or feedback on a particular task, they should speak to their teacher as soon as possible after the issue of results
- Advice on procedures to be followed in the event of an illness and/or misadventure preventing a student from

completing an assessment task or examination by the given due date

- Advice on the procedures and consequences which flow from failure to maintain satisfactory progress in coursework or assessment
- The process involved in appealing any decisions made with respect to a student's performance in an assessment item

3. Student responsibilities with respect to assessment

Each student is responsible for:

- Meeting all course requirements, including those in their HSC studies related to school attendance, course work and assessment requirements
- Applying themselves with diligence and sustained effort to the set tasks and experiences provided
- Making a serious attempt at all assessment tasks. If a student does not make a serious attempt at assessment tasks they may receive 'N' determination warning letters which outline what must be done to avoid receiving an 'N' determination for that course
- Undertaking the required minimum hours of mandatory work placement (where applicable)
- Their personal honesty – work submitted must be a student's own work and sources consulted or quoted must be acknowledged
- Submitting all tasks on or before the due date and time
- Following the examination timetable for the school examination period, as well as complying with the school's examination rules

Failure to complete all course and assessment requirements could result in an 'N' determination in that course and possibly, the withholding of the Record of School Achievement (RoSA) and HSC.

4. Scheduling and submission of assessment tasks

Every effort will be made to minimise the coincidence of assessment tasks across subjects, however some may be inevitable and students should allow for this in their planning and time management.

Assessment tasks have set due dates, as per the assessment schedules provided at the end of this booklet for each course in each faculty area. Each task must be submitted, on or completed, by the due date.

5. Absence from or non-completion of assessment tasks

Failure to complete any assessment task will automatically result in the task being recorded as a non-attempt. This will be shown as an 'N' in course records and an 'N' determination warning letter will be issued.

If a student does not attend or submit an assessment task which is to be used as a piece of formal assessment, they will receive a zero mark and a warning letter for that task unless:

- (a) **The reason for absence was foreseeable and written application to the Deputy Principal for leave has been made and that leave is granted.** This includes work placement, other VET requirements and sporting commitments.
- Written application must be made through the submission of an illness/misadventure form **prior** to the expected period of leave
 - In the case of approved absence, the school will expect the student to sit for the task or an equivalent one on the day of return
- (b) If the absence is a prolonged one, students may receive an estimate that will be determined at the end of the assessment process
- (c) **The absence was genuinely unforeseeable (e.g. illness or similar) and confirmed through the successful completion of an illness/misadventure form.** This would involve contact being made with the Deputy Principal or Senior Tutor/Youth Worker Tayla Crawley on the day of the task, outlining the reason for the absence. This would be followed up by the submission of an illness/misadventure application with appropriate supporting independent documentation to the Deputy Principal or Senior Tutor/Youth Worker Tayla Crawley as soon as the supporting evidence is available.
- Note: A mark of zero will be recorded despite contact from parents if suitable documentation is not provided to the Deputy Principal or Senior Tutor/Youth Worker Tayla Crawley

In addition, assessment represents 50% of the final mark a student receives in their HSC course of study. Students who are continually absent on the days of scheduled assessment tasks may fail to meet the NSW Education Standards Authority's requirements for the completion of tasks.

Work submitted late will be marked and feedback provided where this is reasonable, but the lateness will be recorded and if a mark is to be awarded, it will be a zero score. For this reason, it is preferable to submit work in progress, though incomplete, rather than submit the completed work late.

6. Applying for an extension to a due date for a task

- If a student wishes to apply for an extension to a due date for a task, they **must apply before the due date of the task.** It is advisable that the extension be applied for as early as possible – in the event that the application is declined, this will allow the student as much time as possible to complete the task.
- A student is able to apply for an extension by using the Illness/Misadventure Application Form. **Students must submit the Illness/Misadventure Application Form as soon as the supporting evidence is available.** The independent evidence supporting the application should outline the reasons for the application.
- The Deputy Principal will ensure that the student is notified of the status of their application as soon as practically

possible following its submission.

If a student's application is upheld in any of the circumstances listed above, it will be decided by the Deputy Principal that the student will receive:

- the mark they actually gained on the task,
- the mark they gained on an alternate task, or
- a predicted mark. *This is only possible in exceptional circumstances (as determined by the Principal) and will be determined after review of comparable tasks by the Head Teacher.*

Since students frequently perform better in stressful circumstances than they expect, it is important for students to complete the task if possible rather than rely on predictions or estimations.

7. Serious attempts

Students studying a Preliminary or HSC Course must make a genuine attempt to complete course requirements. It is a matter for the teacher's professional judgment to determine whether a student has made a genuine attempt to complete these requirements.

Students will be considered as having made a serious attempt at a task if there is evidence that the student has made reasonable efforts and/or has tried to use the available resources to complete the requirements of the task. Responses submitted which are of a trivial, frivolous or offensive nature may be regarded as non-serious.

Where students are studying a Preliminary or HSC Course that includes a requisite examination, students must sit for and make a genuine attempt at the examination. If it is determined that a student has not made a genuine attempt to complete course requirements, the Principal must indicate on the appropriate documentation that the course has not been satisfactorily completed.

8. Academic malpractice in assessment tasks

The honesty of students in completing assessment tasks, examinations and course materials underpins the integrity of the Preliminary and HSC Course. Throughout the assessment process, the highest level of honesty is required.

Academic dishonesty by students in any form is unacceptable. All work that is submitted for assessment purposes must be the independent work of the student concerned (or, where group work is permitted, of the students concerned). To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA guidelines specific to each subject. This includes the use of material from sources such as books, journals and the internet.

To help students to fully understand the principles and practices of good scholarship, NESAs have designed a program, *HSC: All My Own Work*. To be eligible for the HSC, a student must successfully complete this program or equivalent. It includes helping students to follow the principles and practices of good scholarship, such as understanding, valuing and using ethical practices when locating and using information as part of their HSC studies. This resource builds on existing programs taught in schools through four interconnected modules:

- Topic 1 – What is all my own work?
- Topic 2 – What is plagiarism?
- Topic 3 – How do I acknowledge other people's work?
- Topic 4 – How can I work honestly?

NESA identifies that malpractice occurs in many forms, including plagiarism, collusion, misrepresentation, and a breach of assessment conditions. Allegations of malpractice are treated very seriously, and detected malpractice will jeopardise a student's award and achievement of the RoSA or the HSC.

Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures, to deliberate attempts to gain an unfair advantage involving intentional wrongdoing. Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information. It can include but is not limited to:

- a. Making up journal entries for a project, and/or
- b. Submitting falsified or altered documents, and/or
- c. Referencing incorrect or non-existent sources, and/or
- d. Contriving false explanations to explain work not handed in by the due date.

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source. Plagiarism includes but is not limited to:

- a. Copying someone else's work in part or in whole, and presenting it as their own, and/or
- b. Using material directly from books, journals, the internet or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- c. Building on the ideas or words of another person without appropriate acknowledgement, and/or
- d. Using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment. Collusion includes but is not limited to:

- a. Sharing answers to an assessment with other students, and/or
- b. Submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- c. Contract cheating by outsourcing to a third party, and/or

- d. Unauthorised use of artificial intelligence technologies.

A breach of assessment conditions can include any breach of:

- a. HSC exam rules and procedures, and
- b. HSC minimum standard test rules and procedures.

When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator. In the event of a HSC exam or HSC minimum standard test, students must comply with the assessment conditions set by NESAs. At all other times, students must adhere to the rules prescribed by our school or alternate venue conducting the assessment.

Any form of academic dishonesty is a serious offence. For example, students who submit the work of others without recognition will be penalised and may be given a mark of zero. As outlined above, the term “work of others” applies to all forms of information sources, whether it be copied, for example, from another student, a textbook, or from the internet.

In extended response answers and assignments, it is appropriate to reference the following:

- The source of all quotations
- All material put into the student’s own words or summarised from other sources such as books, articles and websites
- Factual information not commonly known and accepted in the subject the student is studying
- A line of thinking borrowed from someone else
- Tables, diagrams, maps and illustrations that are taken from other sources

If a student was unsure of how to correctly reference or footnote material in an assignment in a given subject, they should consult their teacher before the assessment task is due. In the case of submitted assignments, students can be required to sign a statement saying that the material they are submitting is their own work. This is in addition to acknowledging on receipt of their faculty assessment booklet that all work they submit for marking is their own original work and will only include the work of others when it is appropriately acknowledged and referenced. The school reserves the right for all assessment tasks submitted by students to be subject to tests for academic malpractice.

In the case of suspected malpractice, a student will be required to provide evidence that any submitted work, including unacknowledged material is entirely their own. Such evidence might include but is not limited to the student providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, notes from teacher check ins regarding the work, and progressive drafts to show the development of their ideas

At our school, academic malpractice in any task will be penalised and may result in the award of a mark of zero, and the student's parents will be notified of the malpractice.

Where a teacher suspects a student of academic malpractice, the following procedures will apply:

1. The teacher will present the details and evidence to the faculty Head Teacher who will determine whether to proceed with the matter.
2. The Head Teacher, if necessary, will interview the student in order to establish the student's response to the alleged plagiarism.
3. Should the Head Teacher determine to proceed further, the matter will be referred to the Deputy Principal/Principal.

Should a case of plagiarism or other academic dishonesty be established, the Deputy Principal is obliged to enter the student on the NESA Malpractice Register and may do one or more of the following:

- a. Require the student to undertake additional assessment in that subject.
- b. Return a mark of zero for the assessment.
- c. Record the task as a non-attempt.
- d. Issue an 'N' determination warning.

Examinations will be conducted as far as possible in accordance with the NESA's procedures for the particular subject. These procedures cover such things as materials and equipment that may be taken into and used during examinations. In particular, it is an offence to take into or out of the examination room any material, including paper, blank or otherwise, that is not specifically authorised.

9. Submission of a hand-in assessment task

The submission time for the **hard copy of a hand-in assessment task will be at the start of a student's timetabled lesson** or turned in via Google Classroom for that subject on that day. If students do not have an allocated class on the day of submission, they are required to submit tasks by 3:15pm to their class teacher or via Google Classroom. Receipt of the task will be acknowledged by the class teacher. Failure to submit a hand-in assessment task on time without a successful application for illness/misadventure will result in **a zero mark being awarded and an 'N' determination warning letter being issued.**

If a student is absent on the day a task is to be submitted, they should arrange to have their task delivered to the school

office where possible, or where appropriate their class teacher. If a student is aware in advance that they will be absent on the day a task is due, they should submit the task prior to the due date to their class teacher.

A problem with technology (e.g. a computer failure) will not be accepted as a valid excuse for failing to submit a hand-in task. Students are reminded to utilise appropriate data storage options when completing course material, such as storing work on multiple USBs or hard drives, utilising cloud-based storage facilities, and/or printing out work as it is completed.

10. 'N' determination warnings

The school is required to warn students in sufficient time to allow them to correct the problem which has placed them at risk. In general, a student who enrolled at the start of a course will receive three warnings before the Principal will recommend an 'N' determination. The warnings should not be a surprise to students since they will usually follow from in-class indications that the student is at risk of failing to meet course requirements.

- **First Warning:** This warning is an initial indication that a student is at risk in a course and the student will have had an interview with the class teacher. The teacher will have explained the reasons for the warning and indicated what has to be done to correct the situation. If the student is under 18 years of age, parents and guardians may wish to seek an interview with the teacher
- **Second Warning:** This warning indicates that a student needs to speak immediately with his/her teacher and make every effort to correct any problems. The student and parent will have had an interview with the Head Teacher/Course Co-ordinator whose name appears on the letter and will have been told what steps will need to be taken to avoid an 'N' determination
- **Third Warning:** This warning indicates a very serious concern that the student is at risk of receiving an 'N' determination and will have to act immediately to avoid it. The student and parent will have had an interview with one of the Deputy Principals or Principal to explain why they should not receive an 'N' determination. The Principal or Deputy Principal will have explained what actions, if any, the student can take to meet course requirements as well as the NESAs appeals process regarding 'N' determinations

11. Non-completion ('N') determinations

NESA has delegated to Principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESA.

Principals therefore will determine if there is sufficient evidence that each student has applied diligence and sustained effort to the set tasks and experiences provided in the course by the school.

A non-completion ('N') determination is a decision by the Principal that a student has not met the requirements of a

particular course and do not merit accreditation of the subject in their Preliminary or HSC record.

If a student receives a 'N' determination in a HSC Course and this course is part of their required pattern of study, they may have their HSC withheld until they satisfy requirements.

Principals may determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied. Principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals who will give students early warning of the consequences of such absences. Warning letters will relate the student's absence to the non-completion of course requirements.

If a student is at risk of not meeting course requirements, teachers must send written notifications outlining this. That is, the notification will explain the nature of the problem and the consequences of an 'N' determination.

12. Appealing an assessment decision

Any concerns relating to a decision connected to an assessment task (e.g. mark awarded) can only be considered at the time the decision is given back. The process for a student to follow is:

- Discuss the concern first with their class teacher and seek clarification regarding the decision
- If the student is not satisfied with the outcome of this discussion, they should approach the Deputy Principal who will take it to the Head Teacher **within twenty four hours of receiving the decision from the class teacher**

Any concerns relating to a decision made about an assessment task made by the Deputy Principal (e.g. an illness/misadventure application, as assessment appeal) must be raised with the Principal **within two school days of the student receiving the Deputy Principal's decision**. The appeal must be submitted in writing outlining the concerns regarding the decision. The Principal will then direct a Deputy Principal to convene the Assessment Appeals Panel to review the decision in light of the concern(s) raised. This Panel will be made up of the Deputy Principals, a member of the Executive Team and an experienced staff member who is not a member of the Executive Team. A decision regarding the appeal will be made by the Panel.

Any further appeals will need to be submitted in writing to the Principal within twenty four hours of receiving the Panel's decision. **The Principal's decision in the matter will be final.**

13. Appealing final rank order or final grade

Any concerns relating to a final rank order in a HSC Course or final grade (in English Studies, Mathematics Standard 1 and Numeracy) should be submitted in writing to the Deputy Principal who will then speak to the Head Teacher within twenty four hours of the student receiving the rank or grade from their class teacher.

The submission to the Principal should outline the reasons which underpin the concern(s).

The Principal will then direct a Deputy Principal to convene the Assessment Appeals Panel to review the decision in light of the concern(s) raised. This Panel will be made up of the Deputy Principals, a member of the Executive Team and an experienced staff member who is not a member of the Executive Team. A decision regarding the concerns will be made by the Panel.

Any further appeals will need to be submitted in writing to the Principal within twenty four hours of receiving the Panel's decision. The Principal's decision in the matter will be final.

B. Procedures relating to final school based assessment marks

At the conclusion of the HSC Assessment Program, a school based assessment mark will be submitted to NESA for each student and each course studied based on performance in assessment tasks. The assessment mark submitted by the school is adjusted (moderated) by NESA to produce the assessment mark that appears on a student's Record of School Achievement or results notice. The purpose of moderation is to place the assessment marks awarded by all schools in each course on the same scale.

CHS Procedures for calculating final assessment to ensure that the marks from individual tasks can be aggregated validly

The class teacher under the supervision of the Head Teacher is responsible for calculating the final school-based assessment marks. The final assessment marks for a course should be reached by the simple aggregation of raw marks awarded and weightings for each assessment task.

CHS Procedures related to the level of discrimination that should be used when teachers apply standards

Students' performances in the HSC and their moderated assessment marks are used in the calculation of the students' ATAR. Their examination marks and school raw assessment marks after the statistical moderation is applied to the assessments (that is, before the alignment to the performance scales) are re-scaled by the Universities Admission Centre to create the ATAR rank used in the selection of students for tertiary courses.

CHS Procedures for communicating student assessment rank progress to students

Student's cumulative ranks will be communicated in the Mid-Course and End of Course School Reports.

CHS Procedures for the distribution of the Assessment Rank Order Advice to each student at the end of the HSC Examinations

If students wish to know their Assessment Rank order, they may access their final rank in each course by using the Students Online service or accessing their Assessment Rank Order Notice after their last HSC Examination from the Deputy Principal within the period of time for appeals. Assessment Rank Order Lists are provided for the information of the Principal and staff only.

CHS Procedures for providing VET assessment marks for students who transfer into the school after the commencement of the HSC Course

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

C. Procedures for applying for accommodations and/or adjustments to assessment tasks

1. An introduction

Schools ensure that assessment activities are accessible to students with disability, as required under the *Disability Standards for Education 2005*. Some students with a disability need adjustments to assessment activities to enable access to the task as well as an equitable opportunity to demonstrate what they know and can do. In some cases alternative assessment strategies may be needed.

Decisions regarding adjustments for students with disability in school-based assessment tasks, including school-based examinations, are made at our school. These decisions are based on evidence provided by medical, health and other relevant professionals which explain how the adjustments will provide equitable opportunities for students with disability rather than give an advantage. The types of adjustments made will vary according to the needs of the individual student.

Students may need provisions for:

- A permanent condition (such as diabetes or reading difficulty),
- A temporary condition (such as a broken arm), or
- An intermittent condition (such as back pain when sitting for long periods).

While schools are responsible for decisions about adjustments to course work and formal school-based assessment tasks throughout Years 11 and 12, there is no guarantee that the same disability provisions will be granted by NESA for the HSC Examinations.

Where a student has a condition that might manifest itself during a task (e.g. epilepsy or asthma), the occurrence of an episode will be covered by the school's illness/misadventure process.

Students for whom accommodations and/or adjustments are approved may not be eligible for illness/misadventure consideration for the same condition, unless they experience a deterioration or variation in their condition during the assessment task (e.g. examination).

2. Applying for accommodations and/or adjustments to assessment tasks

Students who wish to apply for an accommodation and/or adjustment to a school-based task should submit their application with supporting evidence to the Deputy Principal **at least one week prior to the date of the assessment task**.

The application form to be completed is provided on the following page. In completing this application, students are encouraged to contact the Deputy Principal or Senior tutor/Youth Worker Tayla Crawley with any questions regarding possible accommodations and/or adjustments as well as the elements of the application process.

The supporting evidence that accompanies a student's application should be less than twelve months old except where an existing medical condition/diagnosis will not change with time e.g. permanent vision loss, diabetes. It should indicate the nature of the disability and the details of how it impacts on student performance.

If all necessary information is not provided, requested provisions will be declined.

Provisions for emergencies (e.g. a broken arm) may be sought up to the day of the assessment task.

Students studying for the HSC who successfully apply for disability provisions with NESAs for their HSC examinations will have these provisions applied for their school-based Trial HSC examinations and similar tasks.

The details of the process regarding applying for disability provisions for the HSC examinations can be found on NESAs' website, <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

D. Expectations and Procedures

Expectations of students regarding examinations

These expectations apply before, during and after the examination until all students have left. Students **must**:

- Behave in a safe and respectful way to all supervisors and other students
- Follow the supervisors' instructions at all times
- Remain silent throughout the examination
- Raise their hand if the student wishes to ask a question during an examination and wait for a teacher to respond

- Remain in their seat, unless permission to move is granted by a teacher
- Only use approved aides
- Complete their own work. Copying someone else's work in part or in whole and presenting it as their own will result in an award of zero marks.

Students must not:

- take a mobile phone or programmable watch or device into the examination room
- take any electronic device, including a digital media player or electronic tablet, into the examination room, unless approved by NESAs
- communicate or attempt to communicate with any other person, except the supervising teacher during an examination. The penalty for communication or attempted communication may result in the loss of all marks for an examination
- borrow equipment from any person during an examination
- behave in any way likely to disturb the work of any other student or upset the conduct of the examination
- take into the examination room, or refer to during the examination, any books or notes, (including writing on their body), the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable
- eat in the examination room, except as approved by the Presiding Officer, e.g. for diabetic students
- take any writing booklets or question papers, whether used or not, from the examination room.

Breaches of these rules may result in zero marks and/or other penalties as determined by the assessment committee.

Stage 6 Life Skills Assessment

Student progress in Stage 6 (Year 11 and 12) Life Skills Courses is assessed via the achievement of outcomes determined in their Individual Education Plan. Students will be provided with a profile which lists the demonstrated achievement of outcomes for each Life Skills course.

E. Procedures for applying for illness/misadventure

Students are advised to complete all assessment tasks to the best of their ability if it is at all possible and to advise the school immediately if circumstances will prevent them from doing so.

Students who are absent from a scheduled task, who are unable to submit a task on a given due date or who believe that special circumstances adversely affected their performance, may submit an Illness/Misadventure Application Form. This form can be found on our school website or can be collected from Deputy Principal or Senior Tutor/Youth Worker.

The form must be supported by independent evidence that clearly identifies disadvantage experienced during the time that the student was attempting to complete the assessment task. The independent evidence **must be dated on or before the date of the assessment task, covering the actual date of the task and specified dates surrounding it.**

It is the student's responsibility to:

- a. Contact the school **on the day the task is due to be submitted or completed**. *Where this is not possible (e.g. in the event of an unexpected travel delay on the way to school), the email must be sent to the Deputy Principal as soon as possible.*
- b. Submit the Illness/Misadventure Application Form to the Deputy Principal or Senior Tutor/Youth Worker as soon as the supporting evidence is available.
- c. Provide appropriate independent evidence to support the details on the application form, detailing why the circumstances prevented them from attempting or submitting the task. Details can be supplied on a confidential basis where necessary. Students who apply on the grounds of illness must provide a medical certificate certifying the illness **at the time in question and the full duration of absence after the date of the task**. **Certificates obtained after the event will not be accepted.** Students wishing to apply for illness/misadventure should follow the procedures outlined below which explain what to do in the case of:

1. Absence due to illness/misadventure on the day of an assessment task

- The student or family member must email the relevant Deputy Principal by 7.30 am on the day the task is scheduled
- **Students must submit the Illness/Misadventure Application Form as soon as the supporting evidence is available.** The independent evidence supporting the application should outline the reasons for the application as well as the full duration of the absence. Evidence, such as medical certificates, obtained after the event will **NOT** be accepted
- Students who fail to follow these procedures and/or are unable to provide appropriate independent supporting evidence will receive zero for the task and an 'N' determination warning letter will be issued
- Students must be prepared to complete the task on the first day of their return to school unless an alternative arrangement has been made with the Deputy Principal

2. Absence due to illness/misadventure on the date of a hand-in assessment task

- The student or family member must email the relevant Deputy Principal by 7.30 am on the day the task is due to be submitted, as per point (a) on page 19.
- Students must make every attempt to have the task delivered to the school or submitted via email.
- **Students must submit the Illness/Misadventure Application Form as soon as the supporting evidence is available.** The independent evidence supporting the application should outline the reasons for the application as well as the full duration of the absence. Evidence, such as medical certificates, obtained after the event will **NOT** be accepted.
- The Deputy Principal will then make arrangements with the Head Teacher of the faculty for the submission of the task at the same time.
- Students who are unable to provide appropriate independent supporting evidence and/or fail to follow these procedures will receive zero for the task and an 'N' determination warning letter will be issued.
- Students who emailed their task to their class teacher on the day it was due **must report to the relevant Faculty Head Teacher before school on the first available school day not covered by a medical certificate and/or evidence of misadventure, to ensure that the work has been received.**
- Students must be prepared to submit the task on the first day of their return to school unless an alternative arrangement has been made with the Deputy Principal. The Deputy Principal will make arrangements with the Head Teacher of the faculty for the submission of the task.
- Students who fail to follow these procedures will receive zero for the task and an 'N' determination warning letter will be issued.

3. Illness/misadventure during an in-school assessment

- The **student must notify the supervisor of the task that they are feeling unwell before they view the task.** At this stage the student will need to decide;
 - To sit the task, in which case the mark earned will be awarded. The student cannot apply retrospectively for any special consideration due to illness/misadventure.
 - Leave the task and apply for illness/misadventure. The student must then complete the Illness/Misadventure Application Form and follow the illness/misadventure application process. A medical certificate dated on the day of the task will be required. Certificates obtained after the event will **NOT** be accepted.
- Students must be prepared to complete the task on the first day of their return to school unless an alternative arrangement has been made with the Deputy Principal.

4. Illness/misadventure during an examination period

- The student or family member must email the relevant Deputy Principal by 7.30 am on the day of any scheduled examination if they will miss the examination, as per point (a) on page 19.
- **Students must submit the Illness/Misadventure Application Form as soon as the supporting evidence is**

available. The independent evidence supporting the application should outline the reasons for the application as well as the full duration of the absence. Evidence, such as medical certificates, obtained after the event will **NOT** be accepted.

- The Deputy Principal will make arrangements with the Head Teacher of the faculty for the completion of the task as near as possible to the original date of the task and this may require the student to sit two examinations in one day.
- Students who are unable to provide appropriate independent supporting evidence and/or fail to follow these procedures will receive zero for the task and an 'N' determination warning letter will be issued.

5. Group misadventure application

- When a group performance cannot go ahead on a scheduled date, all students affected need to complete an Illness/Misadventure Application Form.
- The student whose misadventure has necessitated the change in date will be required to complete an Illness/Misadventure Application Form. This includes providing the independent evidence supporting the application. Evidence, such as medical certificates, obtained after the event will **NOT** be accepted.

ILLNESS/MISADVENTURE PROCESS

Students missing an assessment item wishing to make an application for illness/misadventure must follow the procedure outlined below:

Step One: Contact your Deputy Principal

The student or family member **MUST email** Deputy Principal Senior Tutor / Youth Worker Tayla Crawley of the illness and/or misadventure on **the day of the task**.



Step Two: Obtain relevant documentation

The student must ensure that relevant, independent supporting documentation is collected on or before the day of the task e.g. Medical Certificate from GP.



Step Three: Complete the Illness/Misadventure Application Form and submit it with the supporting evidence as soon as it becomes available

This involves completing the application form and submitting the supporting evidence which will aid in the processing of the application.



Step Four: Faculty Head Teacher Consideration

The application form is given to the Faculty Head Teacher to sign and arrange/recommend new dates.



Step Five: Review and feedback

The Deputy Principal will review the student's application form in light of supporting documentation, the Head Teacher's recommendation and the school's assessment policy.

Resolution and feedback will be given to the faculty Head Teacher and the student.

Illness/Misadventure/Extension Request Form



Education
Public Schools

Cowra High School

Illness/Misadventure/Extension Request Form

This form must be submitted to the Head Teacher as soon as possible

Student Name: _____ Year: _____ School: _____

Course: _____ Teacher: _____

Date of submission of this form: _____

Task for which you are seeking special consideration: _____

Date task originally due: _____

Are you seeking special consideration for: (tick)

Illness/Misadventure

Consideration of absence

Genuine reason for extension

Provide details of and reasons for your request: *(Attach all necessary medical or other documentation)*

Student Signature: _____

Date: _____

Parent/Carer Signature: _____

Date: _____

Head Teachers Signature: _____

Date: _____

DP Approval Only

Decision: _____

New date due: _____ Signature: _____

Decision communicated to Student by: _____

Date: _____

Further information

Cowra High School

Dowell Street Cowra NSW 2794

Phone: 02 6342 1766

Email: cowra-h.school@det.nsw.edu.au

www.cowra-h.schools.nsw.gov.au



COWRA HIGH SCHOOL

ASSESSMENT TASK COVER SHEET

This sheet **must** be attached to the front of your Assessment Task and submitted to your class teacher on or before the due date.

Student's Name: _____

Course: _____

Assessment Task: _____

Date Due: _____

Date Received: _____

- Extension granted ____ days
 Other circumstances ~ documents attached

I certify:

- This assignment is entirely my own work and all borrowed material has been acknowledged
- The material contained in this assignment has not previously been submitted for assessment in any formal course of study
- I retain in my possession a copy of this assignment
- I understand that late assignments will be penalised unless an extension has been granted by Deputy Principal - Curriculum

Student's Signature: _____

✂-----

COWRA HIGH SCHOOL

Assessment Task (Student's Copy)

Student's Name: _____

Course: _____

Teacher: _____

Assessment Task received by: _____

Signature: _____

Date: _____ Time: _____

Please detach this if the Assessment Task has been handed in to the office and give to student to keep for their own records.



Higher School Certificate Non-Completion of Course Determination

Student Appeal Form

*This form should be completed only if the student feels that he/she has met NSW Education Standards Authority (NESA)' course completion requirements as detailed in the **Principal's Determination Form**, and is requesting a school review of the decision to issue the determination(s) of non-completion of course requirements. If submitting an appeal, this form is to be completed and signed by the student and the parent/guardian (if student is under 18 years of age) and submitted to the Principal by:*

(Principal to insert date)

Student Name: _____

Student Number: _____

School Name: _____

Student's Home Address: _____

In lodging an appeal, you are asking the Principal to reconsider his/her decision to give you a determination of non-completion of course requirements in a course. The Principal, in consultation with your class teacher or the Head Teacher of the course, will review your performance in the course and give consideration to your statement in support of your appeal. The Principal will decide whether there is sufficient evidence to change the original determination.

I wish to have the Principal reconsider his/her decision to issue me a determination of non-completion of course requirements in the following course(s):

Course Name <i>(Please list Extension courses separately)</i>	Course Number

Student Statement in Support of Appeal

You need to detail how you have completed all NESA course completion requirements. You should refer to any warning letters you have been sent and provide details of tasks or assignments you may now have completed.

If you are appealing in a number of courses you need to **name and comment on each course separately**. Additional pages may be attached if you are appealing in more than three courses or if more space is needed.

My appeal is based on the following grounds:

Course: _____

Course: _____

Course: _____

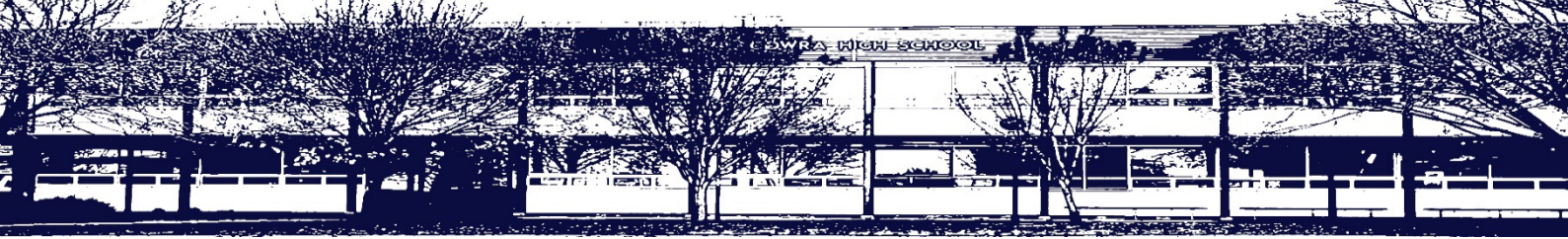
Your Principal will advise you of the outcome of the School Review of your appeal by the date specified in the *HSC and Record of School Achievement (RoSA) timetable of actions for schools*. If the Principal declines your appeal, you may ask to have the matter reviewed by NESA. Once the Principal notifies you of the outcome of the School Review of your appeal, ask him/her about the process of having an unsuccessful appeal reconsidered by NESA.

Student's Signature: _____ **Date:** _____

Parent/Guardian's Signature: _____ **Date:** _____

(if student is under 18 years of age)

Date _____



I. School Term Dates

Term 4, 2024	14 October to 18 December
Term 1, 2025	31 January to 11 April
Term 2, 2025	28 April to 4 July
Term 3, 2025	21 July to 26 September

II. Examination Dates

Trial Higher School Certificate Examinations	Term 3, 2025: Weeks 5 and 6 18 August to 29 August 2025
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Assessment Calendar Term 4, 2024

WEEK	SUBJECT	ASSESSMENT	DATE
1			14 – 18 Oct
2			21 – 25 Oct
3			28 Oct – 1 Nov
4			4 – 8 Nov
5			11 – 15 Nov
6	Numeracy	Assignment/Investigation	18 – 22 Nov
7			25 – 29 Nov
8	Ancient History Biology Geography Modern History Society and Culture SLR	Source Study Stimulus Response Task Stimulus Based Response Historical Analysis Research Task Research Task	2 – 6 Dec
9	Aboriginal Studies Chemistry English Advanced English Extension 1 English Standard English Studies Legal Studies Mathematics Advanced Mathematics Standard 1 Mathematics Standard 2 PDHPE	Source Based Study Organic Chemistry Skills Test Multimodal Presentation Imaginative Response & Reflection Statement Multimodal Presentation Multimodal Presentation Research Essay Assignment/Investigation Task In-Class Test In-Class Test Stimulus In-Class Task	9 – 13 Dec
10	Business Studies Food Technology Japanese Continuers Music	Topic Test Research Task Multimodal Task Composition Portfolio	16 – 18 Dec

Assessment Calendar Term 1, 2025

WEEK	SUBJECT	ASSESSMENT	DATE
1			27 – 31 Jan
2			3 – 7 Feb
3			10 – 14 Feb
4			17 – 21 Feb
5			24 – 28 Feb
6	Mathematics Advanced Mathematics Standard 1 Mathematics Standard 2 Numeracy	In-Class Test In-Class Test Assignment/Investigation Task Assignment/Investigation Task	3 – 7 Mar
7			10 – 14 Mar
8	SLR	In-Class Test	17 – 21 Mar
9			24 – 28 Mar
10	Aboriginal Studies Ancient History Biology Business Studies Chemistry English Advanced English Extension 1 English Standard English Studies Food Technology Geography History Extension Japanese Continuers Legal Studies Modern History Music 1 PDHPE Society and Culture	Major Project Research Essay Assessment Week In-Class Test Equilibrium Topic Test Extended Response Critical Analysis Extended Response Research Task Timed Writing Task Research Task History Project Conversation & Comprehension Task In-Class Essay In-Class Essay Electives 1, 2 & Aural Test Research & Written Component In- Class Task	31 Mar – 4 Apr
11			7 – 11 Apr

Assessment Calendar Term 2, 2025

WEEK	SUBJECT	ASSESSMENT	DATE
1			28 Apr – 2 May
2			5 – 9 May
3			12 – 16 May
4			19 – 23 May
5			26 – 30 May
6	Numeracy	Assignment/Investigation Task	2 – 6 Jun
7	Ancient History English Advanced English Standard Modern History Music 1	Presentation Writing Portfolio & Reflection Statement Writing Portfolio & Reflection Statement Research Task Presentation of Elective for Topic 3	9 – 13 Jun
8	Business Studies Japanese Continuers Legal Studies PDHPE Society and Culture SLR	Source Based Task Post Schools Goals Speech Short Answer Responses Extended Response Case Study Reports and Presentation	16 – 20 Jun
9	Biology Chemistry English Extension 1 Food Technology	Depth Study Acid-Base Depth Study Critical Response with Related Text Food Product Design & Evaluation	23 – 27 Jun
10	Aboriginal Studies Mathematics Advanced Mathematics Standard 1 Mathematics Standard 2	In-Class Essay In-Class Test Assignment/Investigation Task In-Class Test	30 Jun – 4 Jul

Aboriginal Studies Assessment Schedule

Course Overview:					
<ul style="list-style-type: none"> • Core Study: Social Justice and Human Rights – Global Perspective • Social Justice and Human Rights Comparative Study - Health • Social Justice and Human Rights Comparative Study- Criminal Justice • Heritage and Identity • Research and Inquiry Methods – Major Project 					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Social Justice and Human Rights Issues	Major Project	In -class Essay Heritage and Identity	Trial HSC Examination	
	Term 4, Week 9	Term 1, Week 10	Term 2, Week 10	Term 3, Week 5/6	
	Outcomes assessed H1.1, H1.2, H3.2, H3.3	Outcomes assessed H4.1, H4.2	Outcomes assessed H1.2, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1	Outcomes assessed H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.3	
Knowledge and understanding of course content	5	5	5	25	40
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	10	10	5		25
Research and inquiry methods, including aspects of the Major Project		15	5		20
Communication of information, ideas and issues in appropriate forms		10	5		15
Total %	15	40	20	25	100

Assessment Syllabus Outcomes

- H1.1** evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples
- H1.2** analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples
- H1.3** assesses the representation of Aboriginal peoples and cultures for bias and stereotyping
- H2.1** examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity
- H2.2** analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life
- H3.1** assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination
- H3.2** evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities
- H3.3** evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples
- H4.1** plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives
- H4.2** undertakes community consultation and fieldwork and applies ethical research practices
- H4.3** investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

Aboriginal Studies Scope and Sequence

The scope and sequence covers the following content:

- Core Study: Social Justice and Human Rights – Global Perspective
- Social Justice and Human Rights Comparative Study - Health
- Social Justice and Human Rights Comparative Study- Criminal Justice
- Heritage and Identity
- Research and Inquiry Methods – Major Project

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 4 2024	Social Justice and Human Rights – Global Perspective							Research and Inquiry Methods – Major Project			
	Assessment Task 1 – Source Based Study weighting 15% Week 9										
	H1.1, H1.2, H3.2, H3.3										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1 2025	Global Perspectives – Major Project – one period per week		Social Justice and Human Rights Comparative Study – Criminal Justice				Social Justice Comparative Study - Health			Assessment week	
	Assessment Task 2: Major Project weighting 40% due Week 10										
	H4.1, H4.2										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 2 2025	Social Justice and Human Rights Comparative Study - Health				Heritage and Identity						
	Assessment Task 3: Heritage and Identity In-class Essay weighting 20%, Week 10										
	H1.2, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 3 2025	Heritage and Identity				Trial Examinations		Revision of Topics 1, 2, 3 and 4				
	Assessment Task 4: Trial Examinations weighting 25% Week 5/6										
	H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.3										

Ancient History Assessment Schedule

Course Overview:					
<ul style="list-style-type: none"> • Core Study: Cities of Vesuvius • Ancient Societies • Personalities in their Times • Historical Periods 					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Source Study Cities of Vesuvius: Pompeii and Herculaneum	Research Essay Spartan Society to the Battle of Leuctra	Presentation Xerxes	Trial Examination	
	Term 4, Week 8	Term 1, Week 10	Term 2, Week 7	Term 3, Week 5/6	
	Outcomes assessed AH12-6, AH12-7, AH12-8, AH12-10	Outcomes assessed AH12-1, AH12-2, AH12-3, AH12-5, AH12-9	Outcomes assessed AH12-3, AH12-5, AH12-8, AH12-9	Outcomes assessed AH12-3, AH12-4, AH12-6, AH12-7	
Knowledge and understanding of course content	5	15	5	15	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	20
Historical inquiry and research	10		5	5	20
Communication of historical understanding in appropriate forms		5	10	5	20
Total %	20	25	25	30	100

Assessment Syllabus Outcome

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

Ancient History Scope and Sequence

The scope and sequence covers the following content:

- The Year 12 course is structured to provide students with opportunities to apply their understanding of archaeological and written sources and relevant historiographical issues in the investigation of the ancient past.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4 2024	Core Study: Cities of Vesuvius – Pompeii and Herculaneum									
	Assessment Task 1: Source Study, weighting 20%, Week 8									
	AH12-6, AH12-7, AH12-8, AH12-10									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1 2025	Ancient Societies: Spartan society to the Battle of Leuctra 371 BC									Assessment week	
	Assessment Task 2: Research Essay, weighting 25%, Week 10										
	AH12-1, AH12-2, AH12-3, AH12-5, AH12-9										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2 2025	Personalities and their times: Xerxes									
	Assessment Task 3: Presentation, weighting 25%, Week 7									
	AH12-3, AH12-5, AH12-8, AH12-9									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3 2025	The Greek World 500-440 BCE				Trial Examinations		Revision of Topics			
	Assessment Task 4: Trial Exam, weighting 30%, Week 5/6									
	AH12-3, AH12-4, AH12-6, AH12-7									

Biology Assessment Schedule

Course Overview:					
<ul style="list-style-type: none"> • Module 5: Heredity • Module 6: Genetic change • Module 7: Infectious diseases • Module 8: Non- infectious diseases 					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Stimulus Response Task	Assessment Week	Depth Study	Trial Examination	
	Term 4, Week 8	Term 1, Week 10	Term 2, Week 9	Term 3, Week 5/6	
	Outcomes assessed BIO 12-2, BIO 12-4, BIO 12-5, BIO 12-6, BIO 12-7, BIO 12-12	Outcomes assessed BIO 12-4, BIO 12-5, BIO 12-6, BIO 12-7, BIO 12-12, BIO 12-13	Outcomes assessed BIO 12-1, BIO 12-2, BIO 12-3, BIO 12-4, BIO 12-5, BIO 12-6, BIOL12-7, BIO 12-14	Outcomes assessed BIO 12-3, BIO 12-4, BIO 12-5, BIO 12-6, BIO 12-7, BIO 12-12, BIO 12-13, BIO 12-14, BIO12-15	
Knowledge and understanding of course content	10	10	10	10	40
Skills in Working Scientifically	10	10	20	20	60
Total %	20	20	30	30	100

Assessment Syllabus Outcomes

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

Biology Scope and Sequence

The scope and sequence covers the following content:

Module 5: Heredity

Module 6: Genetic change

Module 7: Infectious disease

Module 8: Non-infectious disease

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4 2024	Unit 5 Heredity								Unit 6 Genetic Change	
	Assessment Task 1: Stimulus Response Task, weighting 20%, Week 8									
	BIO12-2, BIO12-4, BIO12-5 BIO12-6, BIO12-7, BIO12-12									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1 2025	Unit 6 Genetic Change (continued)							Unit 7 Infectious Diseases		Assessment week	
	Assessment Task 2: Skills Test, weighting 20%, Week 10										
	BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2 2025	Unit 7 Infectious Disease (continued)							Unit 8 Non-infectious Diseases		
	Assessment Task 3: Depth Study, weighting 30%, Week 9									
	BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-14									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3 2025	Unit 8 Non-infectious Diseases (continued)				Trial Examinations		Revision of Modules 5-8			
	Assessment Task 4: Trial Examination, weighting 30%, Weeks 5/6									
	BIO12-3, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15									

Business Studies Assessment Schedule

Course Overview: <ul style="list-style-type: none"> • Finance • Operations • Marketing • Human Resources 					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Topic Test	In Class Test Finance	Source Based Task Marketing	Trial HSC Examination	
	Term 4, Week 10	Term 1, Week 10	Term 2, Week 8	Term 3, Week 5/6	
	Outcomes assessed H2, H3, H4, H5, H6, H7	Outcomes assessed H2, H4, H5, H9	Outcomes assessed H4, H6, H7, H8, H9	Outcomes assessed H1, H2, H3, H4, H5, H6, H8, H9, H10	
Knowledge and understanding of course content		10	10	20	40
Stimulus based skills	5		5	10	20
Inquiry and research	10		10		20
Communication of business information, ideas, and issues in appropriate forms	10	10			20
Total %	25	20	25	30	100

Assessment Syllabus Outcomes

- H1** critically analyses the role of business in Australia and globally
- H2** evaluates management strategies in response to changes in internal and external influences
- H3** discusses the social and ethical responsibilities of management
- H4** analyses business functions and processes in large and global businesses
- H5** explains management strategies and their impact on businesses
- H6** evaluates the effectiveness of management in the performance of businesses
- H7** plans and conducts investigations into contemporary business issues
- H8** organises and evaluates information for actual and hypothetical business situations
- H9** communicates business information, issues and concepts in appropriate formats
- H10** applies mathematical concepts appropriately in business situations

Business Studies Scope and Sequence

The scope and sequence covers the following content:

- Finance
- Operations
- Marketing
- Human Resources

Term 4 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Operations							Finance			
	Assessment Task 1: Topic Test, weighting 25%, Week 10										
	H2, H3, H4, H5, H6, H7										

Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Operations									Assessment Week	
	Assessment Task 2: In Class Test, weighting 20%, Week 10										
	H2, H4, H5, H9										

Term 2 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Marketing					Human Resources					
	Assessment Task 3: Source Based Task, weighting 25%, Week 8										
	H4, H6, H7, H8, H9										

Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Human Resources				Trial Examinations		Revision of Topics 1,2,3 and 4				
	Assessment Task 4: Trial Examinations 30% Week 5/6										
	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10										

Chemistry Assessment Schedule

Course Overview:					
<ul style="list-style-type: none"> • Module 5: Equilibrium and acid reactions • Module 6: Acid/base reactions • Module 7: Organic chemistry • Module 8: Applying chemical ideas 					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Organic Chemistry Skills Test	Equilibrium Topic Test	Acid-Base Depth Study	Trial Examination	
	Term 4, Week 9	Term 1, Week 10	Term 2, Week 9	Term 3, Week 5/6	
	Outcomes assessed CH12-4, CH12-5, CH12-6, CH12-14, CH12-15	Outcomes assessed CH12-4, CH12-5, CH12-6, CH12-12,	Outcomes assessed CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-13	Outcomes assessed CH12-4, CH12-5, CH12-6, CH12-7, CH12-12, CH12-13, CH12-14, CH12-15	
Knowledge and understanding of course content	5	10	10	15	40
Skills in working scientifically	10	10	25	15	60
Total %	15	20	35	30	100

Assessment Syllabus Outcomes

CH12-1	develops and evaluates questions and hypotheses for scientific investigation
CH12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH12-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH12-5	analyses and evaluates primary and secondary data and information
CH12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH12-12	explains the characteristics of equilibrium systems, and the factors that affect these systems
CH12-13	describes, explains and quantitatively analyses acids and bases using contemporary models
CH12-14	analyses the structure of, and predicts reactions involving, carbon compounds
CH12-15	describes and evaluates chemical systems used to design and analyse chemical processes

Chemistry Scope and Sequence

The scope and sequence covers the following content:

Module 5: Equilibrium and acid reactions

Module 6: Acid/base reactions

Module 7: Organic chemistry

Module 8: Applying chemical ideas

Term 4 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Module 7 – Organic Chemistry, Module 8 – Applying Chemical Ideas IQ 2										
	Assessment Task 1: Organic Chemistry Skills Test, weighting 15%, Week 9										
	CH12-4, CH12-5, CH12-6, CH12-14, CH12-15										
Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Module 5 – Equilibrium and Acid Reactions									Assessment week	Module 5
	Assessment Task 2: Equilibrium Topic Test, weighting 20%, Week 10										
	CH12-4, CH12-5, CH12-6, CH12-12										
Term 2 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Module 6 – Acid/base Reactions										
	Assessment Task 3: Acid-Base Depth Study, weighting 35%, Week 9										
	CH12-1, CH12-2, CH12-3, CH12-4, CH12-5, CH12-6, CH12-7, CH12-13										
Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Module 6 cont.	Module 8 IQ 1 and 3			Trial Examinations		Revision and Examination Preparation				
	Assessment Task 4: Trial Examinations, weighting 30 %, Week 5/6										
	CH12-4, CH12-5, CH12-6, CH12-7, CH12-12, CH12-13, CH12-14, CH12-15										

HSC Assessment Advice for VET Courses - Construction

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You will be deemed “Competent” if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA Courses.

Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies ‘not achieved’. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS) will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.

Recognition of Prior Learning (RPL) on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

Credit Transfer (CT) may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of this UoC.

N Determination letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

Work placement is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

- you will not be permitted to participate in a work placement if you are not deemed ‘work ready’ by your trainer.
- a ‘N’ determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

Work placement advice from NESA in response to COVID

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information).

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure



School Name: Cowra High School _____

Assessment Schedule Year 12 - 2025

Assessment Tasks for 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.			Task 5 Option 5.1, 5.2 or 5.3	Task 6 Tools and equipment	Task 7 Group project	HSC TRIAL EXAM
Code	Unit of Competency	HSC Examinable Unit	Week Term Date	Week Term Date	Week Term Date	Week Term Date
CPCCBL2001	Handle and prepare bricklaying and blocklaying materials		X			
CPCCBL2002	Use bricklaying and blocklaying tools and equipment		X			
CPCCWF2002	Use wall and floor tiling tools and equipment		X			
CPCCCM2013	Undertake basic installation of wall tiles		X			
CPCCJN2001	Assemble components		X			
CPCCJN3004	Manufacture and assemble joinery components		X			
CPCCCA2002	Use carpentry tools and equipment			X		
CPCCCM2005	Use construction tools and equipment	√		X		
CPCCCA2011	Handle carpentry materials			X		
CPCCVE1011	Undertake a basic construction project				X	
CPCCOM1012	Work effectively and sustainability 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".

Scope and Sequence Schedule - Construction 2 units x 2 years 2024

Term 4 - Year 11 (Preliminary) year of study												
List of units of competency to be delivered in each term. Teacher is to annotate when unit commences and ends. Please add local variations e.g. excursions, work placement, school examination periods. Delete the options/units not being delivered.			Weeks									
Task 5 Option 1: (30 Hours) Brick and Blocklaying												
CPCCB2001	Handle and prepare bricklaying and blocklaying materials											
CPCCB2002	Use bricklaying and blocklaying tools and equipment											
Task 5 Option 2: (30 Hours) Wall and Floor Tiling												
CPCCF2002	Use wall and floor tiling tools and equipment											
CPCCF2013	Undertake basic installation of wall tiles											
Task 5 Option 3: (40 Hours) Joinery												
CPCJN2001	Assemble components											
CPCJN3004	Manufacture and assemble joinery components											

Scope and Sequence Schedule - Construction 2 units x 2 years 2025

Term 1 - Year 12 (HSC) year of study													
List of units of competency to be delivered in each term. Teacher is to annotate when unit commences and ends. Please add local variations e.g. excursions, work placement, school examination periods.			Weeks										
Term 1			1	2	3	4	5	6	7	8	9	10	11
Task 6: (50 Hours) Tools and equipment													
CPCCA2002	Use carpentry tools and equipment	No Students											
CPCCM2005	Use construction tools and equipment												
CPCCA2011	Handle carpentry materials												

Term 2 - Year 12 (HSC) year of study												
List of units of competency to be delivered in each term. Teacher is to annotate when unit commences and ends. Please add local variations e.g. excursions, work placement, school examination periods.		Weeks										
Term 2		1	2	3	4	5	6	7	8	9	10	11
Task 7: (55 Hours) Group project												
CPCCV1011	Undertake a basic construction project											N/A
CPCCOM1012	Work effectively and sustainably in the Construction Industry											

Scope and Sequence Schedule - Construction 2 units x 2 years 2025

Term 3 - Year 12 (HSC) year of study												
List of units of competency to be delivered in each term. Teacher is to annotate when unit commences and ends. Please add local variations e.g. excursions, work placement, school examination periods.		Weeks										
Term 3		1	2	3	4	5	6	7	8	9	10	11
Task 7: (55 Hours) Group project												
CPCCV1011	Undertake a basic construction project											N/A
CPCCOM1012	Work effectively and sustainably in the Construction Industry											

English Advanced Assessment Schedule

Course Overview:					
<ul style="list-style-type: none"> • Common Module – Texts and Human Experiences • Module A – Textual Conversations • Module B – Critical Study of Literature • Module C – Craft of Writing 					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Common Module: Texts and Human Experiences Multimodal presentation	Module A: Textual Conversations Extended response	Module C: Craft of Writing Writing portfolio and reflection statement	Trial HSC Examination Paper 1 - Common Module Paper 2 - Modules A, B & C	
	Term 4, Week 9	Term 1, Week 10	Term 2, Week 7	Term 3, Week 5/6	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9	
Knowledge and understanding of course content	15	10	10	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 %	25	20	25	30	100

Assessment Syllabus Outcomes

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

English Advanced Scope and Sequence

The scope and sequence covers the following content:

- Common Module – Texts and Human Experiences
- Module A – Textual Conversations
- Module B – Critical Study of Literature
- Module C – Craft of Writing

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4 2024	Common Module – Texts and Human Experiences									
	<i>Billy Elliot</i> (film)									
	Assessment Task 1: Multimodal Presentation, weighting 25%, Week 9									
EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1 2025	Module A – Textual Conversations										Assessment week
	<i>Hagseed</i> (prose) and <i>The Tempest</i> (Shakespeare)										
	Assessment Task 2: Extended Response, weighting 20%, Week 10										
EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-8											

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2 2025	Module C – Craft of Writing						Module B – Critical Study of Literature			
							<i>A Doll's House</i> (play)			
	Assessment Task 3: Writing Portfolio, weighting 25%, Week 7									
EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3 2025	Module B – Critical Study of Literature				Trial Examinations		HSC revision			
	<i>A Doll's House</i> (play)									
	Assessment Task 4: Trial Examination, weighting 30%, Week 5/6									
EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9										

English Extension 1 Assessment Schedule

Course Overview:					
<ul style="list-style-type: none"> • Common Module – Literary Worlds • Elective – Worlds of Upheaval 					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Literary Worlds Imaginative Response and Reflection Statement	Literary Worlds Critical Analysis	Worlds of Upheaval Critical Response with Related Text	Trial HSC Examination	
	Term 4, Week 9	Term 1, Week 10	Term 2, Week 9	Term 3, Week 5/6	
	Outcomes assessed EE12-2, EE12-4 & EE12-5	Outcomes assessed EE12-2, EE12-3, EE12-4, EE12-5	Outcomes assessed EE12-1, EE12-2, EE12-3, EE12-4	Outcomes assessed EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	
Knowledge and understanding of complex texts and of how and why they are valued	10	5	20	15	50
Skills in complex analysis, sustained composition and independent investigation	10	5	20	15	50
Total %	20	10	40	30	100

Assessment Syllabus Outcome

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

English Extension 1 Scope and Sequence

The scope and sequence covers the following content:

Common Module – Literary Worlds

Elective – Worlds of Upheaval

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 4 2024	Common Module – Literary Worlds										
	Various Texts										
	Assessment Task 1: Imaginative Response and Reflection, weighting 20%, Week 9										
	EE12-2, EE12-4 & EE12-5										
Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Elective Module – Worlds of Upheaval									Assessment week	
	<i>Frankenstein</i>										
	Assessment Task 2: Critical Analysis, weighting 10%, Week 10										
EE12-2, EE12-3, EE12-4, EE12-5											
Term 2 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Elective Module – Worlds of Upheaval							Elective Module – Worlds of Upheaval			
	<i>Waiting for Godot</i>							<i>Seamus Heaney Poetry</i>			
	Assessment Task 3: Critical Response with Related Text, weighting 40%, Week 9										
EE12-1, EE12-2, EE12-3 & EE12-4											
Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Elective Module – Worlds of Upheaval				Trial Examinations		HSC Revision				
	<i>Seamus Heaney Poetry</i>										
	Assessment Task 4: Trial HSC Examination, weighting 30%, Week 5/6										
EE12-1, EE12-2, EE12-3, EE12-4 & EE12-5											

English Standard Assessment Schedule

Course Overview:					
<ul style="list-style-type: none"> • Common Module – Texts and Human Experiences • Module A – Language, Identity and Culture • Module B – Close Study of Literature • Module C – Craft of Writing 					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Common Module: Texts and Human Experiences Multimodal Presentation	Module A: Language Identity and Culture Extended Response	Module C: Craft of Writing Writing Portfolio and Reflection Statement	Trial HSC Examination Paper 1 - Common Module Paper 2 - Modules A, B & C	
	Term 4 Week 9	Term 1, Week 10	Term 2, Week 7	Term 3, Week 5/6	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	EN12-1, EN12-2, EN12-3, EN12-5, EN12-6, EN12-7	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7, EN12-8	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8, EN12-9	
Knowledge and understanding of course content	15	10	10	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 %	25	20	25	30	100

Assessment Syllabus Outcomes

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

English Standard Scope and Sequence

The scope and sequence covers the following content:

- Common Module – Texts and Human Experiences
- Module A – Language, Identity and Culture
- Module B – Close Study of Literature
- Module C – Craft of Writing

Term 4 2024	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)										
	Assessment Task 1: Multimodal Presentation, weighting 25%, Week 9										
	EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7										
Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Module A – Language, Identity and Culture <i>Henry Lawson Short Stories</i> (prose fiction)									Assessment week	
	Assessment Task 2: Extended Response, weighting 20%, Week 10										
	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7, EN12-8										
Term 2 2025	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						Module B – Close Study of Literature <i>Oodgeroo Noonuccal</i> (poetry)				
	Assessment Task 3: Writing Portfolio, weighting 25%, Week 7										
	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-9										
Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Module B – Close Study of Literature <i>Oodgeroo Noonuccal</i> (poetry)				Trial Examinations		HSC Revision				
	Assessment Task 4: Trial Examination, weighting 30%, Week 5/6										
	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8, EN12-9										

English Studies Assessment Schedule

Course Overview:					
<ul style="list-style-type: none"> • Common Module – Texts and Human Experiences • Module C: On the Road – English and the Experience of Travel • Module H: Part of the Family – English and Family Life • Module K: The Big Screen – English in Filmmaking 					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Common Module: Texts and Human Experiences Multimodal Presentation	Module C: On the Road Research Task	Portfolio	Trial HSC Examination	
	Term 4, Week 9	Term 1, Week 10	Term 3, Week 3	Term 3, Week 5/6	
	Outcomes assessed ES12-1, ES12-2, ES12-4, ES12-5, ES12-6, ES12-8	Outcomes assessed ES12-1, ES12-3, ES12-6, ES12-7, ES12-8, ES12-9	Outcomes assessed ES12-4, ES12-5, ES12-6, ES12-7, ES12-9 & ES12-10	Outcomes assessed ES 12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-6, ES12-7, ES12-8	
Knowledge and understanding of course content	15	10	15	10	50
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	15	10	15	10	50
Total %	30	20	30	20	100

Assessment Syllabus Outcomes

- ES12-1** comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES12-2** identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES12-3** accesses, comprehends and uses information to communicate in a variety of ways
- ES12-4** composes proficient texts in different forms
- ES12-5** develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences
- ES12-6** uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES12-7** represents own ideas in critical, interpretive and imaginative texts
- ES12-8** understands and explains the relationships between texts
- ES12-9** identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences
- ES12-10** monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

English Studies Scope and Sequence

The scope and sequence covers the following content:

- Common Module – Texts and Human Experiences
- Module C: On the Road – English and the Experience of Travel
- Module H: Part of the Family – English and the Family Life
- Module K: The Big Screen – English in Filmmaking

Term 4 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Common Module – Text and Human Experiences <i>Billy Elliot</i> (film)										
	Assessment Task 1: Multimodal Presentation, weighting 30%, Week 9										
	ES12-1, ES12-2, ES12-4, ES12-5, ES12-6, ES12-8										
Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Module C – On the Road									Assessment week	
	Assessment Task 2: Research Task, weighting 20%, Week 10										
	ES12-1, ES12-3, ES12-6, ES12-7, ES12-8, ES12-9										
Term 2 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Module H – Part of the Family										
Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Module K – The Big Screen				Trial Examinations		Module K – The Big Screen HSC Revision (if students chose to sit HSC Examination)				
	Assessment Task 3: Portfolio, weighting 30%, Week 3 Assessment Task 4: Trial HSC Examination, weighting 20%, Week 5/6										
	ES12-4, ES12-5, ES12-6, ES12-7, ES12-9 & ES12-10 (Task 3) ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-6, ES12-7, ES12-8 (Task 4)										

Food Technology Assessment Schedule

Course Overview:					
<ul style="list-style-type: none"> • The Australian Food Industry • Food Manufacture • Food Product Development • Contemporary Nutrition Issues 					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Australian Food Industry	Food Manufacture	Food Product Design and Evaluation	Trial HSC Examination	
	Term 4, Week 10	Term 1, Week 10	Term 2, Week 9	Term 3, Week 5/6	
	Outcomes assessed H1.2, H1.4, H3.1, H5.1	Outcomes assessed H1.1, H4.2, H5.1	Outcomes assessed H1.3, H2.1, H3.2, H4.1	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

Assessment Syllabus Outcomes

- H1.1** explains manufacturing processes and technologies used in the production of food products
- H1.2** examines the nature and extent of the Australian food industry
- H1.3** justifies processes of food product development and manufacture in terms of market, technological and environmental considerations
- H1.4** evaluates the impact of the operation of an organisation within the Australian food industry on the individual, society and environment
- H2.1** evaluates the relationship between food, its production, consumption, promotion and health
- H3.1** investigates operations of one organisation within the Australian food industry
- H3.2** independently investigates contemporary nutrition issues
- H4.1** develops, prepares and presents food using product development processes
- H4.2** applies principles of food preservation to extend the life of food and maintain safety
- H5.1** develops, realises and evaluates solutions for a range of food situations

Food Technology Scope and Sequence

The scope and sequence covers the following content:

- The Australian Food Industry
- Food Manufacture
- Food Product Development
- Contemporary Nutrition Issues

Term 4 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	The Australian Food Industry										
	Assessment Task 1: AFI Company Research Task, weighting 20%, Week 10										
	H1.2, H1.4, H3.1, H5.1										
Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Food Manufacture									Assessment week	
	Assessment Task 2: Timed Writing Task, weighting 20%, Week 10										
	H1.1, H4.2, H5.1										
Term 2 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Food Product Development										
	Assessment Task 3: Food Product Design & Evaluation/CNI weighting 30 %, Week 9										
	H1.3, H2.1, H3.2, H4.1										
Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Contemporary Nutrition Issues				Trial Examinations		Revision				
	Assessment Task 4: Trial HSC, weighting 30%, Week 5/6										
	H1.1, H1.3, H1.4, H2.1, H4.2										

Geography Assessment Schedule

Course Overview:					
<ul style="list-style-type: none"> • Global Sustainability • Ecosystems and global biodiversity • Rural and Urban Places 					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Global Sustainability	Global Sustainability/ Ecosystems and Global biodiversity	Ecosystems and biodiversity	Rural and urban places	
	Stimulus-based response (in-class)	Research Task	Fieldwork report	Trial Examination	
	Term 4, Week 8	Term 1, Week 10	Term 3, Week 3	Term 3, Week 5/6	
	Outcomes assessed GE-12-04 GE-12-06 GE-12-09	Outcomes assessed GE-12-01 GE-12-02 GE-12-08 GE-12-09	Outcomes assessed GE-12-04 GE-12-05 GE-12-06 GE-12-07	Outcomes assessed GE-12-03 GE-12-05 GE-12-09	
Knowledge and understanding of course content	10	15	5	10	40
Geographical skills and tools	5	5	5	5	20
Geographical inquiry and research, including fieldwork	5	5	5	5	20
Communication of geographical information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	25	30	20	25	100

Assessment Syllabus Outcome

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

Geography Scope and Sequence

The scope and sequence covers the following content:

- Global Sustainability
- Ecosystems and global biodiversity
- Rural and Urban Places

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4 2024	Global Sustainability									
	Sustainability in the Contemporary World			Evaluating sustainability		Investigation of a global economic activity- Tourism- Skyrail, Cairns				
	Assessment Task 1: Stimulus- based response, weighting 25%, Week 8									
	GE-12-04, GE-12-6, GE2-09									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
Term 1 2025	Ecosystems and global biodiversity											
	Ecosystems and biodiversity					Investigation of ecosystems: Yangtze River, China				Assessment week		
	Assessment Task 2: Research Task, weighting 30 %, Week 10											
	GE-12-01, GE-12-02, GE-12-08, GE-12-09											

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 2 2025	Ecosystems and global biodiversity					Rural and urban places					
	Investigation of ecosystems: Great Barrier Reef					Rural and Urban settlement				Week 10: Cairns Field work Trip	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3 2025	Rural and urban places									
	Investigation of a rural and an urban place			Investigation of a large city outside Australia		Trial Examinations		Investigation of a large city outside Australia	Revision	
	Assessment Task 3: Fieldwork Report, weighting 20%, Week 3 Assessment Task 4: Trial Examination, weighting 25%, Week 5/6									
	Task 3 - GE-12-04, GE-12-05, GE-12-6, GE-12-07 Task 4 - GE-12-03, GE-12-05, GE-12-09									

History Extension Assessment Schedule

Course Overview:				
<ul style="list-style-type: none"> Constructing History – Key Questions investigated prior to the Case Study, with a related teacher-developed study the History Project integrated throughout the course 				
Component	Task 1	Task 2	Task 3	Weighting%
	Historical Process (proposal, process log, annotated sources) History Project	Essay History Project	Trial HSC Examination	
	Term 1, Week 10	Term 3, Week 1	Term 3, Week 5/ 6	
	Outcomes assessed HE12-1 HE12-2 HE12-4	Outcomes assessed HE12-1 HE12-2 HE12-3 HE12-4	Outcomes assessed HE12-1 HE12-3 HE12-4	
Knowledge and understanding about significant historiographical ideas and processes	10	10	20	40
Skills in designing, undertaking and communicating historical inquiry and analysis	20	30	10	60
Total %	30	40	30	100

Assessment Schedule Outcomes

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

History Extension Scope and Sequence

The scope and sequence covers the following content:

- Constructing History – Key Questions investigated prior to the Case Study, with a related teacher-developed study
- the History Project integrated throughout the course

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4 2024	Constructing History – Who are the historians?								History Project	
	HE12-1, HE12-3, HE12-4									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1 2025	History Project		Constructing History – Key Questions (Includes History in the Digital Age (teacher-developed study)						Assessment week		
	Historical Processes (Project Proposal) weighting 30% Week 10										
	HE12-1, HE12-2, HE12-4										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2 2025	History Project		Constructing History – Case Study 2							
	HE12-1 HE12-2 HE12-3 HE12-4									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3 2025	History Project		Constructing History – Case Study		Trial Examinations		Constructing History – Case Study and revision			
	Essay History Project, weighting 40% Week 1									
	Task 2 - HE12-1, HE12-2, HE12-3, HE12-4									
	Trial Examination, weighting 30% Week 5/6									
Task 3 - HE12-1, HE12-3, HE12-4										

HSC Assessment Advice for VET Courses - Hospitality

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You will be deemed “Competent” if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA Courses.

Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies ‘not achieved’. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS) will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.

Recognition of Prior Learning (RPL) on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

Credit Transfer (CT) may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of this UoC.

N Determination letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

Work placement is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

- you will not be permitted to participate in a work placement if you are not deemed ‘work ready’ by your trainer.
- a ‘N’ determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

Work placement advice from NESA in response to COVID

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information).

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure



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

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

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

* **Examinable units to be confirmed by teacher.**

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

Scope and Sequence Schedule - Hospitality 2 units x 2 years

Term 4 - Year 12 HSC year of study											
List of units of competency to be delivered in each term. Teacher is to annotate when unit commences and ends. Please add local variations e.g. excursions, work placement, school examination periods.			Weeks								
Term 4	1	2	3	4	5	6	7	8	9	10	11
Task 3: The hospitality industry			Learning and assessment across all units								
SITHIND006	Source and use information on the hospitality industry	TASK 3									
Task 4: Working in the Hospitality Industry			Learning and assessment across all units								
SITHFAB024	Prepare and serve non-alcoholic beverages	TASK 4									
BSBTWK201	Work effectively with others										
SITHFAB025	Prepare and serve espresso coffee										
SITHFAB027	Serve food and beverages										
SITHIND007	Use hospitality skills effectively										

Scope and Sequence Schedule - Hospitality 2 units x 2 years 2025

Term 1 - Year 12 HSC year of study											
List of units of competency to be delivered in each term. Teacher is to annotate when unit commences and ends. Please add local variations e.g. excursions, work placement, school examination periods.			Weeks								
Term 1	1	2	3	4	5	6	7	8	9	10	11
Task 3: The hospitality industry			Learning and assessment across all units								
SITHIND006	Source and use information on the hospitality industry		TASK 3								
Task 4: Working in the Hospitality Industry			Learning and assessment across all units								
SITHFAB024	Prepare and serve non-alcoholic beverages		TASK 4								
BSBTWK201	Work effectively with others										
SITHFAB025	Prepare and serve espresso coffee										
SITHFAB027	Serve food and beverages										
SITHIND007	Use hospitality skills effectively										

Scope and Sequence Schedule - Hospitality 2 units x 2 years 2025

Term 2 - Year 12 HSC year of study											
List of units of competency to be delivered in each term. Teacher is to annotate when unit commences and ends. Please add local variations e.g. excursions, work placement, school examination periods.			Weeks								
Term 2	1	2	3	4	5	6	7	8	9	10	11
Task 4: Working in the Hospitality Industry			Learning and assessment across all units								
SITHFAB024	Prepare and serve non-alcoholic beverages	TASK 4									
BSBTWK201	Work effectively with others										
SITHFAB025	Prepare and serve espresso coffee										
SITHFAB027	Serve food and beverages										
SITHIND007	Use hospitality skills effectively										

Scope and Sequence Schedule - Hospitality 2 units x 2 years 2025

Term 3 - Year 12 HSC year of study											
List of units of competency to be delivered in each term. Teacher is to annotate when unit commences and ends. Please add local variations e.g. excursions, work placement, school examination periods.			Weeks								
Term 3	1	2	3	4	5	6	7	8	9	10	11
Task 4: Working in the Hospitality Industry			Learning and assessment across all units								
SITHFAB024	Prepare and serve non-alcoholic beverages	TASK 4									
BSBTWK201	Work effectively with others										
SITHFAB025	Prepare and serve espresso coffee										
SITHFAB027	Serve food and beverages										
SITHIND007	Use hospitality skills effectively										

Japanese Continuers Assessment Schedule

Course Overview: <ul style="list-style-type: none"> • The Personal World • Japanese Speaking Communities • The Changing World 					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Advertisement for your town - Multimodal Task	Conversation and Comprehension Task	Post Schools Goals Speeches	Trial HSC Examination	
	Term 4, Week 10	Term 1, Week 10	Term 2, Week 8	Term 3, Week 5/6	
	Outcomes assessed 2.1, 2.2, 2.3, (W) 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3 (R)	Outcomes assessed 1.1, 1.2, 1.3, 1.4 (S) 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3 (R,L)	Outcomes assessed 1.1, 1.2, 1.3, 1.4 (S) 2.1, 2.2, 2.3, (W) 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 (L)	Outcomes assessed 1.1, 1.2, 1.3, 1.4 (S) 2.1, 2.2, 2.3, (W) 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3 (R,L)	
Listening		10	10	10	30
Reading	10	10		10	30
Speaking		5	5	10	20
Writing	5		5	10	20
Total %	15	25	20	40	100

Assessment Syllabus Outcomes

- 1.1** uses a range of strategies to maintain communication
- 1.2** conveys information appropriate to context, purpose and audience
- 1.3** exchanges and justifies opinions and ideas
- 1.4** reflects on aspects of past, present and future experience
- 2.1** applies knowledge of language structures to create original text
- 2.2** composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3** structures and sequences ideas and information
- 3.1** conveys the gist of texts and identifies specific information
- 3.2** summarises the main ideas
- 3.3** identifies the tone, purpose, context and audience
- 3.4** draws conclusions from or justifies an opinion
- 3.5** interprets, analyses and evaluates information
- 3.6** infers points of view, attitudes or emotions from language and context
- 4.1** recognises and employs language appropriate to different social contexts
- 4.2** identifies values, attitudes and beliefs of cultural significance
- 4.3** reflects upon significant aspects of language and culture

Japanese Continuers Scope and Sequence

The scope and sequence covers the following content:

- The Personal World
- Japanese Speaking Communities
- The Changing World

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4 2024	My Home The Personal World and Japanese Speaking Communities					Travel Japanese Speaking Communities				
	Assessment Task 1: Advertisement for your Town, weighting 15%, Week 10									
	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1 2025	Staying in Japan Japanese Speaking Communities				Leisure The Personal World and Japanese Speaking Communities					Assessment week	Leisure
	Assessment Task 2: Conversation and Comprehension, weighting 25%, Week 10										
	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2 2025	Coming of Age The Personal World and The Changing World					Part-Time Jobs The Personal World and The Changing World				
	Assessment Task 3: Post School Goals Speech, weighting 20%, Week 8									
	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3 2025	Health and the Environment The Changing World				Trial Examinations		Revision			
	Assessment Task 4: Trial Exams, weighting 40%, Week 5/6*									
	*Trial Speaking exams to be conducted from Week 2, depending on Language Exam Timetable.									
	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3									

Legal Studies Assessment Schedule

Course Overview:					
<ul style="list-style-type: none"> • Core Study: Crime • Core Part 2: Human Rights • World Order • Global Environmental Protection 					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Essay Crime	In class Essay Global Environment Protection	Short answer responses Human Rights and Shelter	Trial HSC Examination	
	Term 4, Week 9	Term 1, Week 10	Term 2, Week 8	Term 3, Week 5/6	
	Outcomes assessed H1, H2, H3, H9	Outcomes assessed H4, H5, H7, H8, H10	Outcomes assessed H1, H3, H4, H6,	Outcomes assessed H1 H2 H3 H4 H5 H6 H8 H9 H10	
Knowledge and understanding of course content	10	5	5	20	40
Analysis and evaluation	5	5	5	5	20
Inquiry and research		10	10		20
Communication of legal information, issues and ideas in appropriate forms	5	5	5	5	20
Total %	20%	25%	25%	30%	100

Assessment Syllabus Outcomes:

H1 Identifies and applies legal concepts and terminology

H2 Describes and explains key features of the relationship between Australian and international law

H3 Analyses the operation of domestic and international legal systems

H4 Evaluates the effectiveness of the legal system in addressing issues

H5 Explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change

H6 Assess the nature of the interrelationship between the legal system and society

H7 Evaluates the effectiveness of the law in achieving justice

H8 Locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents

H9 Communicates legal information using well-structured and logical arguments

H10 Analyses differing perspectives and interpretations of legal information and issues

Legal Studies Scope and Sequence

The scope and sequence covers the following content:

- Core Study: Crime
- Core Part 2: Human Rights
- World Order
- Global Environmental Protection

Term 4 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Core Study: Crime										
	Assessment Task 1: Research Essay weighting 20% Week 9										
	H1, H2, H3, H9										
Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Core Part 2 Human Rights									Assessment week	Option: World Order
	Assessment Task 2: In Class Essay weighting 25%, Due Week 10										
	H4, H5, H7, H8, H10										
Term 2 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Option 1: World Order								Option 2: Global Environmental Protections		
	Assessment Task 3: Short answer responses weighting 25% Week 8										
	H1, H3, H4, H6										
Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Option 2: Global Environmental Protections				Trial Examinations		Revision of Topics: Crime, Human Rights, World Order, Global Environmental Protections				
	Assessment Task 4: Trial Exams 40% Week 5/6										
	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10										

Mathematics Advanced Assessment Schedule

Course Overview:

The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.

The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assignment/ Investigation Task	In-Class Test 1	In-Class Test 2	Trial HSC Examination	
	Term 4, Week 9	Term 1, Week 6	Term 2, Week 10	Term 3, Week 5/6	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	MA11-7 MA11-8 MA11-9 MA12-9 MA12-10	MA12-3 MA12-6 MA12-7 MA12-9 MA12-10	MA12-1 MA12-5 MA12-8 MA12-9 MA12-10	MA12-1 to MA12-10	
Understanding, Fluency and Communicating	15	10	10	15	50
Problem Solving, Reasoning and Justification	15	10	10	15	50
Total %	30	20	20	30	100

Assessment Syllabus Outcomes

- MA11-7** Uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8** Uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11-9** Provides reasoning to support conclusions which are appropriate to the context
- MA12-1** Uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
- MA12-2** Models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
- MA12-3** Applies calculus techniques to model and solve problems
- MA12-4** Applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
- MA12-5** Applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
- MA12-6** Applies appropriate differentiation methods to solve problems
- MA12-7** Applies the concepts and techniques of indefinite and definite integrals in the solution of problems
- MA12-8** Solves problems using appropriate statistical processes
- MA12-9** Chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
- MA12-10** Constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

Mathematics Advanced Scope and Sequence

The scope and sequence covers the following content:

- Functions
- Trigonometric Functions
- Calculus
- Financial Mathematics
- Statistical Analysis

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4 2024	Differential Calculus (MA-C2)			The First and Second Derivative (MA-C3.1)			Applications of the Derivative (MA-C3.2)		The Anti-Derivative (MA-C4.1)	
	Assessment Task 1: Assignment/Investigation Task, weighting 30%, Week 9									
	MA12-3, MA12-6, MA12-9, MA12-10								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	Week 11	
Term 1 2025	Areas and the Definite Integral (MA-C4.2)			Graphing Techniques (MA-F2)		Trigonometric Functions and Graphs (MA-T3)		Data and Summary Statistics (MA-S2.1)		Assessment week	Bivariate Data Analysis (MA-S2.2)	
	Assessment Task 2: In-Class Test 1, weighting 20%, Week 6											
	MA12-3, MA12-7, MA12-9, MA12-10			MA12-1, MA12-9, MA12-10			MA12-1, MA12-5, MA12-9, MA12-10		MA12-8, MA12-9, MA12-10			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
Term 2 2025	Continuous Random Variables (MA-S3.1)			The Normal Distribution (MA-S3.2)		Modelling Financial Situations (MA-M1)				
	Assessment Task 3: In-Class Test 2, weighting 20%, Week 10									
	MA12-8, MA12-9, MA12-10					MA12-2, MA12-4, 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 2025	Revision for Trial HSC Examination				Trial HSC Examinations		Preparation for HSC Examination			
	Assessment Task 4: Trial HSC Examination, weighting 30%, Week 5/6									
	MA12-1 to MA12-10									

Mathematics Standard 1 Assessment Schedule

Course Overview:

Mathematics Standard 1 is designed to help students improve their numeracy by building their confidence and success in making mathematics meaningful. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills and literacy skills, as well as positive attitudes. When students become numerate, they are able to manage a situation or solve a problem in real contexts, such as everyday life, work or further learning. This course offers students the opportunity to prepare for post-school options of employment or further training.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	In-Class Test 1	In-Class Test 2	Assignment/ Investigation Task	Trial HSC Examination	
	Term 4, Week 9	Term 1, Week 6	Term 2, Week 10	Term 3, Week 5/6	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	MS1-12-1 MS1-12-2 MS1-12-6 MS1-12-7 MS1-12-9 MS1-12-10	MS1-12-1 MS1-12-3 MS1-12-4 MS1-12-5 MS1-12-6 MS1-12-9 MS1-12-10	MS1-12-3 MS1-12-4 MS1-12-8 MS1-12-9 MS1-12-10	MS1-12-1 to MS1-12-10	
Understanding, Fluency and Communicating	10	10	15	15	50
Problem Solving, Reasoning and Justification	10	10	15	15	50
Total %	20	20	30	30	100

Assessment Syllabus Outcomes

- MS1-12-1** uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
- MS1-12-2** analyses representations of data in order to make predictions and draw conclusions
- MS1-12-3** interprets the results of measurements and calculations and makes judgements about their reasonableness
- MS1-12-4** analyses simple two-dimensional and three-dimensional models to solve practical problems
- MS1-12-5** makes informed decisions about financial situations likely to be encountered post-school
- MS1-12-6** represents the relationships between changing quantities in algebraic and graphical forms
- MS1-12-7** solves problems requiring statistical processes
- MS1-12-8** applies network techniques to solve network problems
- MS1-12-9** chooses and uses appropriate technology effectively and recognises appropriate times for such use
- MS1-12-10** uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

Mathematics Standard 1 Scope and Sequence

The scope and sequence covers the following content:

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis
- Networks

Term 4 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Simultaneous Linear Equations (MS-A3.1)		Surveys (MS-S3.1)		Exploring and Describing Data (MS-S3.2)			Investment (MS-F2)			
	Assessment Task 1: In-Class Test 1, weighting 20%, Week 9										
	MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10			MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10			MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10			MS1-12-5, MS1-12-9, MS1-12-10	
Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Graphs of Practical Situations (MS-A3.2)			Right-Angled Triangles (MS-M3)			Depreciation and Loans (MS-F3)		Assessment Week	Depreciation and Loans (MS-F3)	
	Assessment Task 2: In-Class Test 2, weighting 20%, Week 6										
	MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10			MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10			MS1-12-5, MS1-12-9, MS1-12-10			MS1-12-5, MS1-12-9, MS1-12-10	
Term 2 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Rates (MS-M4)			Scale Drawings (MS-M5)			Networks (MS-N1.1)		Shortest Path (MS-N1.2)		
	Assessment Task 3: Assignment/Investigation Task, weighting 30%, Week 10										
	MS1-12-3, MS1-12-9, MS1-12-10			MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10			MS1-12-8, MS1-12-9, MS1-12-10				
Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Revision for Trial HSC Examination				Trial HSC Examinations		Preparation for HSC Examination				
	Assessment Task 4: Trial HSC Examination, weighting 30%, Week 5/6										
	MS1-12-1 to MS1-12-10										

Mathematics Standard 2 Assessment Schedule

Course Overview: Mathematics Standard 2 is designed for those students who want to extend their mathematical skills beyond Stage 5 but are not seeking the in-depth knowledge of higher mathematics that the study of calculus would provide. This course offers students the opportunity to prepare for a wide range of educational and employment aspirations, including continuing their studies at a tertiary level.					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	In-Class Test 1	Assignment/ Investigation Task	In-Class Test 2	Trial HSC Examination	
	Term 4, Week 9	Term 1, Week 6	Term 2, Week 10	Term 3, Week 5/6	
	Outcomes assessed MS2-12-1 MS2-12-6 MS2-12-8 MS2-12-9 MS2-12-10	Outcomes assessed MS2-12-3 MS2-12-4 MS2-12-5 MS2-12-9 MS2-12-10	Outcomes assessed MS2-12-2 MS2-12-7 MS2-12-8 MS2-12-9 MS2-12-10	Outcomes assessed MS2-12-1 to MS2-12-10	
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

Assessment Syllabus Outcomes

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

Mathematics Standard 2 Scope and Sequence

The scope and sequence covers the following content:

- Algebra
- Measurement
- Financial Mathematics
- Statistical Analysis
- Networks

Term 4 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Network Concepts (MS-N2)			Simultaneous Linear Equations (MS-A4.1)			Non-Linear Relationships (MS-A4.2)		Non-Right-Angled Trigonometry (MS-M6)		
	Assessment Task 1: In-Class Test 1, weighting 20%, Week 9										
	MS2-12-8, MS2-12-9, MS2-12-10				MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10				MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10		

Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Loans and Depreciation (MS-F4.2)			Investments (MS-F4.1)			Annuities (MS-F5)			Assessment Week	Bivariate Data Analysis (MS-S4)	
	Assessment Task 2: Assignment/Investigation Task, weighting 30%, Week 6											
	MS2-12-5, MS2-12-9, MS2-12-10									MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10		

Term 2 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Bivariate Data Analysis (MS-S4)	The Normal Distribution (MS-S5)			Critical Path Analysis (MS-N3)			Rates and Ratios (MS-M7)			
	Assessment Task 3: In-Class Test 2, weighting 20%, Week 10										
	MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10					MS2-12-8, MS2-12-9, MS2-12-10			MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10		

Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Revision for Trial HSC Examination				Trial HSC Examinations		Preparation for HSC Examination				
	Assessment Task 4: Trial HSC Examination, weighting 30%, Week 5/6										
	MS2-12-1 to MS2-12-10										

Numeracy Assessment Schedule

Course Overview:

The Numeracy Stage 6 CEC course is designed to offer opportunities for students to reason numerically and think mathematically. Numerical reasoning and mathematical thinking are supported by an atmosphere of questioning, communicating, reasoning and reflecting and are engendered by opportunities to generalise, challenge, find connections and to think critically and creatively.

The Numeracy course provides opportunities for students to develop 21st Century knowledge, skills, understanding, values and attitudes. As part of this, students are encouraged to learn to use appropriate technology as an effective support for numerical and mathematical activities.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assignment/ Investigation Task 1	Assignment/ Investigation Task 2	Assignment/ Investigation Task 3	Assignment/ Investigation Task 4	
	Term 4, Week 6	Term 1, Week 6	Term 2, Week 6	Term 3, Week 4	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.4 N6-2.5 N6-3.1 N6-3.2	N6-1.1 N6-1.2 N6-1.3 N6-2.4 N6-3.1 N63.2	N6-1.1 N6-1.2 N6-1.3 N6-2.2 N6-2.5 N6-3.1 N6-3.2	N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.3 N6-2.5 N6-3.2	
Knowledge and understanding	15	10	15	10	50
Skills	10	15	10	15	50
Total %	25	25	25	25	100

Assessment Syllabus Outcomes

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

Numeracy Scope and Sequence

The scope and sequence covers the following content:

- Module 3
- Module 4

Term 4 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Operations with Numbers (3.2)		Percentages (3.1)	Work on Assignment/Investigation Task 1		Percentages (3.1)	Spending Money (3.3.1)		Earning Money (3.3.2)		
	Assessment Task 1: Assignment/Investigation Task 1, weighting 25%, Week 6										
	N6-1.1, N6-1.2, N6-1.3, N6-2.4, N6-3.1, N6-3.2			N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.5, N6-3.1, N6-3.2				N6-1.1, N6-1.2, N6-1.3, N6-2.4, N6-3.1, N6-3.2			

Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Personal Finance (3.3.3)			Work on Assignment/Investigation Task 2		Location, Time and Temperature (3.4)				Assessment Week	Space and Design (3.5)	
	Assessment Task 2: Assignment/Investigation Task 2, weighting 25%, Week 6											
	N6-1.1, N6-1.2, N6-1.3, N6-2.4, N6-3.1, N6-3.2					N6-1.1, N6-1.2, N6-1.3, N6-2.2, N6-2.5, N6-3.1, N6-3.2					N6-1.1, N6-1.2, N6-2.5, N6-3.2	

Term 2 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Space and Design (3.5)		Rates and Ratios (4.1)	Work on Assignment/Investigation Task 3		Rates and Ratios (4.1)		Statistics (4.2.1)			
	Assessment Task 3: Assignment/Investigation Task 3, weighting 25%, Week 6										
	N6-1.1, N6-1.2, N6-2.5, N6-3.2			N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-3.1, N6-3.2					N6-1.1, N6-1.2, N6-1.3, N6-2.3, N6-3.1, N6-3.2		

Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Probability (4.2.2)	Work on Assignment/Investigation Task 4		Probability (4.2.2)	Trial HSC Examinations		Exploring with NRMT (4.3)				
	Assessment Task 4: Assignment/Investigation Task 4, weighting 25%, Week 4										
	N6-1.1, N6-1.2, N6-1.3, N6-2.3, 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				

Modern History Assessment Schedule

Course Overview:					
<ul style="list-style-type: none"> ▪ Core Study: Power and Authority in the Modern World 1919-1946 ▪ National Studies: Russia and the Soviet Union 1917-1941 ▪ Peace and Conflict: Conflict in Europe 1935-1945 ▪ Change in the Modern World: The Nuclear Age 1945 – 2011 					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Historical Analysis	In Class Essay	Research Task	Trial HSC Examination	
	Power and Authority in the Modern World	Russia and the Soviet Union	Conflict in the Pacific		
	Term 4, Week 8	Term 1, Week 10	Term 2, Week 7	Term 3, Week 5/6	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	MH12-5, MH12-6, MH12-7, MH12-8	MH12-1, MH12-2, MH12-5, MH12-9	MH12-1, MH12-3, MH12-4, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9	
Knowledge and understanding of course content	10	10	10	10	40
Historical skills in the analysis and evaluation of sources and interpretations	10			10	20
Historical inquiry and research	5	5	10		20
Communication of historical understanding in appropriate forms	5	5		10	20
Total %	30	20	20	30	100

Assessment Syllabus Outcomes:

MH12-1 accounts for the nature of continuity and change in the modern world

MH12-2 proposes arguments about the varying causes and effects of events and developments

MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past

MH12-4 analyses the different perspectives of individuals and groups in their historical context

MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world

MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument

MH12-7 discusses and evaluates differing interpretations and representations of the past

MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

Modern History Scope and Sequence

The scope and sequence covers the following content:

- Core Study: Power and Authority in the Modern World 1919-1946
- National Studies: Russia and the Soviet Union 1917-1941
- Peace and Conflict: Conflict in Europe 1935-1945
- Change in the Modern World: The Nuclear Age 1945 – 2011

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4 2024	Core Study: Power and Authority in the Modern World 1919-1946								National Study: Russia and the Soviet Union 1917-1941	
	Assessment Task 1: Historical Analysis 30%. Due: Week 8									
	MH12-5, MH12-6, MH12-7, MH12-8									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1 2025	National Study: Russia and the Soviet Union 1917-1941									Assessment week	
	Assessment Task 2: In Class Task 20% Due: Term 1, Week 10										
	MH12-1, MH12-2, MH12-5, MH12-9										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2 2025	National Studies: Conflict in the Pacific 1937 - 1951					Change in the Modern World: The Nuclear Age				
	Assessment Task 3: Research Task 20% Due: Week 7									
	MH12-1, MH12-3, MH12-4, MH12-9									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3 2025	Change in the Modern World: The Nuclear Age				Trial Examinations		Revision: all topics (or complete any outstanding module content or dot points)			
	Assessment Task 4: Trial Examinations 30% Week 5/6									
	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-8, MH12-9									

Music 1 Assessment Schedule

Course Overview:					
<ul style="list-style-type: none"> • An Instrument and its Repertoire • Music of the 20th and 21st Centuries • Elective Topic 					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Composition Portfolio	Presentation of Elective: for Topics 1 and 2 and Aural Test	Presentation of Electives for Topic 3	Trial HSC Examination	
	Term 4, Week 10	Term 1, Week 10	Term 2, Week 7	Term 3, Week 5/6	
	Outcomes assessed H2, H3, H4, H5, H6 & H7	Outcomes assessed Aural: H4, H6, H8 Elective: H1- H9 (as appropriate to elected task)	Outcomes assessed Elective: H1- H9 (as appropriate to elected task)	Outcomes assessed Aural: H4, H6, H8 Core: H1, H5, H7 & H9	
Performance				10	10
Composition	10				10
Musicology	10				10
Aural		5		20	25
Elective		30	15		45
Total %	20	35	15	30	100

Assessment Syllabus Outcomes

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

Music 1 Scope and Sequence

The scope and sequence covers the following content:

- An Instrument and its Repertoire (Common Practice)
- Music of the 20th and 21st Centuries
- Elective Topic

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4 2024	An Instrument and Its Repertoire (Common Practice)									
	Assessment Task 1: Composition Portfolio 20% Due: Week 10									
	H2, H3, H4, H5, H6 & H7									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1 2025	Music of the 20 th and 21 st Centuries									Assessment week	
	Assessment Task 2: Electives 1 & 2, and Aural Test 35% Due: Week 10										
	Aural: H4, H6, H8 Elective: H1- H9 (as appropriate to elected task)										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2 2025	Elective 3									
	Assessment Task 3: Elective 3 15% Due: Week 7									
	Elective: H1-H9 (as appropriate to elected task)									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3 2025	Exam Preparation + Core				Trial Examinations		Exam Preparation + Core		HSC MUSIC EXAMINATION – Week 8 & 9	
	Assessment Task 4 Aural Exam and Core Performance 30% Week 5/6									
	Aural: H4, H6, H8 Core: H1, H5, H7 & H9									

Personal Development Health and Physical Education Assessment Schedule

Course Overview: Core Strands (60% Total) <ul style="list-style-type: none"> • Health Priorities in Australia • Factors Affecting Performance Options (40% Total) <ul style="list-style-type: none"> • Sports Medicine • Improving Performance 					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Sports Medicine Option 3 Stimulus - In Class Task	Core 1 - Health Priorities in Australia Research and Written component	Core 2 - Factors Affecting Performance Extended Response	Trial HSC Examination Formal Written Examination	
	Term 4, Week 9	Term 1, Week 10	Term 2, Week 8	Term 3, Week 5/6	
	Outcomes assessed H8, H13, H16, H17	Outcomes assessed H1, H2, H3, H4, H5, H14, H15, H16	Outcomes assessed H7, H8, H9, H16, H17	Outcomes assessed All	
Knowledge and understanding of course content	5	10	10	15	40
Skills in critical thinking, research, analysing, and communicating	15	15	15	15	60
Total %	20	25	25	30	100

Assessment Syllabus Outcomes

- H1** describes the nature and justifies the choice of Australia's health priorities
- H2** analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3** analyses the determinants of health and health inequities
- H4** argues the case for health promotion based on the Ottawa Charter
- H.5** explains the different roles and responsibilities of individuals, communities, and governments in addressing Australia's health priorities
- H7** explains the relationship between physiology and movement potential
- H8** explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9** explains how movement skill is acquired and appraised
- H10** designs and implements training plans to improve performance
- H11** designs psychological strategies and nutritional plans in response to individual performance needs
- H13** selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
- H14** argues the benefits of health-promoting actions and choices that promote social justice
- H15** critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16** devises methods of gathering, interpreting, and communicating information about health and physical activity concepts
- H17** selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Personal Development Health and Physical Education Scope and Sequence

The following scope and sequence covers the following content:

- HSC Core 1: Health Priorities in Australia
- HSC Core 2: Factors Affecting Performance
- HSC Option 3: Sports Medicine
- HSC Option 4: Improving Performance

Term 4 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Option 3 - Sports Medicine										
	Assessment Task 1: Stimulus, weighting 20%, Week 9										
	H8, H13, H16, H17										
Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Core 1 - Health Priorities in Australia									Assessment week	
	Assessment Task 2: Research and written component, weighting 25%, Week 10										
	H1, H2, H3, H4, H5, H14, H15, H16										
Term 2 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Core 2 - Factors Affecting Performance										
	Assessment Task 3: Extended Response, weighting 25%, Week 8										
	H7, H8, H9, H16, H17										
Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Option 2 - Improving Performance				Trial Examinations						
	Assessment Task 4: Trial Written Examination, weighting 30%, Weeks 5/6										
	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17										

Society and Culture Assessment Schedule

Course Overview:					
<ul style="list-style-type: none"> • Core Study: Social and Cultural Continuity and Change • Personal Interest Project • Popular Culture • Belief Systems and Ideologies 					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Task Continuity and Change	In class task Popular Culture	Case Study Belief and Ideologies	Trial HSC Examination	
	Term 4, Week 8	Term 1, Week 10	Term 2, Week 8	Term3, Week 5/6	
	Outcomes assessed H1, H2, H3, H5, H7, H9, H10	Outcomes assessed H1, H3, H4, H9, H10	Outcomes assessed H1, H2, H3, H6, H7, H9	Outcomes assessed H1, H4, H5, H6, H7, H8, H9, H10	
Knowledge and understanding of course content	10	10	10	20	50
Application of evaluation of social and cultural research methods	10	10	10		30
Communication of information ideas and issues in appropriate forms	5	5	5	5	20
Total %	25	25	25	25	100

Assessment Syllabus Outcomes

- H1** evaluates and effectively applies social and cultural concepts
- H2** explains the development of personal, social and cultural identity
- H3** analyses relationships and interactions within and between social and cultural groups
- H4** assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
- H5** analyses continuity and change and their influence on personal and social futures
- H6** evaluates social and cultural research methods for appropriateness to specific research tasks
- H7** selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
- H8** uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex
- H9** applies complex course language and concepts appropriate for a range of audiences and contexts
- H10** communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Society and Culture Scope and Sequence

The scope and sequence covers the following content:

- Core Study: Social and Cultural Continuity and Change
- Personal Interest Project
- Popular Culture
- Belief Systems and Ideologies

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4 2024	Core Study: Social and Cultural Continuity and Change						Core Study: Personal Interest Project			
	Assessment Task 1: Research Task weighting 25% Due Week 8									
	H1, H2, H3, H5, H7, H9, H10									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
Term 1 2025	Core Study: Social and Cultural Continuity and Change			Option 1: Popular Culture Core Study: Personal Interest Project (2 lessons a cycle until the end of term)						Assessment week		
	Core Study: Personal Interest Project											
	Assessment Task 2: In class task, weighting 25% Week 10											
H1, H3, H4, H9, H10												

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 2 2025	Option 2: Belief Systems and Ideologies							Core Study: Personal Interest Project			
	Core Study: Personal Interest Project										
	Assessment Task 3: Case Study, weighting 25%, Week 8										
H1, H2, H3, H6, H7, H9											

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3 2025	Core Study: Personal Interest Project		Topic Revision: Continuity and Change, Popular Culture and Beliefs and Ideologies		Trial Examinations		Revision of Topics: Continuity and Change, Popular Culture and Beliefs and Ideologies			
	Assessment Task 4: Trial Examinations 30% Week 5/6									
	H1, H4, H5, H6, H7, H8, H9, H10									

Sports, Lifestyle, and Recreation Assessment Schedule

Course Overview:					
<ul style="list-style-type: none"> • Fitness • Resistance Training • Individual Games and Sports Applications • Healthy Lifestyles 					
Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Fitness	Resistance Training	Individual Games and Sports Applications	Trial Examination	
	Research Task	Test	Reports & Presentation		
	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Week 5/6	
	Outcomes assessed 1.3, 2.2, 3.2, 3.3, 4.1	Outcomes assessed 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4	Outcomes assessed 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	Outcomes assessed 1.1, 1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.5, 4.1, 4.3, 4.4	
Knowledge and understanding of course content	10	15	10	15	50
Skills in critical thinking, research, analysing and communicating	15	10	15	10	50
Total %	25	25	25	25	100

Assessment Syllabus Outcomes

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests, and abilities
- 2.5 describes the relationship between anatomy, physiology, and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.5 analyses personal health practices
- 4.1 plans strategies to achieve performance goals
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts

Sports, Lifestyle, and Recreation Scope and Sequence

The scope and sequence covers the following content:

- Fitness
- Resistance Training
- Individual Games and Sports Applications
- Healthy Lifestyle

Term 4 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Fitness									
	Assessment Task 1: Research Task, weighting 25%, Week 8									
	1.3, 2.2, 3.2, 3.3, 4.1									

Term 1 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Resistance Training										Assessment week
	Assessment Task 2: Test, weighting 25%, Week 8										
	1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4										

Term 2 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Individual Games and Sports Applications									
	Assessment Task 3: Report and Presentation, weighting 25%, Week 8									
	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4									

Term 3 2025	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Healthy Lifestyles				Trial Examinations						
	Assessment Task 4: Trial Examination, weighting 25%, Weeks 5/6										
	1.1, 1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.5, 4.1, 4.3, 4.4										

