

Year 12 2025

HSC Course

Assessment Handbook



Kingsgrove North High School strives to produce resilient, informed 21st century learners in a safe, supportive and engaging educational environment.

WORK TOGETHER FOR SUCCESS

MESSAGE FROM THE PRINCIPAL

Dear Year 12 Students,

Congratulations! If you're reading this, you've successfully completed Year 11 and are about to take on the exciting (and sometimes challenging) journey of Year 12 and the HSC for 2025.

If you have friends or family who've been through Year 12, you probably already know just how intense the workload can be. But don't worry, you've got this! The key to making the most of Year 12 is staying focused, managing your time well, and remembering to take care of yourself along the way.

Some of you are already seeing the rewards of your hard work, which is fantastic! For others, this is your chance to really step up and push yourself to the next level. Your 2024 reports would have given you some great advice from your teachers, and it's really important to take those comments seriously—especially if you're aiming for an apprenticeship, part-time work, or early entry to university without needing an ATAR. Keep a positive mindset as you head into Year 12, and you'll be setting yourself up for success.

There are so many people here to support you on this journey—your parents, teachers, Deputy Principal, Year Adviser, and our amazing Careers Adviser. Don't be afraid to reach out.

Here are a few key reminders as you take on Year 12:

- **Give your best effort and stay on top of your assessments.** Make sure everything is submitted on time and follows NESA guidelines.
- **Your assessments make up 50% of your HSC mark.** They're designed to reward all of your effort and skills that can't be measured in the final exam, so they're incredibly important.

A few more pieces of advice:

- **Your Year 12 2025 Assessment Handbook is your ultimate guide.** Get to know it well—keep a hard copy and download a digital one from our website too.
- **Abide by 'All My Own Work'.** Don't give anyone your work to copy, and remember, plagiarism equals zero marks.
- **If you're struggling, speak up!** There's always help available.
- **Don't get discouraged by a low mark on an assessment.** Every challenge is a chance to learn and improve.

I'm so excited to see what 2025 holds for each of you and wish you all the best as you take on this final year of school. Let's make it a great one.

Warm regards,

Mr Angelo Stasos
Principal



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Preamble

The purpose of this, the *Year 12 Assessment Handbook*, is to communicate the policies, procedures and rules in relation to internal assessment in Stage 6 at Kingsgrove North High School. It seeks to provide contextual clarification of the rules and processes specified by the *NSW Education Standards Authority* (hereby referred to as NESA). This handbook also contains the assessment schedule for all Year 12 courses at Kingsgrove North High School. It expands upon the General Information about the HSC provided in the *Stage 6 Subject Selection Booklet*.

At the commencement of both the Year 11 and HSC (Year 12) courses, students will be provided with a hard copy of this handbook. Updated versions are accessible on the [school's website](#), as are the forms referred to in this handbook.

General Information about the HSC

The Higher School Certificate (HSC) is the highest educational credential in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Years 11 and 12 at secondary school. To be eligible, students must meet both Year 11 and HSC course requirements and sit the state-wide HSC examinations. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment.

Eligibility

The rules and requirements for HSC eligibility are governed by NESA and are published in the *Assessment, Certification and Examination (ACE) Manual*. To be eligible for the HSC, students must:

- meet the [HSC minimum standard](#) in Literacy and Numeracy
- satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- attend a government school, an accredited non-government school, a NESA-recognised school outside NSW, or a TAFE college
- complete [HSC: All My Own Work](#) (or its equivalent) before submitting any work for Year 11 or HSC courses, unless a student is only entered for Year 11 and Year 12 Life Skills courses
- satisfactorily complete courses in the patterns of study that are detailed in the following section
- sit for and make a serious attempt at the required HSC examinations.

Pattern of Study

To qualify for the HSC, a student must satisfactorily complete:

- a Year 11 pattern of study that includes at least 12 units
- a HSC pattern of study that includes at least 10 units.

Both patterns of study must include:

- at least 6 units from Board Developed Courses
- at least 2 units of a Board Developed Course in English, or English Studies
- at least 3 courses of 2 units value or greater (either Board Developed or Board Endorsed Courses)
- at least 4 subjects.

HSC Record of Achievement

HSC results are available in the [Students Online](#) account and sent to students by email and SMS in December. Students can also download and print their full credentials from Students Online in December. Hard copies of the testamur (certificate) are sent in the mail in January the following year. Samples can be viewed on [NESA's HSC Credentials page](#).

The first page of the Record of Achievement will list your results in each HSC course you completed. For Board Developed Courses with an external HSC examination, these results will report your achievement against standards that clearly describe your level of knowledge, skills and understanding. These reports will show you:

- the performance bands
- what a typical student knows and can do at each achievement level
- a graph of the mark distribution for the course.

If you are not eligible for an HSC and are leaving school, you may still receive a [Record of School Achievement](#) (hereby referred to as RoSA). Your RoSA will show your results in all Year 10, 11 and 12 courses that you completed. If you are not eligible for a RoSA, you will receive a Transcript of Study listing your results.

Performance Bands

Student performance in each HSC course is measured against defined standards. HSC marks for each course are divided into bands and each band aligns with a description of a typical performance by a student within that mark range. The [performance bands](#) and descriptions give meaning to the HSC mark. For a 2-unit course, Band 6 indicates the highest level of performance, and the minimum standard expected is 50:

Band 6	=	90	-	100	marks
Band 5	=	80	-	89	marks
Band 4	=	70	-	79	marks
Band 3	=	60	-	69	marks
Band 2	=	50	-	59	marks
Band 1	=	0	-	49	marks

Each band is aligned to what a student at that level of performance typically knows, understands and can do. The 'average' performance in most courses is usually a mark in the mid-70s (Band 4). Band 1 indicates that a student has not met enough of the course outcomes for a report to be made. Band 1 includes marks ranging from 0 to 49. For an Extension course, the bands are E4 (highest level of performance) to E1.

HSC Minimum Standards

Students need to meet a [minimum standard of literacy and numeracy](#) to receive the HSC. Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means students will have the [level of skills](#) necessary for success after school.

Students show they have met the HSC minimum standard by passing [online tests](#) of basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN.

Students master basic skills at different stages so there are multiple opportunities available for students to [understand what to expect](#) and pass the minimum standard online tests, from Year 10 until a few years after Year 12. Some students will be [eligible for disability provisions for the minimum standards tests, or an exemption](#) from the HSC minimum standard requirement.

Students Online

[Students Online](#) provides students in Years 10, 11 and 12 with useful information about senior school study, particularly on assessment, examinations and results, and how the HSC works. Year 10, 11 and 12 students in NSW are eligible for a *Students Online* account. The email address students have provided to NESA through their Confirmation of Entry along with the NESA Student Number are needed to activate the account.

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

Students Online - for NSW students in Years 10 to 12
NSW Education Standards Authority

Home My Account Help Contact Us About

Welcome to Students Online

Students Online is your source for information about your study from Year 10 to the HSC.

What you need to know

2023 HSC students

- Assessment ranks will be available after the final HSC examination concludes
- HSC results release – 14 December 2023.
- Check your name:
 - Your name shown in Students Online is what you see on your certificates.
- Update your email address to a personal one you have easy access to.

VET students

2022 VET certificates are no longer available for download.

2023 Year 10 & 11 students

- Year 11 results release – 14 November 2023
- Year 10 results release – 30 November 2023

Login

Login below or [activate your account now](#)

Student Number:

PIN:

I'm not a robot

reCAPTCHA
Privacy - Terms

Log In

[Trouble logging in?](#)
[Forgot your PIN?](#)

Click on [activate your account now](#)

Activate your Students Online account





Access your enrolment details see your accumulating results and download your credential with your Students Online account. All NSW high school students in years 10, 11 and 12 are eligible for an account.

Submit your details below. Your NESA Student Number will be displayed and you will also be sent an email to the address your school has supplied to NESA. Open the link in your email and enter your NESA Student Number to create your six-digit PIN.

If you have issues activating your account, contact your school to check how your details, particularly your given name and email address, are officially recorded.

Proceed to answer all the questions and submit. Once you have done [this](#) you will be asked to go to the email you have registered at your school. Click the link provided in the email.

Activate my account

School: *	Select school 
Given Name(s): *	<input type="text"/> Enter your given name(s) EXACTLY as you are formally known by your school. For example, if your full name is 'Maxwell Anthony Smith', your school may have supplied your 'Given Name(s)' to NESA as 'Maxwell Anthony', 'Maxwell', or even, possibly, 'Max'.
Last Name: *	<input type="text"/>
Date of birth: *	Day 
	Month 
	2007 
<input type="button" value="Submit"/>	

If there are any difficulties, refer to the [Help and advice using Students Online](#) page or see the Deputy Principal.

Disability Provisions

[Disability provisions](#) are approved by NESA to provide students who have a permanent or temporary disability with practical support in the Higher School Certificate examinations. Regardless of the nature of the disability, the provisions granted will be solely determined by the implications for the student's functioning in an examination situation.

Schools are responsible for any decisions made at school level to offer provisions to students with a disability in course work, assessment tasks and in-school tests. NESA can offer no guarantee that school-determined provisions will apply in the Higher School Certificate examinations, as each application is individually assessed to ensure consistency and equity.

To apply for provisions, schools must submit an online application to NESA through *Schools Online*. This application tells us which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments. Decisions on applications will be communicated to the school through *Schools Online* and the school will communicate this decision to the student.

Students and parents/caregivers are strongly advised to consult the [NESA website](#) for more information about Disability Provisions.

Assessment

Formal Assessment

Formal assessment tasks are those that students undertake as part of the school-based assessment program. Some examples of task types considered appropriate for formal assessment in Stage 6 include, but are not limited to presentations, reports, practical work, portfolios, journals, log books, process diaries, tests, compositions and formal written examinations.

Responsibilities of the School

The school is responsible for providing:

- students with the *Year 12 Assessment Handbook*, which details the procedures and expectations of the school, its staff and students with regard to assessment in Stage 6
- students with Year 12 Assessment Schedules (found in the *Year 12 Assessment Handbook*) for all courses that outline which components are to be assessed, when the assessment tasks are scheduled and the relative weighting that applies to each assessment task
- NESA with an assessment of students' achievement in each course they have studied in Year 11 and Year 12
- appropriate reporting procedures
- a review/appeals procedure for candidates dissatisfied with their final ranking, or for disputes arising during the assessment program
- special consideration to students with a disability and others with special needs following endorsement by the Principal.

Faculty Head Teachers are responsible for:

- setting assessment tasks that:
 - will be used to measure student performance in each component of a course
 - are effective at discriminating between students' achievement of outcomes in order to determine assessment rank
 - specify a mark/weighting for each assessment task
 - are of the same type and have the same weighting for all classes studying that course.
- providing students with a written assessment notification for each assessment task that contains a more detailed explanation of the specific nature of the task. This notification will be issued at least two weeks in advance. In exceptional circumstances, the school may reschedule or substitute an assessment task with the written approval of the Principal. In such cases, teachers will inform students of the new arrangements, in writing, at least two weeks in advance.
- maintaining a register for all assessment tasks that acknowledges the receipt of the assessment notification (by the student), submission of the assessment task (by the teacher), and the return of the assessment task (by the student).
- providing students with assessment task feedback at the completion of each task, which includes a mark or grade, rank (if applicable), detailed marking criteria and written feedback.
- establishing procedures for recording and reporting student performance on all assessment tasks.
- issuing official *NESA Non-Completion of a Course Warning Letters* to students and parents/caregivers outlining the areas of unsatisfactory completion of the Year 11 and/or Year 12 course requirements. The Deputy Principal will also be notified.

- ensuring that final cumulative school-based assessment marks are not provided to students and that students are aware that they can access their *Assessment Rank Order Notice* after the last HSC examination has occurred.

Responsibilities of the Student

Students are responsible for:

- being familiar with the procedures and course information contained in the *Year 12 Assessment Handbook*.
- attending classes regularly and ensuring their attendance enables them to achieve course outcomes.
- demonstrating sustained diligence and effort in each subject and participating in all lessons constructively.
- making a serious attempt at all assessment tasks and completing all other set tasks in order to achieve course outcomes.
- ensuring when they are absent from school that they know it is their responsibility to know what work has been missed and how to complete that work.
- ensuring when absent from school on the day an assessment task notification is issued that they know it is their responsibility to contact their teacher and/or the relevant Faculty Head Teacher to obtain the task notification. No extension or leave will be granted if a student fails to carry out this action.
- speaking with their teacher or the relevant Faculty Head Teacher for clarification about the requirements of the subject/course assessment program.
- being present for, or to hand in, all assessment tasks at the required time as specified in the assessment notification, assessment booklet and the assessment calendar.
- submitting work that is their own. Any material copied without acknowledgment of the original source will be regarded as plagiarism and penalties will be imposed.

Completion of School-Based Assessment

Students are advised of the following *NESA Assessment Certification Examination (ACE)* policies:

[ACE 8073: Completion of HSC internal assessment tasks](#)

NESA expects students to attempt all assessment tasks set. For all *Board Developed Courses* (except VET and Life Skills courses) NESA requires all students to follow an assessment program and have an assessment mark submitted. A student who does not comply with the assessment requirements and receives a **non-completion determination** in a course will have neither an assessment mark nor an examination mark awarded for that course. In the case of extension courses, students who do not comply with the minimum assessment requirements for a co-requisite course will not receive a result in either course.

[ACE 8078: Non-completion of HSC internal assessment: failure to submit task](#)

If a student fails to complete a task specified in the assessment program and the teacher considers the student has a valid reason (e.g. illness or endorsed leave), the Principal may decide that, in accordance with the school's assessment policy, an extension of time may be granted or a mark may be awarded based on a substitute task. In exceptional circumstances (e.g. where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the Principal may authorise the use of an estimate based on other appropriate evidence. If there is no valid reason for failing to complete an assessment task, a **zero mark** must be recorded for that task. If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.

ACE 8079: [Non-completion of HSC internal assessment: principals must warn students](#)

If it appears that a student is at risk of not meeting the internal assessment requirements in a course, a warning must be given. The Principal must:

- a. advise the student in writing, in time for the problem to be corrected, specifying details of action required by the student and alerting the student to the possible consequences of a noncompletion ('N') determination.
- b. advise the parent or guardian in writing if the student is under 18.
- c. request from the student and/or parent/guardian a written acknowledgement of the warning.
- d. issue at least one follow-up warning letter (if the student is still at risk of not meeting requirements).
- e. retain a copy of the warning notice and other relevant documentation.

Notification of Assessment Tasks

Students will be notified in writing of the specific details of an assessment task **at least two weeks** prior to the task. The written notification of each task must include:

- the date and time of the task and/or when the task is due.
- outcomes assessed.
- description of the nature of the task.
- task weighting.
- marking criteria/information about how the task will be assessed and how feedback will be provided.

Students are responsible for obtaining the assessment task notification from their teacher if they are absent on the day that notifications are issued. Extensions will not be granted based on the task not being received (see *Responsibilities of the Student*).

Maintaining Honesty and Integrity

Honesty is Key for all Students and Staff

All HSC candidates, their teachers and others who guide them must comply with *NESA's Honesty in Assessment Standards* to maintain the integrity of the HSC. Students should also read their course syllabuses and related NESA policies, such as those on malpractice and completion of a course, on [NESA's website](#). Students must be entirely honest when completing all assessment tasks, examinations and submitted works. Students will be marked only on the quality and originality of the work they have produced.

Always Acknowledge Your Sources

Students must acknowledge any part of their work that was written, created or developed by someone else, in line with the NESA documents for each course. This includes any material from other sources like books, journals, electronic resources and the internet. Students do not need to formally acknowledge material that they learned from their teacher in class.

HSC: All My Own Work

[HSC: All My Own Work](#) is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies. Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment. To be eligible for the HSC, students must complete HSC: All My Own Work (or its equivalent) before they submit any work for Year 11 or HSC (Year 12) courses, unless they are only entered for *Year 11 and Year 12 Life Skills courses*.

Malpractice

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It includes, but is not limited to:

- copying part or all of someone else's work and presenting it as their own.
- using material directly from books, journals, CDs or the internet without giving its source.
- building on someone else's ideas without giving their source.
- buying, stealing or borrowing someone else's work and presenting it as their own.
- submitting work that someone else, like a parent, coach or subject expert, substantially contributed to.
- using someone else's words, ideas, designs or work in projects and performance tasks without giving their source.
- paying someone to write or prepare material.
- breaching school examination rules.
- cheating in an HSC examination.
- using non-approved aids in an assessment task.
- giving false reasons for not handing in work by the due date.
- helping another student to engage in malpractice.

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the relevant Faculty Head Teacher, and notified immediately to the Deputy Principal. The Deputy Principal will establish a committee to review any cases of suspected malpractice and determine the appropriate action should malpractice be proven. Should the student wish to appeal this decision, they must submit this in writing to the Deputy Principal **within five school days** of the decision being taken (see *Procedures for an Assessment Appeal Application*, and *Assessment Task Appeal Application Form*

https://kingsgrovn-h.schools.nsw.gov.au/content/dam/doi/sws/schools/k/kingsgrovn-h/downloads/2025/Assessment_Appeal_Application_Form.pdf

Malpractice in school-based assessment is a serious offence. If malpractice is proven, a **zero mark** may be awarded. In cases of proven malpractice in HSC assessment tasks, all schools are required to register this information with NESAs.

Unfair Advantage in Assessment

NESA outlines that no student is to gain an unfair advantage over other students, whether that be on the day of, or in the days prior, to an assessment task. Causes of unfair advantage include:

- for a student to absent themselves from **any** lessons or normal school routine on a day that an assessment task is scheduled or a hand-in task is due.
- for a student to absent themselves from **any** lessons within **one day prior** to a scheduled assessment task without a doctor's certificate.
- arriving late to school on the day of a scheduled assessment task or hand-in task.

If it is deemed that a student has gained an unfair advantage, a **zero mark** may be awarded. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher Stage 6 within **five school days** of the decision being taken (see *Procedures for an Assessment Appeal Application*, p.24 and *Assessment Task Appeal Application Form*

https://kingsgrovn-h.schools.nsw.gov.au/content/dam/doi/sws/schools/k/kingsgrovn-h/downloads/2025/Assessment_Appeal_Application_Form.pdf).

Submissions of Assessment Tasks

The *Year 12 Assessment Handbook* shows the general timing of assessment tasks in regards to the school term and week. Precise submission dates and times for a hand-in task will be clearly specified on the assessment notification for that particular task. Teachers will provide students with an acknowledgement of the task being received. Dates and times for examinations will be provided on the examination timetable.

Failure to submit a task on time will result in a **zero mark** being awarded. If a student is absent on the day an assessment task is due, they may apply for illness/misadventure by following the procedures outlined in this handbook.

It is the student's responsibility to check the submission method detailed on the assessment notification, as this may vary due to the nature of the assessment task, such as fieldwork, excursions, pieces of major work and in-school tasks, as well as whether or not electronic submissions will be accepted, preferred or stated.

Students must submit the Assessment Task Notification Cover Sheet for all hand-in assessment tasks unless otherwise stated in the assessment task notification. In doing so, students make a pledge of honesty to uphold the integrity of assessment.

Examination Periods

A formal written examination is often in the same format as an HSC examination and typically draws from most or all content areas, topics or modules. An examination period is a dedicated time in which all examinations will be held for applicable courses. In Year 11 and Year 12, normal lessons will be suspended and students will only be required at school when their specific examinations are scheduled.

Examination Procedures and Rules

1. Students will be provided with an examination timetable that clearly specifies the date and time of all examinations. During the examination period, there will be no normal lessons. Students are not required to be at school when they do not have an examination scheduled. Normal lessons resume at the end of the examination period. If a student has two examinations scheduled on the same day, they are not permitted to leave school between these two examinations. **Note:** afternoon examinations may finish after 3:00pm.
2. Students must read the examination timetable carefully and be prepared to attend examinations at the times and venues that the school arranges. The responsibility for checking the examination schedule for times and dates of examinations remains with the student. Students must arrive at the examination at **least 20 minutes early**. **Concessions will not be made (such as extra time given) for students who arrive late for an examination or who miss an examination due to poor organisation.**
3. Students must sit for all examinations in which they are entered, unless they have an illness or misadventure, in which case they must notify the school immediately and follow the appropriate procedures. Students must also wear the **full school uniform** for all examinations (Year 12 jerseys may be worn with the rest of the school uniform).
4. KNHS Year 12 Assessment Policy applies during the examination period. Students must meet requirements specified in the assessment policy about attendance during assessment tasks. This means that if a student is unable to attend an examination due to **illness or misadventure**, the school should be contacted before 9am. On the next available day (first day of recovery) of return to school, the students should present a **medical certificate** to the Deputy Principal as per the school assessment policy. Failure to notify the school of your inability to attend an examination due to illness or misadventure may put this examination and a student's HSC at risk.
5. Students who miss examinations due to misadventure or illness may be provided with an opportunity to **re-sit missed examinations** in the examination block. This will occur in the first available time slot on the examination timetable. It is essential that students report to the relevant Deputy Principal to allow for organisation of catch-up examinations.
6. Students are to provide their **KNHS identification cards**. In addition, these I.D. cards must always be displayed on students' examination table. Students must also know their **NESA identification number** which can be found on the NESA Schools Online portal.
7. Students should bring the equipment they need and know what equipment is allowed for each examination. A list of NESA approved examination equipment can you found at: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>. Students are responsible for ensuring their equipment is in good working order because the school will not uphold misadventure applications for equipment failure. Students may not borrow equipment during examinations. Examination staff may inspect equipment when a student enters the room, and will tell them where to place any unauthorised items. However, examination staff are not responsible for these items.

Permitted Items	Prohibited Items
<ul style="list-style-type: none"> • Black pens • Pencils, erasers and a sharpener • A ruler • Highlighter pens • A clear bottle of water • A non-programmable watch, which must be taken off, placed on your desk in clear view and not touched during the examination • Other equipment as specified in the examination notification, like a calculator • Stationary to be placed in either a clear (transparent) pencil case or a clear plastic sleeve (including the geometry set) 	<ul style="list-style-type: none"> • Mobile phones • Programmable watches, like smart watches • Any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries • Paper or any printed or written material (including your examination timetable) • Dictionaries (except in language examinations, if allowed) • Correction fluid or correction tape.

Examination Conditions

Examination conditions shall apply from when the first student enters the examination hall until the last student leaves the examination hall.

ON ENTERING THE EXAMINATION HALL AND DURING THE EXAMINATION

1. Candidates must enter the examination hall silently.
2. Complete silence **MUST** be adhered to whilst candidates are in the examination hall.
3. Bags, containing notes, are to be left in an orderly fashion on either side of the examination hall.
4. Students must sit at the desk that shows their name and/or student number (alphabetical order) or as instructed by supervising staff. Students must complete a **Student Attendance Slip** as an official record at each examination for faculty records.

Name: Tania Thomas	Seat#1
School ID: 123456789	
Exam: 12Biology	
Signature:	
.....	

5. Candidates **MUST** sit facing the front and are **NOT** to turn around or look at any other candidate's paper.
6. Candidates are **NOT** to communicate with any other candidates in any way.
7. Students must remain in the examination room for the duration of the examination. If students have to leave and want to return and resume the examination, they must be supervised while they are absent from the examination room. If students have completed the examination, they must remain seated and quiet. Any student who disrupts the examination may be at risk of receiving a '0' (zero) mark for their work.
8. **Candidates must remain for the entire duration for examinations under 3 hours.** For **three-hour examinations**, students are **not permitted to leave the examination in the first two hours or leave the examination in the last 20 minutes.**
9. Food and drink are **NOT** permitted in the examination hall.
10. Candidates **MUST** obey all reasonable instructions given by supervisors.
11. Borrowing is **NOT** permitted.

12. Candidates must NOT pick up their writing implements until reading time has ceased and writing time has started.
13. All enquiries are to be addressed by candidates raising their hand and waiting patiently.
14. Code of Conduct School Rules apply during ALL examinations.
15. Read the instructions and all questions carefully. Examination supervisors cannot interpret or give instructions about examination questions.
16. Write your **student number** on all **writing booklets, question and answer booklets** and **answer sheets** (unless that information is already printed on them).
17. Write clearly with black pen (only use pencil if instructed to).
18. Write answers in the correct answer booklets. Tell the supervisor if you use the wrong booklet and write a note on the front of both booklets stating that you wrote an answer in the wrong place. Make sure you label and hand in all parts of your answers.
19. Answer in English, unless the question paper directs otherwise. If you do not write in English, you will receive zero marks for your answer.
20. Make a serious attempt at the examination by answering a range of question types. **Answering only multiple-choice questions is not considered a serious attempt.**
21. Stop writing immediately when the supervisor tells you to.
22. Follow the supervisor's instructions for arranging completed answers and wait for the supervisor to collect them.

ON LEAVING THE EXAMINATION HALL AND AFTER THE EXAMINATION

1. If your examination finishes while another examination is still in progress, classes will quietly depart the hall when dismissed by the supervising teachers.
2. Students must remain at school until all their examinations for the day are completed. They must then go directly home.

School Examination Rules

Students must follow the normal school rules, behaving politely and courteously towards the examination supervisors and other students. Specifically, students must not:

- a) Cheat.
- b) Include frivolous or objectionable material.
- c) Take any prohibited items prohibited into the room.
- d) Speak to anyone other than a supervisor.
- e) Behave in any way likely to disturb another student or upset the examination's running.
- f) Be affected by alcohol or illegal drugs.
- g) Eat unless approved by NESAs (for example, if you have diabetes).
- h) Take any writing booklets or examination paper, whether used or not, out of the room.
- i) Write on your body (for example your arms), tissues or material that is not examination material.
- j) Leave the room if your principal requires all students to stay until each examination ends.

Supervisors can ask you to leave the examination if you do not follow these rules. It may also result in **zero marks** being awarded. If your actions might be illegal, you may also be reported to the police.

School Leave Affecting Assessment Tasks

Leave from school **may** be granted by the Principal upon completion of a *Leave Application Form*, which details all course work to be completed whilst on leave and any assessment requirements.

Students are expected to be present at school to complete all tasks, submit all assessment tasks and sit all examinations set as part of the assessment program for a course at the specified time. Students and parents/caregivers should **NOT** assume leave will be granted, particularly in circumstances where family holidays, social engagements or other matters of a discretionary nature clash with school assessment tasks and HSC tasks.

The Department of Education's position in relation to student leave is stated in the [Student Attendance in Government Schools Procedures School Attendance Policy](#), in which students are discouraged from taking leave during the school term. This policy has been developed by the Learning and Engagement Directorate in 2015:

- 14.1. From the beginning of 2015, family holidays and travel are no longer considered under the *Exemption from School – Procedures*. Travel outside of the vacation period is now counted as an absence for statistical purposes.
- 14.3 A principal should not accept a reason for travel during school term if it is not in the best interests of the student. Educational, social and participation reasons should be specified on the application.

When Student Leave Clashes with an Assessment Task

All Year 11 and Year 12 assessments are conducted within the guidelines set by NESA. The NESA guidelines for Year 11 and Year 12 students make no provision for tasks missed due to leave. There are well-established protocols for illness and misadventure; however, requests for leave do not fall within these protocols. Going overseas is not grounds for an illness/misadventure appeal. Students and families are expected to make arrangements to ensure that all requirements of the HSC can be fulfilled.

All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to leave must consult with the relevant **Faculty Head Teacher at least two weeks** prior to the scheduled task. Failure to consult within adequate time, and failure to comply with task submission requirements, may result in a **zero mark** being awarded.

All hand-in tasks due during the period of leave must be submitted prior to leave commencing or via Google Classroom.

Students Completing Work Placement

Students completing school, TAFE and/or other external placements are required to complete all school assessment tasks on the scheduled due dates. School assessments take priority and placements should be managed to avoid clashes with school assessments.

All hand-in tasks due during the period of work placement must be submitted prior to work placement commencing.

Students with a scheduled in-class task, such as an examination, presentation, or group-work task, may not be able to complete this prior to leave commencing. In this case, a **zero mark** may be awarded.

Absence due to School Business

The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

Absence due to Suspension

All assessments must be completed at the scheduled time, unless students are affected by illness or misadventure. Students absent from school due to suspension will **NOT** be entitled to apply for an extension or assessment reschedule. At the time of suspension, the Deputy Principal will notify the relevant Faculty Head Teachers of the student's suspension. The following procedures will then apply:

1. **Hand-in assessment tasks** – the student is responsible for ensuring that all hand-in tasks received prior to the suspension being imposed which are due during the period of suspension are submitted on time, either by delivery to the school by a third party, or online, whichever is applicable.
2. **In-class assessment tasks** – the relevant Faculty Head Teacher will reschedule an alternative date for the task, which will be communicated to the student and parent/carer via the Deputy Principal.
3. **Examinations** – the Deputy Principal will arrange for the student to sit the examination at the scheduled time in an alternative school-based location, which will be communicated to the student, parent/caregiver and Faculty Head Teacher by Deputy Principal.

The consequences of not following these procedures may result in a **zero mark** being awarded.

Procedures for Applying for Illness/Misadventure

Consideration is given to students who suffer illness or misadventure at the time of a task. It is important to note that set procedures must be followed for this consideration to be applied in order to ensure fairness for all students.

Students need to be aware that if they commence or attempt an assessment task the result they achieve will be recorded. In this case, Illness/Misadventure therefore does not apply retrospectively.

Students wishing to apply for illness/misadventure should follow the relevant procedure specific to the situation as outlined below.

Procedures to follow in the event of:

- 1. Absence due to illness/misadventure on the day of an in-school assessment task**
 - The student or parent/caregiver **MUST** contact the school **by 9:00am** on the day the task is scheduled by either phone or email.
 - Students must report to the **relevant Faculty Head Teacher** on the **first day of their return to school** and be prepared to complete the task on that day.
 - Students must obtain an [Illness/Misadventure Application Form](#) and any other relevant documentation, such as a *medical certificate*.
 - Completed forms and documentation must be returned to the **Faculty Head Teacher within five school days** of his/her return to school (i.e. no later than his/her third day back at school).
- 2. Absence or late submission due to illness/misadventure on the day a hand-in assessment task is due to be submitted**
 - The student or parent/caregiver **MUST** contact the school **by 9:00am** on the day the task is due by either phone or email.
 - Students should make every attempt to have the task delivered in-person (e.g. by a third party) or submitted electronically (e.g. email or google classrooms)
 - If a task is not submitted on the due date, the student must submit the task to the **relevant Faculty Head Teacher** on the **first day of their return to school**.
 - Students must obtain an [Illness/Misadventure Application Form](#) and any other relevant documentation, such as a *medical certificate*.
 - Completed forms and documentation must be returned to the **Faculty Head Teacher within five school days** of his/her return to school (i.e. no later than his/her third day back at school).
- 3. Illness/misadventure during an in-school assessment**
 - The student **MUST** notify the supervisor of the task of any circumstance related to illness or misadventure that would prohibit them from performing in the assessment **BEFORE** they view the task. At this stage, the student will need to decide to either:
 - a) sit the task, in which case the mark earned will be awarded and the student **cannot apply retrospectively** for any special consideration due to illness or misadventure; or,
 - b) leave the task and apply for illness or misadventure by immediately obtaining an [Illness/Misadventure Application Form](#) and a *medical certificate* (if applicable) and following the Illness/Misadventure procedure.
 - If the task has already commenced, the student must notify the task supervisor of the task of the circumstance related to illness or misadventure and the mark earned to that point shall be awarded. Students may submit an appeal should they feel their mark was negatively affected.

4. Illness/misadventure on a day during an examination period

- The student or parent/caregiver **MUST** contact the school **up until 30 minutes prior** to the commencement of the scheduled examination by either phone or email.
- **Prior to their return to school**, the student must contact the **Deputy Principal** to organise a rescheduling of the affected examination(s).
- On the day of a rescheduled examination, the student must report to the **Deputy Principal** at a time determined previously by the Head Teacher.
- Students must obtain an [Illness/Misadventure Application Form](#) and any other relevant documentation, such as a *medical certificate*.
- Completed forms and documentation must be returned to the **Deputy Principal within five school days** of his/her return to school (i.e. no later than his/her third day back at school).

5. Illness/misadventure for a group performance

- The individual student or parent/caregiver concerned (i.e. **NOT** another student member of the group) **MUST** contact on the day the task is scheduled by either phone or email.
- When a group performance cannot go ahead on a scheduled date, **ALL** students affected need to complete an [Illness/Misadventure Application Form](#).
- These forms (and a *medical certificate* if applicable for the student concerned) need to be returned to the **relevant Faculty Head Teacher within five school days** of the scheduled date.
- The relevant Faculty Head Teacher will reschedule an alternative date for the performance.

In all cases where a task needs to be completed, the student (or all students in the case of a group performance) 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 relevant Head Teacher.
- Complete an [Illness/Misadventure Application Form](#) and any other relevant documentation and return to the relevant Head Teacher **within five school days** of the student's return to school.

Relevant written evidence from a medical practitioner is **mandatory** for any application relating to illness for the application to be considered by the relevant Head Teacher. It is the student's responsibility to obtain a medical certificate from the medical practitioner and submit it to the school with the [Illness/Misadventure Application Form](#).

The [Illness/Misadventure Application Form](#) is available online on the [school's website](#), at the school office and from the Deputy Principal.

The consequences of not following these procedures may result in the application for Illness/Misadventure being rejected and a **zero mark** being awarded.

If the application is not accepted, a **zero mark** will be awarded for that task. Should the student wish to appeal this decision, they must submit this in writing to the Deputy Principal (see *Procedures for an Assessment Appeal Application*, and *Assessment Task Appeal Application Form* [https://kingsgrovn-h.schools.nsw.gov.au/content/dam/doi/sws/schools/k/kingsgrovn-h/downloads/2025/Assessment Appeal Application Form.pdf](https://kingsgrovn-h.schools.nsw.gov.au/content/dam/doi/sws/schools/k/kingsgrovn-h/downloads/2025/Assessment%20Appeal%20Application%20Form.pdf)).

Outcome of Illness/Misadventure

The relevant Faculty Head Teacher will consider illness/misadventure cases specific to assessment tasks for courses within their faculty. They will judge the presented evidence and decide whether the application is to be accepted or rejected.

If the application is accepted, one of three things may occur:

- **Original or substitute task is to be completed** – a zero will be recorded for the original task and the student will be required to complete the original task or a substitute task. Once completed, the mark gained for this task will replace the zero. If not completed, the zero mark remains.
- **Awarded mark remains** – the student's performance in the assessment task may be considered unaffected. In this case, the student's original result in the task will remain as marked.
- **Maintain rank applied to task** – in exceptional circumstances, where undertaking an alternative task is not possible, the Deputy Principal in consultation with the relevant Faculty Head Teacher, may determine that the student's relative assessment rank be maintained. This will be calculated at the end of the entire assessment period. This calculated mark would then replace the zero awarded at the time of the scheduled task.

If the application is rejected, then the **task must be submitted or attempted** in accordance with NESA rules and procedures and then one of two things may occur:

- **Original task was submitted or attempted on time** – the original task will be marked and this earned mark will apply.
- **Original task was submitted or attempted late** – the original task will be marked; however, a **zero mark** will be officially awarded.

In all cases, any student wishing to appeal this decision must do so in writing to the **Deputy Principal** (see *Procedures for an Assessment Appeal Application*, and *Assessment Task Appeal Application Form*

https://kingsgrovn-h.schools.nsw.gov.au/content/dam/doi/sws/schools/k/kingsgrovn-h/downloads/2025/Assessment_Appeal_Application_Form.pdf)

within five school days of receiving the initial decision.

Procedures for an Assessment Appeal Application

All students have the right to appeal a decision made regarding an application for illness/misadventure, malpractice, an invalid or unreliable task, or an assessment task result. A student must submit an *Assessment Appeal Application Form* to the relevant Head Teacher, depending on the nature of the appeal

https://kingsgrovn-h.schools.nsw.gov.au/content/dam/doi/sws/schools/k/kingsgrovn-h/downloads/2025/Assessment_Appeal_Application_Form.pdf.

In reviewing the determination of a student's appeal, the relevant Head Teacher will consider the following as applicable:

- The student's original Illness/Misadventure application
- Documentation submitted with the original application
- Any additional statement and/or documentation submitted with the student's appeal form
- All evidence presented which relates to the malpractice.

Reporting on Student Progress

Kingsgrove North High School provides written student progress reports in Semesters 1 and 2.

Achievement levels are recorded for each course outcome by a grade scale using word descriptors. The standard of achievement corresponding to each level of the grade scale is shown in the table below.

Level of Achievement	Grade	Descriptor
Outstanding Achievement	A	The student demonstrates extensive knowledge of content and understanding content concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
High Achievement	B	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
Sound Achievement	C	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
Basic Achievement	D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
Limited Achievement	E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

Teachers, students and parents/caregivers must be aware that achievement grades **do not correlate** to the [HSC performance bands](#) and therefore **cannot** be used to predict results in a student's [HSC Record of Achievement](#).

Each Year 11 and HSC course report contains a course mark or grade and rank (if applicable) as well as a comment from the class teacher highlighting strengths and areas for improvement. Reports may also include information indicating student participation in other certain activities during the year.

Parent-Teacher interviews are scheduled before the end of Semester 1 for both Year 11 and Year 12. These evenings are held to allow parents/caregivers and teachers to discuss student progress. Parents may make an appointment to discuss their child's progress.

At other times during the year, parents/caregivers are encouraged to discuss their child's progress by contacting the relevant Class Teacher or Head Teacher for curriculum matters, or the Year Adviser for other issues, such as student wellbeing.

Assessment of Life Skills Outcomes in Stage 6

[Stage 6 Life Skills courses](#) provide options for students with special education needs who are unable to access regular course outcomes, particularly students with an intellectual disability. The Stage 6 Life Skills courses can be undertaken in combination with other Board Developed and/or Board Endorsed Courses to meet the requirements for the award of the Higher School Certificate. Stage 6 Life Skills courses have Board Developed status. Each Stage 6 Life Skills course comprises a 2-unit 120-hour Year 11 course and a 2-unit 120-hour HSC course.

Each student accessing a Life Skills course in Years 11-12 will be assessed on their achievement of the outcomes selected through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students. Assessment should provide opportunities for students to demonstrate achievement in relation to the selected outcomes. Assessment can occur in a range of situations or environments such as the school and wider community. There is no requirement for formal assessment of Life Skills outcomes.

Students entered for Life Skills courses may achieve the designated outcomes independently or with support. An outcome should be considered as 'achieved independently' if there is evidence that a student can demonstrate the achievement of an outcome either: without adjustments, or with adjustments that enable the student to access course work and/or demonstrate achievement during assessment opportunities. These adjustments should have been determined through the collaborative curriculum planning process. Schools are not required to use the Common Grade Scale (A-E) for Year 11 courses or performance bands or equivalent to report achievement for students undertaking Life Skills courses.

Frequently Asked Questions

1. **What must I do to have satisfactorily completed a course?**

NESA expects students to have:

- a) followed the course developed or endorsed by the Board; 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.

In simple terms, you must complete all assessment tasks, hand in class work on time and be present at school. If you continually hand in work late, truant, are absent without justification or your behaviour affects your studies or that of others, you will not satisfy the criteria of applying yourself *“with diligence and sustained effort”*.

2. **What do the terms “internal” and “external” assessment mean?**

Internal assessment refers to assessment tasks designed and conducted by the school. External assessment refers to the HSC examinations, which are designed and conducted by NESA. In Year 12, internal assessment contributes 50% of your HSC mark and the HSC examination contributes the other 50% of your HSC mark.

3. **What do the terms “examination”, “in-class” and “hand-in” assessment task mean?**

An *“examination”* is one that is held in an examination period under examination conditions and draws from most or all content areas, topics or modules of the syllabus. An *“in-class assessment task”* is one that requires you to be present at school in order to complete, such as topic tests, presentations, performances and submissions of major works. *“Hand-in assessment tasks”* are those that are completed at home and submitted by a designated due date and time.

4. **How do I know when I have an assessment task?**

The *Year 12 HSC Assessment Handbook* outlines the weeks in which tasks are due for ALL courses. You will receive an Assessment Task Notification for each task with a specific due date at least 2 weeks before the task is due.

5. **What happens if I am not present when an assessment task is issued?**

It is your responsibility to obtain the task from your teacher. Extensions will not be granted based on the task not being received.

6. **Why may I be penalised for being absent the day before a task is due?**

This may be perceived as unfair to other students, as it may allow you extra time to complete a task, a luxury other students do not have. If you have a valid reason for being absent, you may be asked to prove this by completing an [Illness/Misadventure Form](#) (and a medical certificate in the case of illness).

7. **What if I have a valid reason for being unable to submit an assessment task on time?**

You have to complete and submit a form to apply for the task to be rescheduled or for an extension of the due date.

8. **What happens if I am absent the day a task is due?**

Every effort must be made to submit the task on that day. If it is not submitted or attempted in the case of an examination or in-class task, then you must contact the school on the day by phone or email and apply for Illness/ Misadventure. In the case of illness, a medical certificate must be supplied by the medical practitioner.

9. **What happens if I do not submit a task or sit an examination?**

You will be awarded zero marks for that task and an N-warning letter will be issued as a supportive measure to ensure that you complete the task.

10. *What happens if I do not make a serious attempt in an assessment task or examination?*

You will be awarded zero marks for the task, an N-warning letter will be issued, and you will be required to re-attempt the task.

11. *What does “non-serious attempt” mean?*

This includes very poor attempts that contain an insufficient amount of work in which to assess a student’s work, the use of derogatory remarks, obscene language and graffiti (e.g. drawing on an examination paper).

12. *What happens if I have been found guilty of malpractice?*

You will be awarded zero marks for the task, an N-warning letter will be issued, and you will be required to re-attempt the task.

13. *What happens if my application for the rescheduling of a task or an extension to the due date of a task is rejected?*

You will be required to submit the task by the due date.

14. *What happens if my application for illness/misadventure is rejected?*

If the task was submitted on time, you will be awarded the marks earned. If it was submitted late, you will be awarded zero marks. If it has not been attempted, you must attempt the task.

15. *Can I appeal the decision of an application for reschedule, extension or illness/misadventure or if I have been found guilty of malpractice?*

Yes. You will need to complete the Assessment Appeals Form and provide evidence that the Review Panel will consider.

16. *Can I appeal an assessment task result for an individual task?*

Yes. You will need to complete the Assessment Appeals Form and provide evidence that the relevant Faculty Head Teacher will consider.

https://kingsgrovn-h.schools.nsw.gov.au/content/dam/doi/sws/schools/k/kingsgrovn-h/downloads/2025/Assessment_Appeal_Application_Form.pdf

COURSE INFORMATION

PLEASE NOTE: UNIT LENGTHS ARE INDICATIVE AND ARE SUBJECT TO CHANGE WITHOUT FORMAL NOTICE.

Stage 6 English Advanced Year 12 2025

	Syllabus Weighting	TASK 1 Term 4, Week 8 2024	TASK 2 Term 1, Week 7 2025	TASK 3 Term 2, Week 4 2025	TASK 4 Term 3, Week 3-4 2025
Assessment Component	Type of Task	Texts and Human Experiences Analytical response & student selected related material	Module A: Textual Conversations Analytical response	Module C: Craft of Writing Imaginative, discursive or persuasive response and reflection (Multimodal)	Trial HSC Examination (All Modules to be assessed.)
Knowledge and understanding of course content	50%	15%	10%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	15%	10%	15%
TOTAL	100%	25%	25%	20%	30%
Outcomes		EA12-1, EA12-2, EA12-3, EA12-4	EA12-5, EA12-6, EA12-7, EA12-8	EA12-3, EA12-4, EA12-5, EA12-9	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7

OUTCOMES

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

Scope and Sequence: English Advanced – Year 12 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Common Module: Texts and Human Experiences Students deepen their understanding of how texts represent individual and collective human experiences.							Module A: Textual Conversations		
	Prescribed text: 1984 (Prose) and one other related text							Prescribed text: Poetry- Richard III & Looking for Richard		
	Outcomes: EA12-1, EA12-2, EA12-3, EA12-4									
	Assessment Task: Essay with related text. Weighting 25%									
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 &11
	Module A: Textual Conversations (Continued) Students explore the ways in which the comparative study of texts can reveal resonances and dissonances between and within texts. By comparing two texts students understand how composers are influenced by other texts, contexts and values, and how this shapes meaning.						Module C: The Craft of Writing Students strengthen and extend their knowledge, skills and confidence as accomplished writers.			
	Prescribed text: - Richard III & Looking for Richard						Prescribed text 1: <i>That Crafty Feeling – Zadie Smith Revisit</i> : Module A and Common Module			
	Outcomes: EA12-5, EA 12-6 EA12-7, EA12-8						Outcomes: EA12-3, EA12-4, EA12-5, EA12-9			
Assessment Task: Comparative Essay - Weighting 25%										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module C: The Craft of Writing (continued)				Module B: Critical Study of Literature (30 hours) Students engage in the extensive exploration and interpretation of the text and the ways composers portray people, ideas, settings and situations in texts.					
	Prescribed text 2: “Politics and the English Language” George Orwell				Prescribed text: T.S Eliot (Poetry)					
	Outcomes: EA12-3, EA12-4, EA12-5, EA12-9 Weighting 20%				Outcomes: EA12-1, EA12-3, EA12-5, EA12-8					
Assessment Task: Imaginative, discursive or persuasive response and reflection. (Multimodal)				Assessed in the Trial HSC						
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module B: Critical Study of Literature (Continued)	Trial HSC Revision	Trial HSC Examination period		Trial HSC reflection		HSC Revision			
	Prescribed text: T.S Eliot (Poetry)		Weighting 30%		Variety of textual and multimodal material		Variety of textual and multimodal material			
Assessed in the Trial HSC			EA12-1,EA12-3, EA12-4, EA12-5, EA12-6, EA12-7							

Stage 6 English Standard Year 12 2025

	Syllabus Weighting	TASK 1 Term 4, Week 8 2024	TASK 2 Term 1, Week 6 2025	TASK 3 Term 2, Week 4 2025	TASK 4 Term 3, Week 3-4 2025
Assessment Component	Type of Task	Texts and Human Experiences Analytical response & student selected related material	Module B: Close Study of Text Analytical response	Module C: Craft of Writing Imaginative, discursive or persuasive response & reflection (Multimodal)	Trial HSC Examination (Modules A and C to be assessed)
Knowledge and understanding of course content	50%	15%	10%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	15%	10%	15%
TOTAL	100%	25%	25%	20%	30%
Outcomes		EN12-1, EN12-2, EN12-3, EN12-7	EN12-1, EN12-3, EN12-4, EN12-5	EN12-2, EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8

OUTCOMES

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

Scope and Sequence: English Standard – Year 12 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Common Module: Texts and Human Experiences Students deepen their understanding of how texts represent individual and collective human experiences.								Module B: Close Study of Literature	
	Prescribed text: Film – Billy Elliot and one other related text								Prescribed text: Poetry- Robert Gray	
	Outcomes: EN12-1, EN12-2, EN12-3, EN12-7									
	Assessment Task: Essay Term 4, Week 8 – Weighting 25%									
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10&11
	Module B: Close Study of Literature Students engage in the extensive exploration and interpretation of the text and the ways composers portray people, ideas, settings and situations in texts.							Module C: The Craft of Writing Students strengthen and extend their knowledge, skills and confidence as accomplished writers.		
	Prescribed text: Poetry- Robert Gray							Prescribed text 1: The Fringe Benefits of Failure and the Importance of Imagination – JK Rowling		
	Outcomes: EN12-1, EN12-3, EN12-4, EN12-5							Outcomes: EN12-2, EN12-4, EN12-5, EN12-9		
Assessment Task: Essay Term 1, Week 6 - Weighting 25%										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module C: The Craft of Writing				Module A: Language, Culture and Identity Students explore, analyse and assess the ways in which meaning about individual and community identity, as well as cultural perspectives, is shaped in and through texts.					
	Prescribed text 2: The Pedestrian – Ray Bradbury				Prescribed text: Henry Lawson Short Stories					
	Outcomes: EN12-2, EN12-4, EN12-5, EN12-9				Outcomes: EN12-1, EN12-3, EN12-7, EN12-8,					
Assessment Task: Imaginative, discursive or persuasive response and reflection (Multimodal) Term 2, Week 4 – Weighting 20%				Assessed in the Trial HSC						
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module A: Language, Culture and Identity	Trial HSC Revision	Trial HSC Examination period		Trial HSC reflection		HSC Revision			
	Variety of textual and multimodal material		Outcomes: EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8		Variety of textual and multimodal material		Variety of textual and multimodal material			
		Weighting 30%								

Stage 6 EAL/D Year 12 2025

	Syllabus Weighting	TASK 1 Term 4, Week 10 2024	TASK 2 Term 1, Week 10 2025	TASK 3 Term 2, Week 9 2025	TASK 4 Term 3, Week 3-4 2025
Assessment Component	Type of Task	Module A: Texts and Human Experiences Multimodal presentation	Module B: Language, Identity and Culture Analytical response	Module D: Focus on Writing Imaginative, discursive persuasive or informative response.	Trial HSC Examination (All modules to be assessed)
Knowledge and understanding of course content	50%	10%	15%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	10%	15%	15%
TOTAL	100%	20%	25%	25%	30%
Outcomes		EAL12-1A, EAL12-1B, EAL12-4, EAL12-7	EAL12-3, EAL12-5, EAL12-6, EAL12-8	EAL12-2, EAL12-3, EAL12-5, EAL12-9	EAL12-1A, EAL12-3, EAL12-5, EAL12-7, EAL12-8

OUTCOMES

EAL12-1A	A student responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure	EAL12-5	A student thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts
EAL12-1B	A student communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts	EAL12-6	A student investigates and evaluates the relationships between texts
EAL12-2	A student uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies	EAL12-7	A student integrates understanding of the diverse ways texts can represent personal and public worlds
EAL12-3	A student identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning	EAL12-8	A student analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning
EAL12-4	A student applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts	EAL12-9	A student reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

Scope and Sequence: English EAL/D – Year 12 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 4	Module A: Texts and Human Experiences. In this module, students interpret and respond to texts that deal with the question of what it means to be human.										
	Outcomes: EAL12-1A, EAL12-1B, EAL12-4, EAL12-7										
	Assessment Task: Multimodal presentation Term 4, Week 10 - Weighting 20%										
	Module D: Focus on Writing (concurrent module). Students analyse, evaluate and reflect on the qualities of the texts studied in the Texts and Human Experiences module. Using these texts as models and inspiration, they experiment with techniques, styles and forms in a range of modes and media to produce their own crafted works.										
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Module B: Language, Identity and Culture. Students develop awareness and understanding of how our perceptions of and relationships with others and the world are shaped by written, spoken and visual language.										
	Outcomes: EAL12-3, EAL12-5, EAL12-6, EAL12-8										
	Assessment Task: Analytical response Term 1, Week 10 - Weighting 25%										
Module D: Focus on Writing (concurrent module). Students analyse, evaluate and reflect on the qualities of the texts studied in the Language, Identity and Culture module. Using these texts as models and inspiration, they experiment with techniques, styles and forms in a range of modes and media to produce their own crafted works.											
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Module C: Close Study of Text. Students engage in extensive exploration and interpretation of the text and the ways the film makers portray people, ideas and events in the text.										
	Assessed in the Trial HSC										
	Module D: Focus on Writing (concurrent module)										
	Outcomes: EAL12-2, EAL12-3, EAL12-5, EAL12-9										
Assessment Task: Imaginative, discursive, persuasive or informative writing with reflection Term 2, Week 9 - Weighting 25%											
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Module C: Close Study of text		Trial HSC		All Modules Revision.						
		Outcomes: EAL12-1A, EAL12-3, EAL12-5, EAL12-7, EAL12-8		Variety of textual material							
		Term 3, Week 3 Weighting 30%									

Stage 6 English Extension 1 Year 12 2025

	<i>Syllabus Weighting</i>	TASK 1 Term 1, Week 10 2025	TASK 2 Term 2, Week 9 2025	TASK 3 Term 3, Week 3-4 2025
Assessment Component	Type of Task	Imaginative Response and Reflection	Critical Response with Related Text	Trial HSC Examination (all modules to be assessed)
Knowledge and understanding of complex texts and of how and why they are valued	50%	15%	20%	15%
Skills in complex analysis, sustained composition and independent investigation	50%	20%	15%	15%
TOTAL	100%	35%	35%	30%
Outcomes		EE12-2, EE12-4, EE12-5	EE12-1, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5

OUTCOMES

EE12-1	A student 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	EE12-3	A student 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
EE12-2	A student analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts	EE12-4	A student critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts
		EE12-5	A student reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

Scope and Sequence: English Extension 1– Year 12 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 4	Literary Worlds In this module students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds.								Reimagined Worlds		
	Outcomes: EE12-2, EE12-4, EE12-5										
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Reimagined Worlds In this module students explore representations of a variety of reimagined worlds that challenge or confirm the known, question the unknown and explore the possibilities of different realities.							Reimagined Worlds			
	Prescribed text: Jonathan Swift, Gulliver’s Travels							Prescribed text: Samuel Taylor Coleridge, Poems			
	Outcomes: EE12-1, EE12-3, EE12-4							Outcomes: EE12-2, EE12-4, EE12-5			
								Assessment Task: Imaginative response and reflection Term 1, Week 11– Weighting 35%			
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Reimagined Worlds				Reimagined Worlds						
	Prescribed text: Samuel Taylor Coleridge, Poems				Prescribed text: Guillermo Del Toro, Pan’s Labyrinth						
	Outcomes: EE12-2, EE12-4, EE12-5				Outcomes: EE12-1, EE12-3, EE12-4						
					Assessment Task: Critical response with related text Term 2, Week 9 -Weighting 35%						
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Trial HSC revision		Trial HSC Examination period		Trial HSC reflection		HSC Revision				
	Variety of textual and multimodal material		Outcomes: EE12-2, EE12-3, EE12-4, EE12-5		Variety of textual and multimodal material		Variety of textual and multimodal material				
			Term 3 Week 3 - Weighting 30%								

Stage 6 English Studies Year 12 2025

	<i>Syllabus Weighting</i>	TASK 1 Term 4, Week 9 2024	TASK 2 Term 1, Week 8 2025	TASK 3 Term 2, Week 10 2025	TASK 4 Term 3, Week 3-4 2025
Assessment Component	Type of Task	Common module: Texts and Human Experiences Analytical Writing & teacher or student selected related material	Elective module: We are Australians Multimodal Presentation	Elective Module: On the Road Portfolio demonstrating student learning across modules studied.	Trial HSC Examination (All modules to be assessed.)
Knowledge and understanding of course content	50%	10%	10%	20%	10%
Skills in: <ul style="list-style-type: none"> comprehending texts communicating ideas using language accurately, appropriately and effectively 	50%	10%	15%	15%	10%
TOTAL	100%	20%	25%	35%	20%
Outcomes		ES12-1, ES12-2 ES12-5, ES12-8	ES12-3, ES12-6, ES12-7, ES12-9	ES12-4, ES12-7 ES12-8, ES12-10	ES12-2, ES12-3, ES12-4, ES12-5, ES12-10

OUTCOMES

ES12-1	A student 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	ES12-6	A student uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
ES12-2	A student 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	ES12-7	A student represents own ideas in critical, interpretive and imaginative texts
ES12-3	A student accesses, comprehends and uses information to communicate in a variety of ways	ES12-8	A student understands and explains the relationships between texts
ES12-4	A student composes proficient texts in different forms	ES12-9	A student 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
ES12-5	A student 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	ES12-10	A student monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

Scope and Sequence: English Studies – Year 12 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 4	Common Module: Texts and Human Experiences Students deepen their understanding of how texts represent individual and collective human experiences.									Portfolio work	
	Outcomes: ES12-1, ES12-2, ES12-5, ES12-8									Students refine one element of their classwork completed in the Human Experiences module for addition to their portfolio	
	Assessment Task: Analytical response with student or teacher selected related material Term 4, Week 9 - Weighting 20%										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	Elective Module A: We are Australians English in citizenship, community and cultural identity, students will develop understanding of and practical competence in the use of language used to conduct their lives as citizens and members of a community.								Portfolio work		
	Outcomes: ES12-3, ES12-6, ES12-7, ES12-9								Students refine one element of their classwork completed in the We Are Australians module for addition to their portfolio		
	Assessment Task: Multimodal Presentation Term 1, Week 8 - Weighting 25%										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 2	Elective Module C: On the Road English in the experience of travel, students develop understanding and proficiency in the use of language related to travel, for example the language used by journalists, filmmakers and those in the travel industry.								Portfolio work		
	Outcomes: ES12-4, ES12-7, ES12-8, ES12-10.								Assessment Task: Portfolio of work across all modules Term 2, Week 10 -Weighting 35%		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 3	Trial HSC Revision		Trial HSC Examination period		Elective Module K: The Big Screen - Students develop a deeper understanding of and proficiency in the use of language and techniques related to films, exploring the ways in which language is used in the production, promotion, reception and criticism of films. Students investigate and research from a variety of sources the complex nature of meaning in visual texts and how these texts are constructed.						
			ES12-2, ES12-3, ES12-4, ES12-5, ES12-10								
			Weighting 20%								

Stage 6 Mathematics Standard 1 Year 12 2025

	Syllabus Weighting	TASK 1 Term 4, Week 9 2024	TASK 2 Term 1, Week 7 2025	TASK 3 Term 2, Week 5 2025	TASK 4 Term 3, Week 3-4 2025
Assessment Component	Type of Task	Scaffolded Task Bivariate Data	Open Book Test Algebra and Measurement	Research Assignment Financial Maths	Yearly Exam All Topics Except Graphs of Practical Situations
Concepts, skills and techniques	50%	10%	10%	10%	20%
Reasoning and communication	50%	10%	15%	15%	10%
Outcomes		MS1-12-2, MS1-12-7, MS1-12-9	MS1-12-1, MS1-12-3 MS1-12-6, MS1-12-10	MS1-12-5, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-10
TOTAL	100%	20%	25%	25%	30%

OUTCOMES

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

Scope and Sequence: Mathematics Standard 1 – Year 12 2025

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Units	01 MS-S3.2 Bivariate Data Analysis			02 MS-S3.1 Statistical Investigation Process			03 MS-A3.1 Algebra Simultaneous Equations			
	Outcome	MS1-12-2, MS1-12-7 MALS6-2, MLAS6-9, MALS6-13, MALS6-14			MS1-12-2, MS1-12-7 MALS6-9, MALS6-13, MALS6-14			MS1-12-1, MS1-12-6 MALS6-1, MALS6-8, MALS6-13, MALS6-14			
	Task	Assessment Task: Scaffolded Task Term 4 Week 9 – 20%									
Term 1	Units	04 MS-M4 Rates				05 MS-F2 Investments		06 MS-F3 Depreciation and Loans			
	Outcome	MS1-12-3 MALS6-3, MALS6-13, MALS6-14				MS1-12-5 MALS6-6, MALS6-13, MALS6-14		MS1-12-5 MALS6-6, MALS6-13, MALS6-14			
	Task	Assessment Task: Open Book Test Term 1 Week 7 – Weighting 25%									
Term 2	Units	07 MS-M3 Right-Angled Triangles				08 N1.1 N1.2 Networks And Shortest Paths			09 MS-M5 Scale Drawings		
	Outcome	MS1-12-3, MS1-12-4 MALS6-3, MALS6-4, MALS6-13, MALS6-14				MS1-12-8 MALS6-11, MALS6-12, MALS6-13, MALS6-14			MS1-12-3, MS1-12-4 MALS6-3, MALS6-13, MALS6-14		
	Task	Assessment Task: Research Task Term 2 Handed out Week 3 due Week 5 – Weighting 25%									
Term 3	Units	09 MS-M5 Scale Drawings		TRIAL HSC EXAMINATION PERIOD		10 MS-A3.2 Graphs of Practical Solutions				REVISION FOR HSC	
	Outcome	MS1-12-3, MS1-12-4 MALS6-3, MALS6-13, MALS6-14				MS1-12-1, MS1-12-6 MALS6-1, MALS6-7, MALS6-8, MALS6-13, MALS6-14					
	Task	Assessment Task: Trial Examination Term 3 Week 3 – Weighting 30%									

Stage 6 Mathematics Standard 2 Year 12 2025

	<i>Syllabus Weighting</i>	TASK 1 Term 4, Week 9 2024	TASK 2 Term 1, Week 8 2025	TASK 3 Term 2, Week 8 2025	TASK 4 Term 3, Week 3-4 2025
Assessment Component	Type of Task	Bivariate Data Task	Open Book Test	Depreciation and Loans, and Networks Topics Test	Trial HSC Examination
Concepts, skills and techniques	50%	10%	15%	10%	15%
Reasoning and communication	50%	10%	10%	15%	15%
Outcomes		MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10,	MS2-12-1, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6	MS2-12-5, MS2-12-8, MS2-12-9, MS2-12-10	All outcomes in the table below.
TOTAL	100%	20%	25%	25%	30%

OUTCOMES

MS2-12-1	Uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts	MS2-12-6	Solves problems by representing the relationships between changing quantities in algebraic and graphical forms
MS2-12-2	Analyses representations of data in order to make inferences, predictions and draw conclusions	MS2-12-7	Solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
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	MS2-12-8	Solves problems using networks to model decision-making in practical problems
MS2-12-4	Analyses two-dimensional and three-dimensional models to solve 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
MS2-12-5	Makes informed decisions about financial situations, including annuities and loan repayments	MS2-12-10	Uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

Scope and Sequence: Mathematics Standard 2 – Year 12 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	01 MS-S4 Bivariate Data Analysis				02 MS-A4.1 Simultaneous Linear Equations MS-A4.2 Non-linear Relationships			03 MS-F4.1 Investments		
	Outcomes: MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10 MALS6-2, MALS-6-9, MALS6-13, MALS6-14				Outcomes: MS2-12-1, MS2-12-6, MALS6-1, MALS6-7, MALS6-8, MALS6-13, MALS6-14			Outcomes: MS2-12-5 MALS6-5, MALS6-6, MALS6-14		
	Assessment Task: Bivariate Data Task. Week 9 – Weighting 20%									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 +11
Term 1	05 MS-F4.2 Depreciation and Loans				04 MS-M6 Non-right-angled Trigonometry			06 MS-N2.1 Networks		
	Outcomes: MS2-12-5, MALS6-5, MALS6-6, MALS6-14				Outcomes: MS2-12-3, MS-12-4, MALS6-3, MALS6-4, MALS6-14			Outcomes: MS2-12-8		
	Assessment Task: Open-book Test (MS-A4, MS-F4, MS-M6) Term 1 Week 8 – Weighting 25%									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	06: MS-N2.2 Shortest Path	07 MS-N3 Critical Path Analysis					08 MS-M7 Rates and Ratios			
	Outcomes: MS2-12-8, MALS6-11, MALS6-12, MALS6-13, MALS6-14					Outcomes: MS2-12-3, MS2-12-4 MALS6-3, MALS6-4, MALS6-13, MALS6-14				
	Assessment Task: Depreciation and Loans ,and Networks Topic Test(MS-F4.2, MS-N2.1,MS-N2.2, MS-N3) Week 8– Weighting 25%									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	09 MS-S5 The Normal Distribution		Trial HSC Examination Period		Unit: MS-S5 The Normal Distribution – Continued			Unit: MS-F5 Annuities		
	Outcomes: MS2-12-2, MS2-12-7				Outcomes: MS2-12-2, MS2-12-7 MALS6-2, MALS6-9, MALS6-13, MALS6-14			Outcomes: MS2-12-5 MALS6-5, MALS6-6, MALS6-13, MALS6-14		
	Assessment Task: Trial Examination (MS-A4, MS-M6, MS-M7, MS-F4, MS-S4, MS-S5, MS-N2, MS-N3) Term 3 Week 3 – Weighting 30%									

Stage 6 Mathematics Advanced Year 12 2025

	Syllabus Weighting	TASK 1 Term 4, Week 8 2024	TASK 2 Term 1, Week 8 2025	TASK 3 Term 2, Week 8 2025	TASK 4 Term 3, Week 3-4 2025
Assessment Component	Type of Task	Applied Scenarios Task	Open Book Test	Topic Test	Trial HSC Examination
Concept, skills and technique	50%	10%	15%	10%	15%
Reasoning and communication	50%	10%	10%	15%	15%
Outcomes		MA12-2, MA12-4, MA 12-9, MA12-10	MA12-1, MA 12-2, MA 12-3, MA12-4, MA12-5, MA12-6, MA12-9, MA12-10	MA12-1, MA12 -3 MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6. MA12-7, MA12-8, MA12-10
TOTAL	100%	20%	25%	25%	30%

OUTCOMES

MA12-1	Uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts	MA12-7	Applies the concepts and techniques of indefinite and definite integrals in the solution of problems
MA12-2	Models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques	MA12-8	Solves problems using appropriate statistical processes
MA12-3	Applies calculus techniques to model and solve problems	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
MA12-4	Applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems	MA12-10	Constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context
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		

Scope and Sequence: Mathematics Advanced – Year 12 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 4	M1.1 Modelling investments and loans			M1.2 Arithmetic sequences and series			M1.3 Geometric sequences and series		M1.4 Financial applications of sequences and series		
	MA12-2, MA12-4, MA12-9, MA12-10										
	Assessment Task: Applied mathematics task, Week 8 (MA12-2, MA12-4, MA12-9, MA12-10) 20%										
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 +11	
	F2 Graphing techniques			T3 Trigonometric functions and graphs			C2.1 Differentiation of trigonometry, exponential and logarithmic functions C2.2 Rules of differentiation				
	MA12-1, MA12-9, MA12-10			MA12-5, MA12-6, MA12-9, MA12-10			MA12-3, MA12-6, MA12-9, MA12-10				
	Assessment Task: Open Book Topic Test, Week 8 (Handed out week 6). (MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-9, MA12-10) 25%										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	C3.1 The first and second derivatives		C3.2 Applications of the derivative		C4.1 The anti-derivative		C4.2 Areas and the definite integral				
	MA12-3, MA12-6, MA12-7, MA12-9, MA12-10										
	Assessment Task: Open Book Topic Test, Week 8 (Handed out week 6). (MA12-1, MA12-3, MA12-6, MA12-7, MA12-9, MA12-10) 25%										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	S2.1: Data (grouped and ungrouped) and summary statistics		Trials			S2.2: Bivariate Data Analysis		S3.1 Continuous random variables		S3.2 The normal distribution	
	MA12-8, MA12-9, MA12-10		MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-10			MA12-8, MA12-9, MA12-10		MA12-8, MA12-9, MA12-10			
	Assessment Task: Trial examination, Week 3 and 4 (Handed out week 1) (MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-10) 30%										

Stage 6 Mathematics Extension 1 Year 12 2025

	<i>Syllabus Weighting</i>	TASK 1 Term 4, Week 8 2024	TASK 2 Term 1, Week 8 2025	TASK 3 Term 2, Week 8 2025	TASK 4 Term 3, Week 3-4 2025
Assessment Component	Type of Task	Open Book Topic Test	Question Bank Task	Topic Test	Trial HSC Examination
Concepts, skills and techniques	50%	10%	10%	10%	20%
Reasoning and communication	50%	15%	10%	15%	10%
Outcomes		ME12-1, ME12-3 ME12-6, ME12-7	ME12-2, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5 ME12-6 ME12-7
TOTAL	100%	25%	20%	25%	30%

OUTCOMES

ME12-1	Applies techniques involving proof or calculus to model and solve problems	ME12-5	Applies appropriate statistical processes to present, analyse and interpret data
ME12-2	Applies concepts and techniques involving vectors and projectiles to solve problems	ME12-6	Chooses and uses appropriate technology to solve problems in a range of contexts
ME12-3	Applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations	ME12-7	Evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms
ME12-4	Uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution		

Scope and Sequence: Mathematics Extension 1 – Year 12 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	P1 Proof by mathematical induction				T3 Trigonometric equations					
	ME12-1, ME12-6, ME12-7				ME12-3, ME12-6, ME12-7					
	<i>Assessment Task: Open Book Topic Test, Week 8. 25%</i>									
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 & 11
	V1.1 Introduction to vectors			V1.2 Further operations with vectors			V1.3 Projectiles and an application of vectors			
	ME12-1, ME12-4, ME12-6, ME12-7									
	<i>Assessment Task: Question Bank Task, Week 8. 20%</i>									
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	C2 Further Calculus			C3.2 Differential Equations			C3.1 Further Area and Volumes of Solids of Revolution			
	Outcomes: ME12-1, ME12-2, ME12-6, ME12-7									
	<i>Assessment Task: Topic Test, Week 8. 25%</i>									
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	S1.1 Bernoulli and Binomial Distributions		TRIALS		S1.2 Normal approximation of the sample portion			REVISION		
	ME12-5, ME12-6, ME12-7		MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7		ME12-5, ME12-6, ME12-7					
	<i>Assessment Task: Trial examination, Weeks 3 and 4, 30%</i>									

Stage 6 Mathematics Extension 2 Year 12 2025

	<i>Syllabus Weighting</i>	TASK 1 Term 4, Week 9 2024	TASK 2 Term 1, Week 8 2025	TASK 3 Term 2, Week 8 2025	TASK 4 Term 3, Week 3-4 2025
Assessment Component	Type of Task	Open Book Test	Question Bank Task	Topics Test	Trial HSC Examination
Concepts, skills and techniques	50%	10%	10%	10%	20%
Reasoning and communication	50%	15%	10%	15%	10%
Outcomes		MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-4, MEX12-7, EX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-7, MEX12-8	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8
TOTAL	100%	25%	20%	25%	30%

OUTCOMES

MEX12-1	Understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts	MEX12-5	Applies techniques of integration to structured and unstructured problems
MEX12-2	Chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings	MEX12-6	Uses mechanics to model and solve practical problems
MEX12-3	Uses vectors to model and solve problems in two and three dimensions	MEX12-7	Applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems
MEX12-4	Uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems	MEX12-8	Communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument

Scope and Sequence: Mathematics Extension 2 – Year 12 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	MEX-P1 The nature of proof				MEX-N1.1 Arithmetic of Complex Numbers			MEX-N1.2 Geometric Representation of a complex number		
	MEX12-1, MEX12-2, MEX12-7, MEX12-8				MEX12-1, MEX12-4, MEX12-7, MEX12-8					
	Assessment Task: Open book Week 8 - Weighting 25%									
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	MEX-N1.3 Other representation of complex numbers MEX-N2.1 Solving equations with complex numbers			MEX-P2 Further proof of mathematical induction numbers			MEX-V1.1 Introduction to three-dimensional vectors MEX-V1.2 Further operations with three-dimensional vectors MEX-V1.3 Vectors and vector equations of lines			
	MEX12-1, MEX12-4, MEX12-7, MEX12-8			MEX12-1, MEX12-2, MEX12-7, MEX12-8			MEX12-1, MEX12-3, MEX12-7, MEX12-8			
Assessment Task: Question Bank task. Week 8 – Weighting 20%										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	MEX-N2.2 Geometrical implications of complex				MEX-C1 Further Integration			MEX-M1 Simple Harmonic Motion		
	MEX12-1, MEX12-4, MEX12-7, MEX12-8				MEX12-1, MEX12-5, MEX12-7, MEX12-8			MEX12-1, MEX12-6, MEX12-7, MEX12-8		
Assessment Task: Topics Test Week 8 – Weighting 25%										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	MEX-M1.2 Modelling motion without resistance		Trial HSC Examination		MEX-M1.3 Resisted motion			MEX-M1.4 Projectile and Resisted Motion		
	MEX12-1, MEX12-6, MEX12-7, MEX12-8		MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8		MEX12-1, MEX12-6, MEX12-7, MEX12-8					
Assessment Task: Trial HSC Examination Week 3-4 – Weighting 30%										

Stage 6 Biology Year 12 2025

	<i>Syllabus Weighting</i>	TASK 1 Term 4, Week 8 2024	TASK 2 Term 1, Week 9 2025	TASK 3 Term 2, Week 4 2025	TASK 4 Term 3, Week 3-4 2025
Assessment Component	Type of Task	Writing Task	Depth Study	Practical Skills	Trial HSC Examination
Skills in working scientifically	60%	15%	20%	15%	10%
Knowledge and understanding of course content	40%	10%	5%	5%	20%
Outcomes		BIO12-3,12-4, 12-6,12-7, 12-12	BIO 11/12- 1,11/12-4, 11/12- 6,11/12-7,12-13	BIO12-1, 12-2, 12-3, 12-4,12-5,12-14	BIO12-1, 12-2, 12-4, 12-5,12-6,12-7, 12-12,12-13,12-14,12-15
TOTAL	100%	25%	25%	20%	30%

OUTCOMES

BIO 11/12-1	Develops and evaluates questions and hypotheses for scientific investigation.	BIO11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
BIO11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information.	BIO12-12	Explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity.
BIO11/12-3	Conducts investigations to collect valid and reliable data, primary and secondary data and information.	BIO12-13	Explains natural genetic change and the use of genetic technologies to induce genetic change.
BIO11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.	BIO12-14	Analyses infectious disease in terms of disruption to homeostatic mechanisms and the organism's response, including the human immune system.
BIO11/12-5	Analyses and evaluates primary and secondary data and information.	BIO12-15	Explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease.
BIO11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.		

Scope and Sequence: Biology – Year 12 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Module 5 Heredity Students learn that life continues through the processes of reproduction and heredity.									Unit: Module 6 Genetic Change
	Outcomes: BIO12-3, BIO12-4, BIO12-6, BIO12-7, BIO12-12									
	Assessment Task: Research – Term 4 Week 8 – Weighting 25%									
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10/11
	Module 6 Genetic Change Students learn about natural and human-induced causes and effects of genetic changes. They will explore the work of scientists within the context of biotechnology.									Unit: Module 7 Infectious Disease Please move this to start in Week 9
	Outcomes: BIO12-1, BIO12-4, BIO12-6, BIO12-7, BIO12-13									
Assessment Task: Depth Study – Term1 Week 9 – Weighting 25%										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module 7 Infectious Disease Students examine the treatment, prevention and control of infectious disease locally and globally.								Unit: Module 8: Non-Infectious Disease	
	Outcomes: BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-14									
Assessment Task: Skills Assessment – Term 2 Week 4 – Weighting 20%										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Module 8: Non-Infectious Disease Students learn about non-infectious diseases and disorders and the technologies used in treating these diseases and disorders.									
	Outcomes: BIO12-1, BIO12-2, BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15									
Assessment Task: Trial Examination – Term 3 Week 3/4 – Weighting 30%										

Stage 6 Chemistry Year 12 2025

	<i>Syllabus Weighting</i>	TASK 1 Term 4, Week 9 2024	TASK 2 Term 1, Week 9 2025	TASK 3 Term 2, Week 7 2025	TASK 4 Term 3, Week 3-4 2025
Assessment Component	Type of Task	Practical Skills	Topic Test	Depth Study	Trial HSC Examination
Skills in working scientifically	60%	20%	5%	20%	15%
Knowledge and understanding of course content	40%	10%	5%	10%	15%
Outcomes		CH12-1,12-2, 12-3, 12-4, 12-6	CH12-5, 12-6, 12-7, 12-12,12-13	CH12-1,12-3, 12-5, 12- 6, 12-7	CH12-7, 12-12, 12-13, 12-14, 12-15
TOTAL	100%	30%	10%	30%	30%

OUTCOMES

CH11/12-1	Develops and evaluates questions and hypotheses for scientific investigation.	CH11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
CH11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information.	CH12-12	Explains the characteristics of equilibrium systems, and the factors that affect these systems.
CH11/12-3	Conducts investigations to collect valid and reliable data primary and secondary data and information.	CH12-13	Describes, explains and quantitatively analyses acids and bases using contemporary models.
CH11/12-4	Selects and process appropriate qualitative and quantitative data and information using a range of appropriate media.	CH12-14	Analyses the structure of, predicts reactions involving carbon compounds.
CH11/12-5	Analyses and evaluates primary and secondary data and information.	CH12-15	Describes and evaluates chemical systems used to design and analyse chemical processes.
CH11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.		

Scope and Sequence: Chemistry – Year 12 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Module 5: Equilibrium and Acid Reactions Students explain the characteristics of equilibrium systems, and the factors that affect these systems.								Module 6: Acid/Base Reactions Students describe, explain and quantitatively analyse acids and bases using contemporary models.	
	Outcomes: CH12 – 1, CH12 – 2, CH12 – 3, CH12 – 4, CH12 – 6									
	Assessment Task: Practical Skills Task Week 9, Term 4 – Weighting 30%									
Term 1	Module 6: Acid/Base Reactions								Module 7: Organic Chemistry	
	Outcomes: CH12 - 5, CH12-6, CH12-7, CH12-12, CH12-13									
	Assessment Task: Topic Test Week 9, Term 1 – Weighting 10%									
Term 2	Module 7: Organic Chemistry Students Analyse the structure of and predict reactions involving carbon compounds							Module 8: Applying Chemical Ideas Students describe and evaluate chemical systems used to design and analyse chemical processes.		
	Outcomes: CH12-1, CH12-3, CH12-5, CH12-6, CH12-7									
	Assessment Task: Depth Study Assessment Task Week 7, Term 2 – 30%									
Term 3	Module 8: Applying Chemical Ideas		Trial HSC Examination period		Module 8 continued					
	Outcomes: CH12-7, CH12-12, CH12-13, CH12-14, CH12-15									
	Assessment Task: Trial HSC Examination Week 3 and 4, Term 3 – Weighting 30%									

Stage 6 Physics Year 12 2025

	Syllabus Weighting	TASK 1 Term 4, Week 8 2024	TASK 2 Term 1, Week 3 2025	TASK 3 Term 2, Week8 2025	TASK 4 Term 3, Week 3-4 2025
Assessment Component	Type of Task	Writing Task	Open Ended Investigation	Practical Skills Test	Trial HSC Examination
Skills in working scientifically	60%	20%	15%	15%	10%
Knowledge and understanding of course content	40%	5%	10%	5%	20%
Outcomes		PH12-4, PH12-5, PH12-7, PH12-12	PH12-1,PH12-2, PH12-3,PH12-7 PH12-13	PH12-3, PH12-5, PH12-6, PH12-7, PH12-12,PH12-13, PH12-14, PH12-15	PH12-5, PH12-6, PH12-7,PH12-12, PH12-13, PH12-14, PH12-15
TOTAL	100%	25%	25%	20%	30%

OUTCOMES

PH11/12-1	Develops and evaluates questions and hypotheses for scientific investigation.	PH11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
PH11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information.	PH12-12	Describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PH11/12-3	Conducts investigations to collect valid and reliable data, primary and secondary data and information.	PH12-13	Explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
PH11/12-4	Selects and process appropriate qualitative and quantitative data and information using a range of appropriate media.	PH12-14	Describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
PH11/12-5	Analyses and evaluates primary and secondary data and information.	PH12-15	Explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom.
PH11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.		

Scope and Sequence: Physics – Year 12 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Unit: Module 5 Advanced Mechanics Students develop an understanding that all forms of complex motion can be understood by analysing the forces acting on a system, including the energy transformations taking place within and around the system. By applying new mathematical techniques, students' model and predict the motion of objects within systems. They examine two-dimensional motion, including projectile motion and uniform circular motion, along with the orbital motion of planets and satellites, which are modelled as an approximation to uniform circular motion.								Unit: Module 6 Electromagnetism	
	<i>Outcomes:</i> PH12-4, PH12-5, PH12-6, PH12-12									
	<i>Assessment Task– Writing Task</i> Term 4, Week 8 – Weighting 25% Outcomes Assessed- PH12-4, PH12-5, PH12-7, PH12-12									
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit: Module 6 Electromagnetism Students learn about the discoveries that led to the interactions that take place between charged particles and electrical and magnetic fields, not only producing significant advances in physics, but also how it led to significant technological developments.								Unit: Module 7 Nature of Light	
	<i>Outcomes:</i> PH12-1, PH12-2, PH12-3, PH12-4, PH12-5, PH12-13									
<i>Assessment Task: (2025) Open Ended Investigation - Term 1 (2025) Week 3 – Weighting 25% Outcomes Assessed- PH12-1, PH12-2, PH12-3, PH12-7, PH12-13</i>										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit: Module 7 Nature of Light Students explore the evidence supporting the changes that took place in the 20th century. Major developments in physics as existing theories and models were challenged by new observations that could not be explained and these observations led to the development of quantum theory and the theory of relativity. Technologies arising from these theories have shaped the modern world, along with the power of scientific theories to make useful predictions.								Unit: Module 8 Deep inside the Atom	
	Outcomes: PH12-1, PH12-2, PH12-3, PH12-4, PH12-5, PH12-13									
<i>Assessment Task: Practical Skills Test</i> Term 2, Week 8 Weighting 20% Outcomes Assessed- PH12-3, PH12-5, PH12-6, PH12-7, PH12-12, PH12-13, PH12-14, PH12-15										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit: Module 8 Deep inside the Atom In this module, students focus on analysing and evaluating data to solve problems and communicate scientific understanding about the development of the atomic model and the origins of the Universe.		Trial HSC		Unit: Module 8 Deep inside the Atom continued In studying this module, students can appreciate that the fundamental particle model is forever being updated and that our understanding of the nature of matter remains incomplete.					
	Outcomes: PH12-5, PH112-6, PH12-7, PH12-15									
Assessment Task: Trial Exam Term 3, Weeks 3-4 Weighting 30% Outcomes Assessed- PH12-5, PH12-6, PH12-7, PH12-12, PH12-13, PH12-14, PH12-15										

Stage 6 Investigating Science Year 12 2025

	<i>Syllabus Weighting</i>	TASK 1 Term 4, Week 8 2024	TASK 2 Term 1, Week 6 2025	TASK 3 Term 2, Week 8 2025	TASK 4 Term 3, Week 3-4 2025
Assessment Component	Type of Task	Research/Writing Task	Practical Investigation	Depth Study	Trial HSC Examination
Skills in working scientifically	60%	10%	15%	20%	15%
Knowledge and understanding of course content	40%	10%	5%	10%	15%
Outcomes		INS12-1, 12-4, 12-5, 12-6,12-13	INS12-1, 12-2, 12-3, 12-5,12-12	INS 12-1,12-2 12-3,12-5, 12-7, 12-14	INS12-1, 12-2, 12-5, 12-6, 12-12, 12-13,12-14,12-15
TOTAL	100%	20%	20%	30%	30%

OUTCOMES

INS 11/12-1	Develops and evaluates questions and hypotheses for scientific investigation.	INS 11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
INS 11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information.	INS 12-12	Develops and evaluates the process of undertaking scientific investigations.
INS 11/12-3	Conducts investigations to collect valid and reliable data primary and secondary data and information.	INS 12-13	Describes and explains how science drives the development of technologies.
INS 11/12-4	Selects and process appropriate qualitative and quantitative data and information using a range of appropriate media.	INS 12-14	Uses evidence-based analysis in a scientific investigation to support or refute a hypothesis.
INS 11/12-5	Analyses and evaluates primary and secondary data and information.	INS 12-15	Evaluates the implications of ethical, social, economic and political influences on science.
INS 1/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.		

Scope and Sequence: Investigating Science – Year 12 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Module 6 Technologies									
	Students explore the dynamic relationship between science and technology									
	Outcomes: INS12-1, INS12-4, INS12-5, INS12-6, INS12-13									
Assessment Task: Research Term 4, Week 8- Weighting 20%										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 & 11
Term 1	Module 5 Scientific Investigations									
	Students learn that experimental method is influenced by observations, new evidence and phenomena arising from the investigation. They explore the roles of accuracy, reliability and validity and peer review.									
	Outcomes: INS12-1, INS12-2, INS12-3, INS12-5, INS12-12									
Assessment Task: Practical Investigation- Term 1, Week 5- Weighting 20%										
Term 2	Module 7 Fact or Fallacy?									
	Students investigate claims through practical and secondary-sourced investigations and evaluate these based on scientific evidence.								Module 8 Science and Society	
	Outcomes: INS12-1, INS12-2, INS12-3, INS12-5, INS12-7, INS12-14									
Assessment Task: Depth Study Term 2, Week 8 – Weighting 30%										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Module 8 Science and Society		Trial HSC Examination period		Module 8 Science and Society (continued)					
	Students explore the impacts of ethical, social, economic and political influences on science and its research.									
	Outcomes: INS12-1, INS12-2, INS12-5, INS12-6, INS12-12, INS12-13, INS12-14, INS12-15									
Assessment Task: Trial HSC Examination Term 3, Week 3-4 Weighting 30%										

Stage 6 Ancient History Year 12 2025

	<i>Syllabus Weighting</i>	TASK 1 Term 4, Week 8 2024	TASK 2 Term 1, Week 8 2025	TASK 3 Term 2, Week 8 2025	TASK 4 Term 3, Weeks 3 - 4 2025
Assessment Component	Type of Task	<u>Ancient Societies</u> Prepared Response	<u>CORE: Cities of Vesuvius: Pompeii and Herculaneum</u> Research/Source Analysis	<u>Historical Periods</u> Historical Analysis Essay	Trial HSC Examination
Knowledge and understanding of course content	40%	5%	5%	10%	20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	5%	5%
Historical inquiry and research	20%	10%	5%	5%	
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
TOTAL	100%	25%	20%	25%	30%
Outcomes		AH12-1,AH12-5, AH12-6,AH12-7,AH12-9	AH12-2, AH12-3, AH12-6, AH12-7, AH12-10	AH12-1, AH12-5, AH12-6, AH12-8, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-6, AH12-9

OUTCOMES

<p>AH12-1 accounts for the nature of continuity and change in the ancient world</p> <p>AH12-2 proposes arguments about the varying causes and effects of events and developments</p> <p>AH12-3 evaluates the role of historical features, individuals and groups in shaping the past</p> <p>AH12-4 analyses the different perspectives of individuals and groups in their historical context</p> <p>AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world</p>	<p>AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument</p> <p>AH12-7 discusses and evaluates differing interpretations and representations of the past</p> <p>AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources</p> <p>AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</p> <p>AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past</p>
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Scope and Sequence: Ancient History – Year 12 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Unit 1: Ancient Society: Spartan Society to the Battle of Leuctra								Unit 2: Core Study: Cities of Vesuvius - Pompeii and Herculaneum	
	Outcomes: AH12-1, AH12-5, AH12-6, AH12-7, AH12-9								Outcomes: AH12-2, AH12-3, AH12-6, AH12-7, AH12-10	
	Assessment Task no.1: In class prepared response - Weighting 25%								Assessment Task no.2: Research/Source Analysis - Weighting 20%	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10+ 11
Term 1	Unit 2: Core Study: Cities of Vesuvius - Pompeii and Herculaneum (cont.)								Unit 3: Historical Periods: The Julio-Claudians AD 14 - 69	
	Outcomes: AH12-2, AH12-3, AH12-6, AH12-7, AH12-10								Outcomes: AH12-1, AH12-5, AH12-6, AH12-8, AH12-9	
	Assessment Task no.2: Research/Source Analysis - Weighting 20%								Assessment Task no.3: Historical Analysis Essay - Weighting 25%	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Unit 3: Historical Periods: The Julio-Claudians AD 14 - 69 (cont.)							Unit 4: Personalities in their Times: Agrippina the Younger (Rome)		
	Outcomes: AH12-1, AH12-5, AH12-6, AH12-8, AH12-9							Outcomes: AH12-1, AH12-2, AH12-3, AH12-4, AH12-6, AH12-9		
	Assessment Task no.3: Historical Analysis Essay - Weighting 25%									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Unit 4: Personalities (cont.)		TRIAL EXAMINATION - 30%		Unit 4: Personalities (cont.)			HSC Revision		
	Outcomes: AH12-1, AH12-2, AH12-3, AH12-4, AH12-6, AH12-9									
	Assessment Task: Trial HSC Examination Term 3, Week 3-4 Weighting 30%									

Stage 6 Modern History Year 12 2025

	<i>Syllabus Weighting</i>	TASK 1 Term 4, Week 9 2024	TASK 2 Term 1, Week 11 2025	TASK 3 Term 2, Week 10 2025	TASK 4 Term 3, Weeks 3 - 4 2025
Assessment Component	Type of Task	National Study Extended Response	Core: Power and Authority in the Modern World Source Analysis	Peace and Conflict Study Historical Analysis	Trial HSC Examination (All Topics)
Knowledge and understanding of course content	40%	5%	10%	5%	20%
Historical skills in the analysis and evaluation of sources and interpretations	20%		10%	5%	5%
Historical inquiry and research	20%	10%		10%	
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
TOTAL	100%	20%	25%	25%	30%
Outcomes		MH12-2, MH12-5, MH12-8, MH12-9	MH12-3, MH12-6, MH12-7, MH12-9	MH12-3, MH12-4, MH12-7, MH12-8, MH 12-9	MH12-1, MH12-2, MH12-3, MH12-5, MH12-6, MH 12-9

OUTCOMES

MH12-1 accounts for the nature of continuity and change in the modern world	MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument
MH12-2 proposes arguments about the varying causes and effects of events and developments	MH12-7 discusses and evaluates differing interpretations and representations of the past
MH12-3 evaluates the role of historical features, individuals groups and ideas in shaping the past	MH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
MH12-4 analyses the different perspectives of individuals and groups in their historical context	MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
MH12-5 assesses the significance of historical features, people, places, events and developments of the modern world	

Scope and Sequence: Modern History – Year 12 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 4	Unit 1 - National Studies: USA: 1919-1941										
	Outcomes: MH12-2, MH12-5, MH12-4, MH12-8, MH12-9										
	Assessment Task: Extended Response – Weighting 20%										
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Unit 2 - Core Study: Power and Authority in the Modern World 1919-1946										
	Outcomes: MH 12-3, MH 12-6, MH 12-7, MH 12-9										
Assessment Task: Source Analysis - Weighting 25%											
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Unit 3 - Peace and Conflict: Conflict in the Pacific									Unit 4: Change in the Modern World: Civil Rights in the USA 1945-1968.	
	Outcomes: MH12-3, MH12-4, MH12-7, MH12-8, MH 12-9									Outcomes: MH12-1, MH12-2, MH12-3, MH 12-5, MH12-6, MH12-9	
Assessment Task: Historical Analysis - Weighting 25%											
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Unit 4: Change in the Modern World: Civil Rights in the USA 1945-1968. (cont.)		Trial Examination		Unit 4: Change in the Modern World: Civil Rights in the USA 1945-1968. (cont.)						
	Outcomes: MH12-1, MH12-2, MH12-3, MH 12-5, MH12-6, MH12-9										
Assessment Task: Trial HSC Examination, Week 3 & 4 - Weighting 30%											

Stage 6 History Extension Year 12 2025

	<i>Syllabus Weighting</i>	TASK 1 TERM 1, Week 10 2024	TASK 2 TERM 2, Week 6 2025	TASK 3 TERM 3, Weeks 3 – 4 2025
Assessment Component	Type of Task	Historical Process The History Project	Essay The History Project	Trial HSC Examination All Topics
Knowledge and understanding about significant historiographical ideas and processes	40%		20%	20%
Skills in designing, undertaking and communicating historical inquiry and analysis	60%	30%	20%	10%
TOTAL	100%	30%	40%	30%
Outcomes		HE12-1, HE12-2	HE12-1, HE12-2, HE12-3, HE12-4	HE12-1, HE12-3, HE12-4

OUTCOMES

HE12-1 analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations	HE12-3 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
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	HE12-4 constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

Scope and Sequence: History Extension– Year 12 2025

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Unit 1: Constructing History- Key Questions Unit 2: History Project (concurrently)										
	Outcomes: HE 12-1, HE 12-2, HE 12-3, HE 12-4										
	Assessment Task: - N/A										
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Unit 1: Constructing History- Key Questions Unit 2: History Project (concurrently)										
	Outcomes: HE 12-1, HE 12-2, HE 12-3, HE 12-4										
	Assessment Task: <i>The History Project – Historical Process 30%</i>										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Unit 3: Constructing History – Case Study										
	Outcomes: HE 12-1, HE 12-3, HW 12-4										
	Assessment Task: <i>The History Project Essay – 40%</i>										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Unit 3 (cont): Constructing History - Case Study		Trial HSC Examinations			Unit 3 (cont): Constructing History - Case Study					
	Outcomes: HE12-1, HE12-3, HE12-4					Outcomes: HE12-1, HE12-3, HE12-4					
	Assessment Task: <i>Trial Examination – 30%</i>										

Stage 6 Business Studies Year 12 2025

	<i>Syllabus Weighting</i>	TASK 1 Term 4, Week 9 2024	TASK 2 Term 1, Week 8 2025	TASK 3 Term 2, Week 9 2025	TASK 4 Term 3, Week 3-4 2025
Assessment Component	Type of Task	Research/In-class Extended Response Task Operations	Financial Statements Stimulus Test Finance	Business Report Human Resources	Trial HSC Examination All Topics
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Stimulus-based skills	20%		5%	5%	10%
Inquiry and research	20%	15%		5%	
Communication of business information, ideas and information in appropriate forms	20%	5%	5%	5%	5%
TOTAL	100%	25%	20%	25%	30%
Outcomes		H1, H2, H5, H6, H7, H9	H5,H8, H9, H10	H6, H7, H8, H9,	H2, H3, H4, H5, H6, H8, H9

OUTCOMES

H1	Critically analyses the role of business in Australia and globally	H6	Evaluates the effectiveness of management in the performance of business
H2	Evaluates management strategies in response to changes in internal and external influences	H7	Plans and conducts investigations into contemporary business issues
H3	Discusses the social and ethical responsibilities of management	H8	Organises and evaluates information for actual and hypothetical business situations
H4	Analyses business functions and processes in large and global businesses	H9	Communicates a business information, issues and concepts in appropriate formats
H5	Explains management strategies and their impact on businesses	H10	Applies mathematical concepts appropriately in business situations

Scope and Sequence: Business Studies – Year 12 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Unit: Operations Contemporary business issues; business case studies. Operations – role, influences, processes, strategies									
	Outcomes: H1, H2, H5, H7, H9									
	Assessment Task: Operations Research/ In- class task Term 4, Week 9. Weighting 25%									
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 +11
	Unit: Finance Contemporary business issues; business case studies. Financial management – Role, Influences, Processes, Strategies									
	Outcomes: H5, H6, H8, H9, H10									
Assessment Task: Financial Statements Stimulus Test Term 1, Week 8. Weighting 20%										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	7Week	Week 8	Week 9	Week 10
	Unit: Human resources Contemporary business issues; business case studies Human resource management – Role, Influences, Processes, Strategies, Effectiveness									Unit: Marketing Contemporary business issues; business case studies Marketing – Role, Influences, Processes, Strategies
	Outcomes: H4, H6, H7, H8, H9									Outcomes H2, H3, H4, H5, H6, H8, H9, H10
	Assessment Task: Business Report Term 2, Week 9 - Weighting 25%									
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit: Marketing Contemporary business issues; business case studies Marketing – Role, Influences, Processes, Strategies		TRIAL HSC EXAMINATIONS		Unit: Marketing (continued) Contemporary business issues; business case studies Marketing – Role, Influences, Processes, Strategies					
	Outcomes H2, H3, H4, H5, H6, H8, H9, H10				Outcomes H2, H3, H4, H5, H6,H8, H9, H10					
	Assessment Task: Trial HSC Examination Term 3, Weeks 3 and 4 - Weighting 30%									

Stage 6 Legal Studies Year 12 2025

	Syllabus Weighting	TASK 1 Term 4, Week 9 2024	TASK 2 Term 1, Week 10 2025	TASK 3 Term 2, Week 8 2025	TASK 4 Term 3, Week 3-4 2025
Assessment Component	Type of Task	Human Rights Research Task	Crime Test	Extended Response (on one of the option Topics)	Trial HSC Examination
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Analysis and evaluation	20%	5%	5%	5%	5%
Inquiry and research	20%	5%		10%	5%
Communication of legal information, ideas and Issues in appropriate forms	20%		10%		10%
TOTAL	100%	20%	25%	25%	30%
Outcomes		H3, H4, H8, H9	H1, H4, H6, H9	H2, H5, H7, H8, H10	H1, H3, H6 H7, H9, H10

OUTCOMES

<p>H1. Identifies and applies legal concepts and terminology</p> <p>H2. Describes and explains key features of and the relationship between Australian and international law</p> <p>H3. Analyses the operation of domestic and international legal systems</p> <p>H4. Evaluates the effectiveness of the legal system in addressing issues</p> <p>H5. Explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change</p>	<p>H6. Assesses the nature of the interrelationship between the legal system and society H7. evaluates the effectiveness of the law in achieving justice</p> <p>H8. Locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents</p> <p>H9. Communicates legal information using well-structured and logical arguments</p> <p>H10. Analyses differing perspectives and interpretations of legal information and issues.</p>
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Scope and Sequence: Legal Studies – Year 12 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
Term 4	Unit: Part II of the core: Human Rights – 8 weeks								Unit: Part I of the core: Crime –12 weeks.			
	Outcomes: H1, H2, H3, H4, H5, H6, H7, H8 H9,H10, CLS1, CLS2, CLS3, CLS4, CLS5, CLS11, CLS12								Outcomes: H1, H2, H3, H4, H5, H6, H7, H8, CLS1, CLS2, CLS3, CLS4, CLS6, CLS7, CLS8, CLS9			
	Assessment Task: Research Task - Human Rights - Due Week 8 – Weighting 20%											
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Crime continued											
Assessment Task: Test – Crime – Week 10 – 25%												
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
	Unit: Option 1 – 8 weeks								Unit: Option 2 – 8 weeks			
	Outcomes: H1, H2, H3, H4, H5, H6, H7, H8,H9, H10, CLS1, CLS2, CLS3, CLS4, CLS5, CLS6, CLS7, CLS8, CLS9, CLS10								Outcomes: H1, H2, H3, H4, H5, H6, H7, CLS1, CLS2, CLS3, CLS4, CLS5, CLS6, CLS7, CLS10, CLS11, CLS12			
Assessment Task: Extended Response In-Class – <u>Option 1</u> , Week 8, Weighting 25%												
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
	Option 2 continued		TRIAL HSC EXAMINATIONS		Option 2 continued			HSC Revision / Trial Reflection				
	Outcomes: H1, H2, H3, H4, H5, H6, H7, CLS1, CLS2, CLS3, CLS4, CLS5, CLS11, CLS12				Outcomes: H1, H2, H3, H4, H5, H6, H7							
Assessment Task: Trial HSC Examination Term 3, Weeks 3 and 4 - Weighting 30%												

Stage 6 Economics Year 12 2025

	Syllabus Weighting	TASK 1 Term 4, Week 8 2024	TASK 2 Term 1, Week 8 2025	TASK 3 Term 2, Week 7 2025	TASK 4 Term 3, Week 3-4 2025
Assessment Component	Type of Task	Research Report & In-Class Extended Response	In Class Test Test Topic 1&2	Research Report & In-Class Extended Response	Trial HSC Examination
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Inquiry and Research	20%	10%		10%	
Stimulus-based Skills	20%	5%	10%		10%
Communication of Economic Information, Ideas and Issues in Appropriate Forms	20%		5%	5%	5%
TOTAL	100%	20%	25%	25%	30%
Outcomes		H5, H9, H10, H12	H1,H3, H4, H8, H11	H1, H3, H5, H7, H8	H2,H4,H5,H6,H8,H10,H11

OUTCOMES

<p>H1. Demonstrates understanding of economic terms, concepts and relationships</p> <p>H2. Analyses the economic role of individuals, firms, institutions and governments</p> <p>H3. Explains the role of markets within the global economy</p> <p>H4. Analyses the impact of global markets on the Australian and global economies</p> <p>H5. Discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts</p> <p>H6. Analyses the impact of economic policies in theoretical and contemporary Australian contexts</p>	<p>H7. Evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments</p> <p>H8. Applies appropriate terminology, concepts and theories in contemporary and hypothetical economic contexts</p> <p>H9. Selects and organises information from a variety of sources for relevance and reliability</p> <p>H10. Communicates economic information, ideas and issues in appropriate forms</p> <p>H11. Applies mathematical concepts in economic contexts</p> <p>H12. Works independently and in groups to achieve appropriate goals in set timelines</p>
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Scope and Sequence: Economics – Year 12 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 + 11
Term 4	Unit: The Global Economy (25% Indicative Time) Introduction to the Global Economy; Trade and the Global Economy; Globalisation and Economic Development									Unit: Australia in the Global Economy
	Outcomes: H5, H9, H10, H12									
	Assessment Task: Group Research Report & In-class PowerPoint Presentation <i>Term 4, Week 9 - Weighting 20%</i>									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 +11
Term 1	Unit: Australia in the Global Economy (25% Indicative Time) Australia's Trade & Financial Flows; Exchange Rates; Protection in Australia								Unit: Economic Issues	
	Outcomes: H1, H3, H4, H8, H11									
	Assessment Task: In Class Assessment Test Topics 1 & 2 <i>Term 1, Week 8 - Weighting 25%</i>									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Unit: Economic Issues (25% Indicative Time) Economic Growth; Unemployment; Inflation; External Stability; Distribution of Income & Wealth; Environmental Sustainability						Unit: Economic Policies & Management			
	Outcomes: H1, H3, H5, H7, H8									
	Assessment Task: Research Report & In-class Extended Response <i>Term 2, Week 7 - Weighting 25%</i>									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3		Revision for Trial								
	Unit: Economic Policies & Management (25% Indicative Time) The Objectives of Economic Policy; Fiscal Policy; Monetary Policy; Microeconomic & Environmental Policies; Labour Market Policies; Effectiveness & Limitations of Economic Policy								Revision for HSC Exam	
	Outcomes: H2, H4, H5, H6, H8, H10, H11									
	Assessment Task: Trial HSC Exam <i>Term 3, Weeks 3 and 4 - Weighting 30%</i>									

Stage 6 Society & Culture Year 12 2025

	<i>Syllabus Weighting</i>	TASK 1 Term 4, Week 8 2024	TASK 2 Term 1, Week 4 2025	TASK 3 Term 2, Week 6 2025	TASK 4 Term 3, Week 3-4 2025
Assessment Component	Type of Task	Research Task- Social Continuity and Change	Oral Presentation and Viva Voce – PIP Research	In-Class Extended Response – Depth Study	Trial HSC Examination
Knowledge and understanding of course content	50%	10%	5%	15%	20%
Application and evaluation of social and cultural research methods	30%	10%	10%	5%	5%
Communication of information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
TOTAL	100%	25%	20%	25%	30%
Outcomes		H1, H2 H5, H7, H9	H4, H6, H8, H10	H1, H2, H3, H9, H10	H1, H2, H3, H4, H5, H6, H9 H10

OUTCOMES

H1 Evaluates and effectively applies social and cultural concepts	H6 Evaluates social and cultural research methods for appropriate for specific research tasks
H2 Explains the development of personal, social and cultural identity	H7 Selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
H3 Analyses relationships and interactions within and between social and cultural groups	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
H4 Assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy	H9 Applies complex course language and concepts appropriate for a range of audiences and contexts
H5 Analyses continuity and change and their influence of personal and social futures	H10 Communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Notes: The **PERSONAL INTEREST PROJECT** will also require the completion of mandatory ‘check-points’ at several occasions through-out the year 12 course.

Scope and Sequence: Society & Culture – Year 12 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 4	Unit: Social and Cultural Continuity and Change Unit: Personal Interest Project (concurrently)										
	Outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10 Life Skills: SCLS2, SCLS4, SCLS5, SCLS6, SCLS7, SCLS8, SCLS9										
	Assessment Task: Article Research Term 4, Week 8 - Weighting 25%										
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 & 11	
	Unit: Social and Cultural Continuity and Change Continued Unit: Personal Interest Project (concurrently)					Unit: Social Inclusion and Exclusion Unit: Personal Interest Project (concurrently)					
	Outcomes: H1, H2, H3, H4, H5, H6, H7, H9, H10 Life Skills: SCLS2, SCLS4, SCLS5, SCLS6, SCLS7, SCLS8, SCLS9					Outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10 Life Skills: SCLS1, SCLS2, SCLS3, SCLS4, SCLS8, SCLS9					
	Assessment Task: Proposal- Viva Voce Term 1, Week 3- Weighting 20% (for PIP)										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Unit: Social Inclusion and Exclusion Continued Unit: Personal Interest Project (concurrently)					Unit: Popular Culture Unit: Personal Interest Project (concurrently)					
	Outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10 Life Skills: SCLS1, SCLS2, SCLS3, SCLS4, SCLS8, SCLS9					Outcomes: H1, H2, H3, H4, H5, H7, H8, H9, H10					
Assessment Task: In Class Extended Response Term 2, Week 6 - Weighting 25%											
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Unit: Popular Culture Continued Unit: Personal Interest Project (concurrently)		Trial Examination		Unit: Popular Culture Continued			HSC Revision			
	Outcomes: H1, H2, H3, H4, H5, H7, H8, H9, H10				Outcomes: H1, H2, H3, H5, H7, H9, H10						
Assessment Task: Trial HSC Examination Term 3, Weeks 3 and 4 - Weighting 30%											

* **Please Note:** The Personal Interest Project will be completed throughout the year until it is due in early Term 3. Due date of PIP submission will be confirmed by NESAs in early 2025.

Stage 6 Community and Family Studies Year 12 2025

	<i>Syllabus Weighting</i>	TASK 1 Term 1, Week 4 2025	TASK 2 Term 1, Week 9 2025	TASK 3 Term 2, Week 8 2025	TASK 4 Term 3, Week 3-4 2025
Assessment Component	Type of Task	Independent Research Project (IRP)	Groups in Context Writing Task	Parenting and Caring Detailed Study	Trial HSC Examination
Knowledge and understanding of course content	40%		10%	15%	15%
Skills in critical thinking, research methodology, analysing and communicating.	60%	20%	15%	10%	15%
TOTAL	100%	20%	25%	25%	30%
Outcomes		H4.1, H4.2	H1.1, H3.3	H1.1, H2.2, H3.2	All outcomes assessed

OUTCOMES

H1.1	Analyses the effect of resource management on the wellbeing of individuals, groups, families and communities	H4.2	Communicates ideas, debates, issues and justifies opinions.
H2.1	Analyses different approaches to parenting and caring relationships	H5.1	Proposes management strategies to enable individuals and groups to satisfy their specific needs to ensure equitable access to resources
H2.2	evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups families and communities	H5.2	Develops strategies for managing multiple roles and demands of family, work and other environments
H2.3	Critically examines how individual rights and responsibilities in various environments contribute to wellbeing	H6.1	Analyses how the empowerment of women and men influences the way they function within society
H3.1	Analyses the sociocultural factors that lead to special needs of individuals in groups	H6.2	Formulates strategic plans that preserve right, promote responsibilities and establish roles leading to the creation of positive social environments
H3.2	Evaluates networks available to individuals, groups and families within communities	H7.1	Appreciates differences among individuals, groups and families within communities and values their contributions to/ society
H3.3	Critically analyses the role of policy and community structures in supporting diversity	H7.2	Develops a sense of responsibility for the wellbeing of themselves and others
H3.4	Critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities	H7.3	Appreciates the value of resource management in response to change
H4.1	Justifies and applies appropriate research methodologies	H7.4	Values the place of management in coping with a variety of role expectations

Scope and Sequence: Community & Family Studies – Year 12 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Unit: Research Methodologies- Course Outcomes: H4.1, H4.2									Unit: Groups in Context
	Assessment Task: Independent Research Project (IRP)- Term 1, Week 4 - Weighting 20%									
	Assessment Task Outcomes: H4.1, H4.2									
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10+11
	Unit: Groups in Context- Course Outcomes: H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2								Unit: Parenting and Caring	
	Assessment Task: Groups in Context Writing Task- Term 1, Week 9 - Weighting 25%									
Assessment Task Outcomes: H1.1, H3.3										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit: Parenting and Caring- Course Outcomes: H1.1, H2.1, H2.2, H2.3, H3.2, H3.4, H5.1, H5.2, H6.1							Unit: Individuals and Work (Option)		
	Assessment Task: Detailed Study- Term 2, Week 8- Weighting 25%									
Assessment Task Outcomes: H1.1, H2.2, H3.2										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit: Individuals and Work (Option)		Trial HSC Examination Period Weighting 30%		Unit: Individuals and Work (Option)				Revision	
Course Outcomes: H2.2, H2.3, H3.3, H3.4, H5.2, H6.1, H6.2		All Outcomes Assessed								

Stage 6 HSC – Exploring Early Childhood Year 12 2025

	Syllabus Weighting	TASK 1 Term 4, Week 7 2024	TASK 2 Term 1, Week 7 2025	TASK 3 Term 2, Week 7 2025
Assessment Component	Type of Task	Food and Nutrition Task	Children’s Literature Task	Young Children and Special Needs Task
Knowledge and understanding of course content	40%	20%	10%	10%
Skills in critical thinking, research, analysing and communicating	60%	20%	20%	20%
Outcomes		1.3, 6.1	1.2, 1.4, 4.1	1.4, 1.5, 2.1
TOTAL	100%	40%	30%	30%

OUTCOMES

<p>1.1 analyses prenatal issues that have an impact on development</p> <p>1.2 examines major physical, social-emotional, behavioural, cognitive and language development of young children</p> <p>1.3 examines the nature of different periods in childhood — infant, toddler, preschool and the early school years</p> <p>1.4 analyses the ways in which family, community and culture influence growth and development of young children</p> <p>1.5 examines the implications for growth and development when a child has special needs</p> <p>2.1 analyses issues relating to the appropriateness of a range of services for different families</p> <p>2.2 critically examines factors that influence the social world of young children</p>	<p>2.3 explains the importance of diversity as a positive issue for children and their families</p> <p>2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children</p> <p>2.5 examines strategies that promote safe environments</p> <p>3.1 evaluates strategies that encourage positive behaviour in young children</p> <p>4.1 demonstrates appropriate communication skills with children and/or adults</p> <p>4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds</p> <p>4.3 demonstrates appropriate strategies to resolve group conflict</p> <p>5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development</p> <p>6.1 demonstrates an understanding of decision making processes</p> <p>6.2 critically examines all issues including beliefs and values that may influence interactions with others</p>
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Scope and Sequence: Exploring Early Childhood Year 12 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Unit: Food and Nutrition (10 Weeks, 30 hours)									
	Course Outcomes: 1.3, 1.4, 1.5, 6.1,6.2									
	Assessment Task: Term 4, Week 7- Weighting 40%									
	Assessment Task Outcomes: 1.3, 6.1									
Term 1	Unit: Children’s Literature (10 Weeks, 30 hours) Course Outcomes: 1.2, 1.3, 1.4, 4.1									
	Assessment Task: Term1, Week 7- Weighting 30%									
	Assessment Task Outcomes: 1.2, 1.4, 4.1									
Term 2	Unit: Young Children with Special Needs (10 weeks, 30 hours) Course Outcomes:1.1, 1.4, 1.5, 2.1, 2.2, 2.3, 4.2, 6.2									
	Assessment Task: Term 2, Week 7- Weighting 30%									
	Assessment Task Outcomes: 1.4, 1.5, 2.1									
Term 3	Unit: Young Children and Media (10 weeks, 30 hours) Course Outcomes: 1.4, 2.1, 2.2, 2.4, 6.1									
	No Assessment Task									

Stage 6 Personal Development Health & Physical Education Year 12 2025

	Syllabus Weighting	TASK 1 Term 4, Week 9 2024	TASK 2 Term 1, Week 7 2025	TASK 3 Term 2, Week 6 2025	TASK 4 Term 3, Week 3-4 2025
Assessment Component	Type of Task	Sports Medicine Research Task	Australia's Health Priorities - Prepared Written Response	Factors Affecting Performance - Sports Lab Analysis Report	Trial HSC Examination
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Skills in critical thinking, research, analysis and communicating	60%	10%	20%	10%	20%
TOTAL	100%	20%	30%	20%	30%
Outcomes		H8, H13, H17	H1, H4, H5	H7, H8, H11	All outcomes assessed

OUTCOMES

H1 Describes the nature and justifies the choice of Australia's health priorities	H11 Designs psychological strategies and nutritional plans in response to individual performance needs
H2 Analyses and explains the health status of Australians in terms of current trends and groups most at risk	H13 Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
H3 Analyses the determinants of health and health inequities	H14 Argues the benefits of health-promoting actions and choices that promote social justice
H4 Argues the case for health promotion based on the Ottawa Charter	H15 Critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
H5 Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities	H16 Devises methods of gathering, interpreting and communicating information about health and physical activity concepts
H7 Explains the relationship between physiology and movement potential	H17 Selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation
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	

Scope and Sequence: Personal Development, Health & Physical Education – Year 12 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Unit: Option: Sports Medicine (Option)- Course Outcomes: H8, H13, H16, H17								Unit: Health Priorities In Australia (Core 1)	
	Assessment Task: Research Task- Term 4, Week 9 - Weighting 20%									
	Assessment Task Outcomes: H8, H13									
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10+11
	Unit: Health Priorities In Australia (Core 1)- Course Outcomes: H1, H2, H3, H4, H5, H14, H15, H16							Unit: Factors Affecting Performance (Core 2)		
	Assessment Task: Prepared Written Response- Term 1, Week 7- Weighting 30%									
	Assessment Task Outcomes: H1, H4, H5									
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit: Factors Affecting Performance (Core 2)- Course Outcomes: H7, H8, H9, H10, H11, H16, H17							Unit: Improving Performance (Option)		
	Assessment Task: Factors Affecting Performance - Sports Lab Analysis Report - Term 2 Week 6- Weighting 20%							Course Outcomes: H7, H8, H9, H10, H16, H17		
	Assessment Task Outcomes: H7, H11, H17									
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit: Improving Performance (Option)		Trial HSC Examination Period Weighting 30%		Unit: (Option)		Revision			
			All Outcomes Assessed							

Stage 6 Sports, Lifestyle and Recreation Year 12 2025

	<i>Syllabus Weighting</i>	TASK 1 Term 4, Week 9 2024	TASK 2 Term 1, Week 1-10 2025	TASK 3 Term 2, Week 5 2025	TASK 4 Term 3, Week 1-10 2025
Assessment Component	Type of Task	Resistance Training Assessment Task	Semester One Practical Assessment- Volleyball	Exercise Physiology Assessment Task	Semester Two Practical Assessment- Racquet Sports/Ultimate Frisbee
Knowledge and understanding	50%	10%	10%	20%	10%
Skills	50%	10%	10%	10%	20%
TOTAL	100%	20%	20%	30%	30%
Outcomes		H2.5, H3.2	H3.1, H4.1	H2.2, H3.3	H4.2, H4.4

OUTCOMES

<p>1.1 Applies the rules and conventions that relate to participation in a range of physical activities</p> <p>1.2 Explains the relationship between physical activity, fitness and healthy lifestyle</p> <p>1.3 Demonstrates ways to enhance safety in physical activity</p> <p>1.4 Investigates and interprets the patterns of participation in sport and physical activity in Australia</p> <p>1.5 Critically analyses the factors affecting lifestyle balance and their impact on health status</p> <p>1.6 Describes administrative procedures that support successful performance outcomes</p> <p>2.1 Explains the principles of skill development and training</p> <p>2.2 Analyses the fitness requirements of specific activities</p> <p>2.3 Selects and participates in physical activities that meet individual needs, interests and abilities</p>	<p>2.4 Describes how societal influences impact on the nature of sport in Australia</p> <p>2.5 Describes the relationship between anatomy, physiology and performance</p> <p>3.1 Selects appropriate strategies and tactics for success in a range of movement contexts</p> <p>3.2 Designs programs that respond to performance needs</p> <p>3.3 Measures and evaluates physical performance capacity</p> <p>4.1 Plans strategies to achieve performance goal</p> <p>4.2 Demonstrates leadership skills and a capacity to work cooperatively in movement context</p> <p>4.4 Demonstrates competence and confidence in movement contexts</p> <p>4.5 Recognises the skills and abilities required to adopt roles that support health, safety and physical activity</p>
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Scope and Sequence: Sport, Lifestyle & Recreation – Year 12 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Unit: Basketball					Unit: Resistance Training- Course Outcomes: 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4				
	Outcomes: 2.3, 3.1, 3.4, 4.2, 4.4, 5.2, 5.5					Assessment Task: Resistance Training Assessment Task- Term 4, Week 10- Weighting 20%				
						Assessment Task Outcomes: 2.5, 3.2				
Term 1	Unit: Sports Administration- Course Outcomes: 1.1, 1.3, 1.6, 2.4, 3.2, 4.2, 4.5					Unit: Volleyball				
	Assessment Task: Sports Administration Assessment Task- Term 1, Week 8 - Weighting 20%.					Outcomes: 2.3, 3.1, 3.4, 4.2, 4.4, 5.2, 5.5				
	Assessment Task Outcomes: 1.1, 1.6									
Term 2	Unit: Fitness- Course Outcomes: 1.2, 1.3, 2.2, 3.2, 3.3, 4.1					Unit: Tennis				
	Assessment Task: Exercise Physiology Assessment Task- Term 2, Week 5- Weighting 30%					Outcomes: 2.3, 3.1, 3.4, 4.2, 4.4, 5.2, 5.5				
	Assessment Outcomes: 2.2, 3.3									
Term 3	Unit: Individual Games & Sports Applications		Trial HSC Examination Period			Unit: Ultimate Frisbee- Course Outcomes: 2.3, 3.1, 3.4, 4.2, 4.4, 5.2, 5.5				
	Outcomes: 1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4					Assessment Task: Semester 2 Practical Assessment Task- Term 3 week 6- Weighting 30%				
						Assessment Outcomes: 4.2, 4.4				

Stage 6 Chinese and Literature Year 12 2025

	<i>Syllabus Weighting</i>	TASK 1 Term 4, Week 9 2024	TASK 2 Term 1, Week 9 2025	TASK 3 Term 2, Week 9 2025	TASK 4 Term 3, Week 3-4 2025
Assessment Component	Type of Task	Assessment Task 1 Reading and comprehension research task	Assessment Task 2 Listening, reading comprehension and creative writing task	Assessment Task 3 Presentation and written exchange task	Trial HSC Examination
Listening	20%		10%		10%
Reading	40%	20%	10%		10%
Writing	30%		10%	10%	10%
Speaking	10%			10%	
TOTAL	100%	20%	30%	20%	30%
Outcomes		H2.1, H2.2, H2.3, H2.4 H3.1, H3.2, H3.3, H3.4, H3.5, H3.6, H3.7 H3.8,	H2.1, H2.2, H2.3, H2.4 H3.1, H3.2, H3.3, H3.4, H3.5, H3.6, H3.7 H3.8, H4.1, H4.2, H4.3	H1.1, H1.2, H1.3, H2.1, H2.2, H2.3, H2.4	H2.1, H2.2, H2.3, H2.4, H3.1, H3.2, H3.3, H3.4, H3.5, H3.6, H3.7 H3.8, H4.1, H4.2, H4.3

OUTCOMES

H1.1 Conveys information, opinions and ideas appropriate to context, purpose and audience	H3.3 Infers points of view, values, attitudes and emotions from features of language in texts
H1.2 Exchanges and justifies opinions and ideas	H3.4 Compares and contrasts aspects of texts
H1.3 Uses appropriate features of language in a variety of contexts	H3.5 Presents information in a different form and/or for a different audience 3.6 explains the influence of context in conveying meaning
H2.1 Sequences and structures information and ideas	H3.7 Recognises, analyses and evaluates the effectiveness of a variety of features in texts
H2.2 Uses a variety of features to convey meaning	H3.8 Responds to texts personally and critically
H2.3 Produces texts appropriate to context, purpose and audience	H4.1 Examines and discusses sociocultural elements in texts
H2.4 Produces texts which are persuasive, creative and discursive	H4.2 Recognises and employs language appropriate to different sociocultural contexts
H3.1 Identifies main points and detailed items of specific information	H4.3 Compares and contrasts Australian and Chinese communities
H3.2 Summarises and interprets information and ideas	

Scope and Sequence: Chinese and Literature – Year 12 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Unit: Prescribed Text: <i>Tang ren jie (Chinatown Family)</i>				Unit: Prescript text: Wang Feng’s Song: Cunzai (To exist) Chuntian li (In the Spring)					
	Outcomes: H2.1, H2.2, H2.3, H2.4, H3.1, H3.2, H3.2, H3.4, H3.5, H3.6, H3.7 H3.8 H4.1, H4.2, H4.3									
	Assessment Task 1: Reading and comprehension research task, Week 10 - Weighting 20%									
Term 1	Unit: Prescript Text: <i>Na shi (That Time)</i>				Unit: Prescript Text: <i>Beijing yu shang xiyatu (Finding Mr Right)</i>					
	Outcomes: H2.1, H2.2, H2.3, H2.4, H3.1, H3.2, H3.3, H3.4, H3.5, H3.6, H3.7 H3.8, H4.1, H4.2, H4.3									
	Assessment Task 2: Listening, reading comprehension and creative writing task week 10 – Weighting 30%									
Term 2	Unit: <i>Prescribed text; Zhong guo he huo ren (American Dreams in China)</i>				Unit: <i>Prescript Text:</i> <i>Huan bao ju zhang (Environmental Bureau Director)</i>				Revision	
	Outcomes: H1.1, H1.2, H1.3, H2.1, H2.2, H2.3, H2.4									
	Assessment Task 3: Presentation and written exchange task in class – Weighting 20%.									
Term 3	Unit: <i>Comparison of the prescribed texts</i> <i>Examination skills</i> <i>Link of HSC past paper to issues studied</i>									
	Outcomes: H2.1, H2.2, H2.3, H2.4, H3.1, H3.2, H3.3, H3.4, H3.5, H3.6, H3.7 H3.8, H4.1, H4.2, H4.3									
	Assessment Task 4: Trial Exams – Weighting 30%									

Stage 6 Chinese Beginners Year 12 2025

	<i>Syllabus Weighting</i>	TASK 1 Term 4, Week 9 2024	TASK 2 Term 1, Week 9 2025	TASK 3 Term 2, Week 9 2025	TASK 4 Term 3, Week 3-4 2025
Assessment Component	Type of Task	Assessment Task 1 Listening, reading research task	Assessment Task 2 Listening, reading comprehension and creative writing task	Assessment Task 3 Interview with teacher	Trial HSC Examination
Speaking	20%			20%	
Listening	30%	10%	10%		10%
Reading	30%	10%	10%		10%
Writing	20%		10%		10%
TOTAL	100%	20%	30%	20%	30%
Outcomes		H2.1, H2.2, H2.3, H2.4, 2.5, H2.6, H3.1, H3.2, H3.3, 3.4	H2.1, H2.2, H2.3, H2.4, H2.5, H2.6, H3.1, H3.2, H3.3, H3.4	H1.1, H1.2, H1.3, H1.4, H3.1, H3.2	H2.1, H2.2, H2.3, H2.4, H2.5, H2.6, H3.1, H3.2, H3.3, H3.4

OUTCOMES

H1.1 Establishes and maintains communication in Chinese	H2.5 Identifies the purpose, context and audience of a text Understanding Texts
H1.2 Manipulates linguistic structures to express ideas effectively in Chinese	H2.6 Identifies and explains aspects of the culture of Chinese-speaking communities in texts
H1.3 Sequences ideas and information Interacting	H3.1 Produces texts appropriate to audience, purpose and context
H1.4 Applies knowledge of the culture of Chinese speaking communities to interact appropriately	H3.2 Structures and sequences ideas and information
H2.1 Understands and interprets information in texts using a range of strategies	H3.3 Applies knowledge of diverse linguistic structures to convey information and express original ideas in Chinese
H2.2 Conveys the gist of and identifies specific information in texts	H3.4 Applies knowledge of the culture of Chinese-speaking communities to the production of texts.
H2.3 Summarises the main points of a text	
H2.4 Draws conclusions from or justifies an opinion about a text	

Scope and Sequence: Chinese Beginners – Year 12 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Unit: People, places and communities								Unit: Friends, recreation, and pastimes	
	Outcomes: H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H2.4, H2.5, H2.6								Outcomes: H2.1, H2.2, H2.3, H2.4, H2.5, H2.6, H3.1, H3.2, H3.3, H3.4	
	Assessment Task: Chinese listening & reading and responding research – Weighting 20%									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 +11
Term 1	Unit: Friends, recreation, and pastimes								Unit: Future plans and aspirations	
	Outcomes: H2.1, H2.2, H2.3, H2.4, H2.5, H2.6, H3.1, H3.2, H3.3, H3.4								Outcomes: H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H2.4, H2.5, H2.6, H3.1, H3.2, H3.3, H3.4	
	Assessment Task: Comprehensive listening, reading and creative writing in class - Weighting 30%									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Unit: Future plans and aspirations						Unit: Education and work			
	Outcomes: H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H2.4, H2.5, H2.6, H3.1, H3.2, H3.3, H3.4						Outcomes: H2.1, H2.2, H2.3, H2.4, H2.5, H2.6, H3.1, H3.2, H3.3, H3.4			
	Assessment Task: interviews - Weighting 20%									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Unit: Education and work		Trial HSC Examination Period		HSC Revision/ Trial Reflection					
	Outcomes: H2.1, H2.2, H2.3, H2.4, H2.5, H2.6, H3.1, H3.2, H3.3, H3.4									
	Assessment Task: Trial HSC Examination, Week 3 & 4 - Weighting 30%									

Stage 6 Stage 6 HSC - Chinese Continuers Year 12 2025

	Syllabus Weighting	TASK 1 Term 4, Week 10 2024	Task 2 Term 1, Week 9 2025	TASK 3 Term 2, Week 9 2025	TASK 4 Term 3, Week 3-4 2025
Assessment Component	Type of Task	Assessment Task 1 Reading and comprehension research task	Assessment Task 2 Listening, reading comprehension and creative writing task	Assessment Task 3 Interview with teacher	Trial HSC Examination
Speaking objectives 1 and 4	20%			20%	
Listening and responding objective 3	30%	10%	10%		10%
Reading and responding objectives 1,2 and 3	30%	10%	10%		10%
Writing in Chinese objective 2	20%		10%		10%
TOTAL	100%	20%	30%	20%	30%
Outcomes		H3.1,H3.2,H3.3,H3.4,H3.5,H3.6, H4.1, H4.2, H4.3	H1.1, H1.2, H1.3, H1.4,H2.1, H2.2,H2.3, H3.1,H3.2, H3.3, H3.4, H3.5, H3.6, H4.1, H4.2, H4.3	H1.1, H1.2, H1.3, H1.4,H2.1,H2.2, H2.3	H1.1, H1.2, H1.3,H1.4,H2.1, H2.2, H2.3, H3.1,H3.2, H3.3, H3.4, H3.5, H3.6, H4.1, H4.2, H4.3

Notes: The outcomes listed below represent the knowledge, skills and understanding that students will achieve by the end of HSC course based on this syllabus, The outcomes have been linked to one objective but may derive from more than one. The degree to which students achieve these outcomes will be reported in the performance scale.

The student will: 1. exchange information, opinions and experiences in Chinese	The student: 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. express ideas through the production of original texts in Chinese	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. analyse, process and respond to texts that are in Chinese	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, attitude or emotions from language and context
4. understand aspects of the language and culture of Chinese-speaking communities	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

There may be some need to adjust specific outcomes addressed for each task. Students will be informed of any changes via the Notice of Assessment which will be issued 2 weeks prior to any task. Students are asked to carefully examine the Notice of Assessment for each task.

Scope and Sequence: Chinese Continuers – Year 12 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Unit: History and culture: including tradition festivals and customs, legends and fables							Unit: Lifestyles: cuisine, entertainment, urban and rural life, and education		
	Outcomes: H1.1, H1.2, H1.3, H1.4, H3.1, H3.2, H3.3, H3.4, H3.5, H3.6, H4.1, H4.2, H4.3							Outcomes: H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H3.5, H3.6, H4.1, H4.2, H4.3		
	Assessment Task: Chinese listening & reading and responding research – Weighting 20%									
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 & 11
	Unit: Lifestyles: cuisine, entertainment, urban and rural life, and education							Unit: Youth issues and the world of work		
	Outcomes: H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H3.5, H3.6, H4.1, H4.2, H4.3							Outcomes: H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H4.1, H4.2, H4.3		
Assessment Task: Comprehensive listening, reading and creative writing - Weighting 30%										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit: Youth issues and the world of work						Unit: Tourism and hospitality			
	Outcomes: H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H4.1, H4.2, H4.3						Outcomes: H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H3.5, H3.6			
Assessment Task: interviews - Weighting 20%										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit: Tourism and hospitality		Trial HSC Examination Period		HSC Revision/ Trial Reflection					
	Outcomes: H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H3.5, H3.6									
Assessment Task: Trial HSC Examination, Week 3 & 4 - Weighting 30%										

Stage 6 Music 1 Year 12 2025

	<i>Syllabus Weighting</i>	TASK 1 Term4, Week 10 2024	TASK 2 Term1, Week 10 2025	TASK 3 Term 2, Week 7 2025	TASK 4 Term 3, Week 3-4 2025
Assessment Component	Type of Task	Composition Aural Analysis	Core Performance and Elective 1	Electives Component	Trial Aural Examination
Performance	10%		10%		
Composition	10%	10%			
Musicology	10%	10%			
Aural	25%				25%
Elective 1	15%		15%		
Elective 2	15%			15%	
Elective 3	15%			15%	
TOTAL	100%	20%	25%	30%	25%
Outcomes		H2, H3, H7, H8	H1, H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8	H4, H6

OUTCOMES

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

Scope and Sequence: Music 1 – Year 12 2025

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
	Unit: Music for Radio, Film, Television and Multimedia							Development of <i>Notation</i> skills				
	Practical component: <i>Selecting and developing performance skills for HSC Practical examination</i>											
	Outcomes: Composition: H2, H3 Core Musicology: H7, H8											
	Assessment Task 1: Original Composition and Core Musicology - Term 4, Week 10 - Weighting 20%											
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	Unit: An instrument and it's repertoire								Unit: Music of the 20 th and 21 st centuries			
	Practical component: <i>Developing performance skills for HSC Practical examination – PERFORMANCE CORE</i>											
	Outcomes: Performance Core: H1, H9 Elective 1: H1, H2, H3, H4, H5, H6, H7, H8											
	Assessment Task 2: Core Performance and Elective 1 - Term 1, Week 10 – Weighting 25%											
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
	Unit: Music of the 20 th and 21 st centuries				Unit: <i>Trial HSC Prep</i>							
	Practical component: <i>Resolving and Practicing performance skills for HSC Practical Performance Core and/or Electives 2 and 3</i>											
	Outcomes: Elective 2: H1, H2, H3, H4, H5, H6, H7, H8 Elective 3: H1, H2, H3, H4, H5, H6, H7, H8											
	Assessment Task 3: Own choice of Elective 2 and Elective 3 in Performance, Composition or Musicology. Term 2, Week 7 – 30%											
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
	Unit: <i>Trial HSC Prep</i>		Trial Examination Time Music 1 HSC Practical Examination preparation and examination									
	Practical component: <i>Revising performance skills for HSC Practical examination in Week 8</i>											
	Outcomes: Aural listening: H4, H6											
	Assessment Task 4: Trial HSC Aural Listening Examination Term 3, Week 3-4 – 25% NESA Practical component: <i>Core Performance - HSC marks 20 and Electives submission – HSC marks 60, Term 3, week TBA</i>											

Stage 6 Visual Arts Year 12 2025

	Syllabus Weighting	TASK 1 Term 4, Week 6 2024	TASK 2 Term 1, Week 3 2025	TASK 3 Term 3, Week 2 2025	TASK 4 Term 3, Week 3-4 2025
Assessment Component	Type of Task	Social and Political Commentary Essay and Homage Task	BOW Development Powerpoint	BOW Practical Assessment	Trial HSC Examination Written
Art making	50%	10%	15%	25%	
Art criticism and art history	50%	25%			25%
TOTAL	100%	35%	15%	25%	25%
Outcomes		H2, H4, H7, H8	H1, H2, H3	H1, H4, H5, H6	H7, H8, H9, H10

OUTCOMES

H1: Initiates and organises art making practice that is sustained, reflective and adapted to suit particular conditions	H6: Demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
H2: Applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work	H7: Applies their understanding of practice in art criticism and art history
H3: Demonstrates an understanding of the frames when working independently in the making of art	H8: Applies their understanding of the relationships among the artist, artwork, world and audience
H4: Selects and develops subject matter and forms in particular ways as representations in art- making	H9: Demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
H5: Demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways	H10: Constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

Notes: Your Practical BOW is due to NESA on **TBA**, as per NESA calendar: and you are required to submit your work to the class teacher on this date.

Scope and Sequence: Visual Arts – Year 12 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 4	Unit: Theory Unit: Case Study 1: Social and political Commentary							Theory Unit: Case Study 2: Figure in Art			
	Practical Unit: BOW Development										
	Outcomes: Theory: H.2, H.4, H.8, H9 Practical: H.1										
	Assessment Task: Assessment Task 1: Social and political Commentary artist research essay and artist homage artwork, Term 4 week 6 – weighting 35%										
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 +11	
	Theory Unit: Case Study 2: Body in Art continued					Theory Unit: Case Study 3: Post-Human					
	Practical Unit: BOW Refining ideas and communicating meaning										
	Outcomes: Theory: H.5, H.8 Practical: H.1, H.2, H.3										
Assessment Task: Assessment Task 2: Body of Work development PowerPoint, Term 1, week 2 - weighting 15%											
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Theory Unit: Case Study 3: Post-Human continued						Theory Unit: Case Study 4: Body to the limits				
	Practical Unit: BOW Resolving and analysing successful resolution										
	Outcomes: Theory: H.7, H.8, H.9, H.10 Practical: H.1, H.2, H.3										
Assessment Task: N/A											
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Theory Unit: Case Study 4: Body to the limits continued			Trial HSC Examinations		Theory Unit: Case Study 5: Women in Art and HSC written examination preparation					
	Practical Unit: BOW Final Resolution										
	Outcomes: Theory: H7, H8, H9, H10 Practical: H1, H4, H5, H6										
Assessment Task: Assessment Task 3: BOW Practical Assessment, Term 3, week 2 – weighting 25% Assessment task 4 HSC Trial Examination, Term 3, week 3/4 – weighting 25% NESA Practical component: BOW submission, Term 3, week TBA – HSC weighting 50%											

Stage 6 Industrial Technology – Timber Products and Furniture Technologies Year 12 2025

	<i>Syllabus Weighting</i>	TASK 1 Term 4, Week 8 2024	TASK 2 Term 1, Week 6 2025	TASK 3 Term 2, Week 10 2025	TASK 4 Term 3, Week 3-4 2025
Assessment Component	Type of Task	Designing and Planning Presentation	Industry Study	Project Development & Management Report	Trial HSC Examination
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Knowledge and skills in the design, management, communication and production of a major project	60%	25%	10%	20%	5%
TOTAL	100%	30%	20%	30%	20%
OUTCOMES		H3.1, H3.2, H3.3, H4.3, H5.1	H1.1, H1.2, H1.3, H7.1, H7.2	H2.1, H4.1, H4.2, H5.2, H6.1, H6.2	H1.1, H1.2, H4.3, H6.1

OUTCOMES

H1.1 Investigates industry through the study of businesses in one focus area	H4.2 Explores the need to outsource appropriate expertise where necessary to complement personal practical skills
H1.2 Identifies appropriate equipment, production and manufacturing techniques and Describes the impact of new and developing technologies in industry	H4.3 Critically applies knowledge and skills related to properties and characteristics of materials/components
H1.3 Identifies important historical developments in the focus area industry	H5.1 Selects and uses communication and information processing skills
H2.1 Demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques	H5.2 Examines and applies appropriate documentation techniques to project management
H3.1 Demonstrates skills in sketching, producing and interpreting drawings	H6.1 Evaluates the characteristics of quality manufactured products
H3.2 Selects and applies appropriate research and problem-solving skills	H6.2 Applies the principles of quality and quality control
H3.3 Applies and justifies design principles through the production of a Major Project	H7.1 Explains the impact of the focus area industry on the social and physical environment
H4.1 Demonstrates competency in a range of practical skills appropriate to the Major Project	H7.2 Analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

Scope and Sequence: Industrial Technology – Timber Products and Furniture Technologies – Year 12 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Unit1: Designing & Planning						Unit2 : Project Production			
	Outcomes: H3.1, H3.2, H3.3, H4.3, H5.1						Outcomes: H2.1, H3.3, H4.1, H4.2, H4.3, H6.1			
	<i>Assessment Task: Designing and Planning Presentation, Term 4 Week 8 – Weighting: 30%</i>									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 +11
Term 1	Unit: Project Production		Unit: Industry Study				Unit: Project Production			
	Outcomes: H2.1, H3.3, H4.1, H4.2, H4.3, H6.1		Outcomes: H1.1, H1.2, H1.3, H7.1, H7.2				Outcomes: H2.1, H3.3, H4.1, H4.2, H4.3, H6.1			
	<i>Assessment Task: Industry Study, Term 1 Week 6 – Weighting 20%</i>									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Unit: Project Production									
	Outcomes: H2.1, H3.3, H4.1, H4.2, H4.3, H6.1									
	<i>Assessment Task: Project Development and Management Report, Term 2 Week 10 – Weighting: 30%</i>									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Unit: Project Production		Trial HSC Examination Period		HSC Revision					
	Outcomes: H2.1, H3.3, H4.1, H4.2, H4.3, H6.1; H1.1, H1.2, H4.3, H6.1									
	<i>Assessment Task: Trial HSC Examination, Term 3 Weeks 3-4 – Weighting: 20%</i>									

Stage 6 Enterprise Computing Year 12 2024

	Syllabus Weighting	TASK 1 Term 4, Week 9 2024	TASK 2 Term 1, Week 10 2024	TASK 3 Term 2, Week 10 2024	TASK 4 Term 3, Week 3-4 2024
Assessment Component	Type of Task	Data Science Task	Data Visualisation Task	Individual Enterprise Project	Trial HSC Examination
Knowledge and understanding of course content	50%	10%	10%	15%	15%
Knowledge and skills in the practical application of the content	50%	10%	10%	15%	15%
TOTAL	100%	20%	20%	30%	30%
Outcomes		H1.1, H2.2, H4.2, H4.3, H5.2, H6.1	H1.2, H2.1, H3.1, H3.3	H1.1, H2.1, H2.2, H3.2, H4.1, H4.3, H5.1	H1.2, H2.1, H3.1, H3.3, H6.1

OUTCOMES

<p>EC-12-01 explains how systems meet the needs of a range of enterprises</p> <p>EC-12-02 explains the function of data and information within enterprise computing systems</p> <p>EC-12-03 explains and evaluates how data is safely and securely collected, stored and manipulated when developing enterprise computing systems</p> <p>EC-12-04 explains how data is used in enterprise computing systems</p> <p>EC-12-05 applies tools and resources to analyse complex datasets</p> <p>EC-12-06 analyses how innovative technologies have influenced enterprise computing systems</p>	<p>EC-12-07 explains the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment</p> <p>EC-12-08 justifies the selection and use of tools and resources to design and develop an enterprise computing system</p> <p>EC-12-09 selects and applies methods to record the management and evaluate the development of an enterprise computing system</p> <p>EC-12-10 evaluates the effectiveness of an enterprise computing system</p> <p>EC-12-11 communicates an enterprise computing solution to a specific audience</p>
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Scope and Sequence: Enterprise Computing – Year 12 2025 (120 Hours)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Unit: Processing and Presenting Focus area(s): Data Science									
	Outcomes: EC-12-01, EC-12-02, EC-12-03, EC-12-04, EC-12-05, EC-12-06, EC-12-07, EC-12-08, EC-12-10, EC-12-11 Life Skills outcomes: CT-LS-01, CT-LS-02, CT-LS-03, CT-LS-04, CT-LS-05, CT-LS-06, CT-LS-07, CT-LS-08, CT-LS-09, CT-LS-12, CT-LS-13									
	Assessment Task: Data science task Due: Week 9 Weighting: 20%									
Term 2	Unit: It's a matter of opinion Focus area(s): Data Visualisation									
	Outcomes: EC-12-01, EC-12-02, EC-12-03, EC-12-04, EC-12-05, EC-12-06, EC-12-07, EC-12-08, EC-12-10, EC-12-11 Life Skills outcomes: CT-LS-01, CT-LS-02, CT-LS-03, CT-LS-04, CT-LS-05, CT-LS-06, CT-LS-07, CT-LS-08, CT-LS-09, CT-LS-12, CT-LS-13									
	Assessment Task: Data visualisation task Due: Week 10. Weighting: 20%									
Term 3	Unit: Major Project Focus area(s): Enterprise Project									
	Outcomes: EC-12-06, EC-12-07, EC-12-08, EC-12-09, EC-12-10, EC-12-11 Life Skills outcomes: CT-LS-07, CT-LS-08, CT-LS-09, CT-LS-10, CT-LS-11, CT-LS-12, CT-LS-13									
	Assessment Task: Individual enterprise project Due: Week 10. Weighting: 30%									
Term 3	Unit: Humans Vs Machine Focus area(s): Intelligent Systems									
	Outcomes: EC-12-01, EC-12-02, EC-12-03, EC-12-04, EC-12-05, EC-12-06, EC-12-07, EC-12-08, EC-12-10, EC-12-11 Life Skills outcomes: CT-LS-01, CT-LS-02, CT-LS-03, CT-LS-04, CT-LS-05, CT-LS-06, CT-LS-07, CT-LS-08, CT-LS-09, CT-LS-10, CT-LS-11, CT-LS-12, CT-LS-13									
	Assessment Task: Trial HSC Examination Due: Week 5 - 6 Weighting: 30%									

PUBLIC SCHOOLS NSW RTOs VOCATIONAL EDUCATION AND TRAINING

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

Stage 6 Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC)). VET courses are designed to deliver workplace specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

Stage 6 VET courses allow students to gain an HSC or and a national qualification or statement of attainment as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

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

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

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all achieved units of competency.

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

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

Work Placement

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

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

There are other VET opportunities including:

Externally delivered Vocational Education and Training (EVET)

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

School Based Apprenticeships and Traineeships (SBAT)

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

Stage 6 Board Endorsed VET Course Assessment

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.

NESA Outcome	NCVER Outcome	Explanation <i>(source: AVETMISS Data Elements definitions, Edition 2.2 April 2013)</i>
Achieved	Competency achieved / pass	Student has been assessed and satisfies all the requirements for the unit of competency
Not Achieved	Competency not achieved / fail	Student has attempted all requirements for the assessment and has been assessed as not competent in one or more of the requirements of the competency
Continuing	Continuing enrolment	The student has engaged in learning activity, but has not completed all the training and assessment criteria by the end of the collection period
Withdrawn	Withdrawn / discontinued	(a) The student has engaged in some learning activity, then notified the RTO of their withdrawal before completing all of the assessment criteria (b) The student has engaged in some learning activity then stopped attending or submitting assessments without notifying the RTO
RPL	Recognition of Prior Learning Granted	The student has been assessed and RPL has been granted
Credit Transfer	Credit transfer / National Recognition	The student can supply evidence of the same or an equivalent competency, and credit transfer is awarded. This is used where there is no delivery of training or assessment of the student's knowledge.
Did Not Start	NIL	Student was enrolled in the unit of competency, but no training or assessment occurred. WILL NOT BE REPORTED OR APPEAR ON THE USI



School Name: Kingsgrove North 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	Week	Week	Week
			Term	Term	Term	Term
			Date	Date	Date	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		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”.



School Name: Kingsgrove North High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)			Task 1 White Card	Task 2 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning	EXAM (Optional)
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week	Week	Week	Week	Week
			Term	Term	Term	Term	Term
Code	Unit of Competency	HSC Examinable Unit	Date	Date	Date	Date	Date
CPCWHS1001	Prepare to work safely in the construction industry		X				
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	√		X			
CPCCCM1011	Undertake basic estimation and costing				X		
CPCCOM1015	Carry out measurements and calculations	√			X		
CPCCOM2001	Read and interpret plans and specifications	√				X	
CPCCOM1013	Plan and organise work	√				X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

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



School Name: Kingsgrove North High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1 Safety in the kitchen	Task 2 Service please	EXAM (Optional)
Code	Unit of Competency	Week	Week	Week
		Term	Term	Term
		Date	Date	Date
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCOM007	Show social and cultural sensitivity		X	
SITXCCS011	Interact with customers		X	

Depending on the achievement of the units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward SIT20421 Certificate II in Cookery.

* **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”.



School Name: Kingsgrove North High School

Assessment Schedule Year 12 - 2025

Assessment Tasks for SIT20421 Certificate II in Cookery <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 Let's start cooking and cleaning	Task 4 Pack it up	Task 5 There's no I in team	HSC TRIAL EXAM
Code	Unit of Competency	Week Term Date	Week Term Date	Week Term Date	Week Term Date
SITHKOP009	Clean kitchen premises and equipment	X			
SITXINV006	Receive, store and maintain stock	X			
SITHCCC026	Package prepared foodstuffs		X		
SITHCCC023	Use food preparation equipment			X	
SITHCCC024	Prepare and present simple dishes			X	
SITHCCC027	Prepare dishes using basic method of cookery			X	
SITHCCC034	Work effectively in a commercial kitchen			X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20421 Certificate II in Cookery.

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.

*** HSC 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".

Assessment Planner 2024/2025

Term 4 (2024)			Term 1 (2025)			
Week 3			Week 3	SLR Prac Assessment - Volleyball	Visual Arts – BOW development PP	
Week 4			Week 4		Physics – Open Ended Investigation Society & Culture – Presentation	CAFS - IRP
Week 6	Visual Arts – Social & Political Commentary		Week 6		English Standard- Close Study of Text Investigating Science – Prac Investigation	Timber – Industry Study
Week 7	Physics – Writing Task EEC – Food and Nutrition Task		Week 7		Maths Standard 1 – Algebra and measurement English Advanced – Textual Conversations	PDHPE – Written response EEC- Children’s Lit Task
Week 8	English Advanced/English Standard – Texts & Human Experiences Maths Advanced – Task Maths Ext 1 –topic test Biology – Writing Task Investigating Science – Research/Writing	Engineering Studies - Research IPT – Project Society & Culture – Research Ancient History – Response Economics – Report/Response Timber – Presentation	Week 8		English Studies – We are Australian Maths Standard 2 – Open book test Maths Advanced – Open book test Maths Ext 1 – Question Bank Task Maths Ext 2 – Question Bank Task Economics – Assessment Business Studies –Test Ancient History – Research/Analysis	Engineering Studies – Topic test IPT- Communication Systems
Week 9	English Studies – Texts & human experiences Maths Standard 1 – Bivariate Data Maths Standard 2 – Data Task Maths Ext 2 – Open book test Chemistry – Practical skills	PDHPE – Research task SLR – Resistance Training Chinese & Literature – Task 1 Chinese Beginners – Task 1 Legal Studies – research task Modern History – Response Business Studies – Response	Week 9		CAFS – Writing Task Chinese & Literature – Task 2 Chinese Beginners – Task 2 Chinese Continuers – Task 2	Chemistry – Topic test Biology – Depth study
Week 10	EALD – Texts & Human Experiences	Chinese Continuers – Task 1 Music 1 - Composition	Week 10		EALD – Language identity & Culture Eng EXT 1 – Imaginative response	History Ext – Historical Process Legal Studies – crime test Music 1 – Core Performance
Week 11			Week 11		Modern History – Core Study	

Assessment Planner 2024/2025

Term 2 (2025)			Term 3 (2025)		
Week 2			Week 2	SLR Prac Assessment – racquet sports/ultimate frisbee	Visual Arts – BOW Prac
Week 3			Week 3		Trial HSC Exams
Week 4	English Advanced/Standard– Writing	Biology – Practical skills	Week 4		Maths Standard 1 – Yearly Exam
Week 5	Maths Standard 1 – Financial Maths	SLR – Exercise physiology task	Week 5		
Week 6	PDHPE – Analysis report	Society & Culture – Depth Study History Ext – Essay	Week 6		
Week 7	Chemistry – Depth study Physics – Practical skills test EEC – Young Children & Special Needs Task	Music 1 – Electives Economics – Report/ Response	Week 7		
Week 8	Maths Standard 2 – Topic tests Maths Advanced – Topic test IPT – Transaction Processing	Maths Ext 1 – Topic Test Maths Ext 2 – Topic Test CAFS – Detailed study Investigating Science – Depth Study Legal Studies – extended response Ancient History – Essay	Week 8		
Week 9	EALD – Focus on writing English Ext 1 – Critical Response Business Studies – Business report Engineering Studies - report	Chinese Beginners – Task 3 Chinese Continuers – Task 3 Chinese & Literature – Task 3	Week 9		
Week 10	English Studies – On the road	Timber – Report Modern History – Analysis	Week 10		

