

# Year 12 2023

Assessment Booklet

### **TEMORA HIGH SCHOOL**

### **2023 Assessment Booklet**

### FROM THE PRINCIPAL

Congratulations students for selecting to continue with your studies at THS. We look forward to working with you and your family to achieve the best results possible, opening up a world of opportunities.

This booklet provides an outline of the school-based assessment program for courses offered at THS in 2023. Students and parents/carers should ensure that they understand the procedures, programs and implications of the material presented.

The information provided is designed to give you important information about your assessments and to assist you to have assessments researched, planned, studied for and submitted on time. There are important notes about illness and misadventure, as well as bibliography procedures, contained in here.

Please contact me if you have any questions about this booklet or your assessment this year.

Best wishes lan Pattingale

### PURPOSE OF THE ASSESSMENT BOOKLET

This booklet outlines the THS Assessment Policy. It aims to help senior students by:

- informing them of the aims and various practical aspects of the Preliminary and HSC assessment procedures.
- informing them of certain rules they must follow and requirements they must meet and
- listing in a simple and standard fashion the assessment tasks in each course, while showing particular outcomes, components and weightings for each task.

This booklet should be read in conjunction with the information provided by the NSW Education Standards Authority (NESA) at <a href="https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment">https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment</a>

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### **ELIGIBILITY**

To be eligible for the award of the Higher School Certificate, students must:

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

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

### Pattern of Study

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

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

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

### HIGHER SCHOOL CERTIFICATE CREDENTIAL

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

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

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

Additional Information: The NESA publication, *Higher School Certificate* (HSC) Rules and Procedures guide, contains the main rules and requirements students will need to know. This document is available at

AWARD OF COMPLETION
HIGHER SCHOOL
CERTIFIC OF

Sample Student
who attended
Sample High School
has not the requirements for the award of a Higher School Certificate

Figure 1 August 1

http://educationstandards.nsw.edu.au/wps/portal/nesa/11- 12/hsc/rules-and-processes/rules-procedures-guide-students.

### **ASSESSMENT IN THE HIGHER SCHOOL CERTIFICATE**

### **Assessment Mark**

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

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

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

### **Examination Mark**

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

### **HSC Assessment and Rank Order**

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

### **Performance Bands**

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

### Moderation

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

### The Australian Tertiary Admissions Rank

To receive an Australian Tertiary Admission Rank (ATAR), a student must study a minimum of 10 Board Developed units in the HSC Course.

The requirements for the Australian Tertiary Admission Rank (ATAR) are determined by the universities. The ATAR is calculated by the Universities Admissions Centre on behalf of universities in NSW and the ACT. Students wishing to have an ATAR calculated must ensure that this is recorded on their HSC Confirmation of Entry. Students should refer to the Universities Admissions Centre website at www.uac.edu.au

### **DISABILITY PROVISIONS**

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

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

### SATISFACTORY COMPLETION OF A COURSE

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

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

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

### **ATTENDANCE**

If a student has an extended or unexplained absence, the student will have difficulty displaying a diligent and sustained effort. In exceptional circumstances the Principal may grant leave.

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

### N-DETERMINATION WARNING - NON-COMPLETION OF A COURSE

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

If the subject the student has received the warnings in is English, they will be ineligible for the award of Higher School Certificate. The school will:

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

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

### SYLLABUS USAGE

### **Guide for Students at Temora High School**

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

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

The syllabus outlines what content and information is taught as part of each course. Only content from the course syllabus will be examined in HSC exams and assessments.

Teachers will go through the different elements of the syllabus with students to ensure they understand what is in the syllabus and what is relevant to assist them with learning the course content.

### **Tips for Students:**

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

### Syllabus Usage By Course

Each subject teacher will use the syllabus with you in class in different ways. Below is a summary of how the syllabus is used in each course.

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

Ancient History - At the start of the course in both Years 11 and 12, students are shown where to find the syllabus online. A hard copy and the course requirements are issued to each student in the course. Staff explain how to adhere to these requirements including going through the aim, objectives, outcomes, historical concepts and skills, course structure and requirements. Topics are explained for each of the four sections, looking at the scope and sequence. Throughout the year staff explain relevant syllabus pages for each new topic, examining the content focus and each content dot-point, helping students to understand the key words and relevant terminology.

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

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

**Chemistry** - A copy of the syllabus is handed out to all students at the beginning of course. It is in the form of a booklet that contains assessment, and scope and sequence information. Syllabus points are frequently noted during lesson activities. Students are shown a blank program scaffold that has a syllabus point and inquiry questions that feature at the beginning of each chemistry topic. This assists student to understand how they are progressing through syllabus outcomes.

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

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

**Dance -** The syllabus is included in the course booklet, which is issued to students at the start of the course. The booklet, including the syllabus, is reviewed in class learning activities. Students are also shown where the syllabus can be accessed on the NESA website.

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

**Drama -** This content for this course is made readily available to students via the content guidebook distributed to students. This guidebook contains necessary information regarding upcoming units to be studied, with clear links to outcomes and direct information from the syllabus used. Students are shown how to access the Stage 6 Drama Syllabus on the NESA website.

English – All Courses - At the start of the course in both Year 11 and Year 12, students are shown where to find the syllabus online. A hard copy and the course requirements are issued to each student in the course. Staff explain how to adhere to these requirements including highlighting what texts and text types students will study and going over the scope and sequence. Topics are explained for each of the four sections, looking at the scope and sequence. Throughout the year, as each new topic begins, staff hand out a module description (rubric) for each new topic, go through it with students, highlight and do various class activities that help students become familiar with the key words and phrases in these documents and when/where they will need to use them.

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

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

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

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

**Industrial Technology** - A syllabus is provided to every Preliminary and HSC student as a booklet (hard copy) at the start of the course. Students are also explicitly shown where to access the syllabus document online for future use and a copy is placed on Google Classroom for easy access. Particular attention is given to the outcomes and key

content areas. Key points from the syllabus are referred to throughout the courses, as well as during each assessment task, to inform and guide teaching and learning.

**Investigating Science** - A copy of the syllabus outcomes and dot points for the HSC Investigating Science Course is given to students at the beginning of the course. Students are shown the location of the NESA syllabus document and other NESA resources are identified at this time. Throughout the course, syllabus points are referenced and identified as a part of learning activities. Students are able to know and identify course knowledge and skills as they progress through learning activities.

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

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

Modern History - At the start of the course in both Years 11 and 12, students are shown where to find the syllabus online. A hard copy and the course requirements are issued to each student in the course. Staff explain how to adhere to these requirements including going through the aim, objectives, outcomes, historical concepts and skills, course structure and requirements. Topics are explained for each of the four sections, looking at the scope and sequence. Throughout the year staff explain relevant syllabus pages for each new topic, examining the content focus and each content dot-point, helping students to understand the key words and relevant terminology.

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

**PDHPE** - With each new unit of work, a copy of the relevant part of the syllabus is distributed to students. Teaching staff explain to students how the dot points from the "Students learn to" apply to the subject matter and how these dot points may be examined in the HSC. In each of the dot points, teachers explain/identify the verbs that describe the depths of the possible assessment. The students then place these dot points into their work booklets and study notes.

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

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

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

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

**Visual Arts** - The Visual Arts syllabus is provided to every HSC and Preliminary student as part of a Course Booklet. Particular attention is given to the outcomes and key content including the Practice, Conceptual Framework and the Frames. Students are shown where to find the document online and key points from the syllabus are referred to throughout the course, as well as during each assessment task, to inform teaching and learning.

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

### ASSESSMENT SCHEDULE

### The school's responsibility

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

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

### The assessment schedule for each subject must include;

- 1. The components and their weight for each course as specified in the NESA assessment and reporting specifications.
- 2. An indication of when each task will take place.
- 3. The weighting of each task in relation to the total number of marks for the course
- 4. A description of each type of assessment task (e.g. test, research task, speech)
- 5. Teachers will give students at least **14 days written notice** of the details of an assessment task. This notice will refer to the outcomes to be assessed, the type of task to be completed, and what the students need to do in order to demonstrate their achievement of the outcomes. Students are to do their **OWN** work (except where directed by the teacher, for example, a group project).
- 6. The assessment task will be published on the THS assessment task proforma and, in most cases, will include the marking criteria.
- 7. The assessment task will provide all details for the administration of the task.

In addition, the school will provide students with information on their cumulative rank after each assessment.

The number of assessment tasks for each subject will be:

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

### ASSESSMENT PROCEDURE

- 1. Students should refer to the assessment schedules and calendar that are published in this booklet and make a note of each task required of them. This includes dates for the Trial HSC examinations.
- 2. Dates for the Trial HSC examinations are firmly set in place. Students unable to attend an examination must notify the school immediately.
- 3. If a student is **absent from school**, it is their responsibility to approach their teacher to determine if any tasks were notified during their absence. This includes Work Placement students must complete all work given in their absence.
- 4. If a student is absent from an assessment task, then;

- If the absence is **known in advance**, the student should notify their teacher and negotiate a date and time for the task to be completed.
- Where a legitimate illness prevents the completion of the task, the student/parent should phone the school
  and leave a message for the teacher. A **Doctor's Certificate** <u>MUST</u> be presented to the subject Head Teacher
  on the day of return to the school or Deputy Principal if more than one subject is affected. The Deputy Principal
  will determine the genuineness of the absence and make a recommendation to the teacher concerned.

Where misadventure is the cause of the absence, (e.g. family bereavement) then a **letter that fully explains the circumstances MUST** be presented to the Deputy Principal on the day of return to the school. The Deputy Principal will determine the genuineness of the absence and make a recommendation to the teacher concerned.

- An application for an extension of time should be made on the appropriate form. Applications must be made prior to the date set for the task and, if granted, the student will not be penalised.
- 5. If a task is due to be **handed in on a certain day**, then normally it would be handed in during the lesson or at the time specified by the teacher. The task is to be submitted directly to the teacher or the Head Teacher. Under no circumstance should it be left at the school office. Tasks submitted late, without a valid reason, will receive zero (0) marks and a N Warning letter will be issued.
- 6. Students completing assessments which require a **performance component at a scheduled time slot** must attend at their allocated time (allocated by the teacher prior to the assessment day). Late arrival without a doctor's certificate or misadventure letter will result in zero (0) marks being allocated and a N Warning letter will be issued.
- 7. Malpractice in examinations and/or assessment tasks cheating, plagiarism, copying another student's work, during an exam or task is viewed seriously by the school. The student/s will be interviewed by the Head Teacher and Deputy Principal and an appropriate penalty will be determined. A score of zero (0) may be recorded for a student in an examination or assessment task as a result of malpractice and a N Warning letter will be issued. This will also be reported to NESA.
- 8. Plagiarism this may include copying from materials (books, internet, journals, study notes, tapes etc.) without indicating this with quotation marks and acknowledgement of the author or source. It may also include collaboration with other students that goes beyond the discussion of general strategies or ideas.

### Consequences of plagiarism:

- an interview with the Deputy Principal or Principal and
- notification to parents and
- resubmission of work to demonstrate satisfactory achievement of outcomes and
- a mark of zero and
- the task will be considered a NON-ATTEMPT and a N Warning letter will be issued, if the student chooses not to re-submit the piece of work.

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

- All students will undertake the All My Own Work Program in Year 11 and upon completion this will be verified by staff. It is expected that students will follow the protocols set out in the program in every assessment task they are required to attempt.
- 10. **Non-Serious Attempts** of a task may lead to zero (0) marks being recorded and a N Warning letter being issued. Students will be interviewed with a view to withdrawal from the course.
- 11. Use of electronic means for preparation and submission of assessment tasks if a student chooses this medium to prepare assessment tasks and/or assignments, they must ensure that appropriate backup copies and hard copies (evidence of draft work), are kept well in advance of the due date. Failure of technology (e.g. corrupt drives, computer crashed) without ample evidence of the stages of lost work, is not acceptable as a reason for late or non-submission. Work done on computer must be presented on paper unless otherwise instructed.

12. Appeals – if a student feels that his or her mark or rank in an assessment task is incorrect, then they should firstly approach the teacher or head teacher concerned. If the situation is not resolved satisfactorily, the student may appeal for a review of the process. To do this, a signed, detailed letter stating the matters of concern must be given to the subject Head Teacher.

### FREQUENTLY ASKED QUESTIONS

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

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

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

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

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

You should advise your teacher of your absence in advance. You should submit your assessment task early or negotiate an alternate arrangement with the teacher.

### What if I am absent because of work placement?

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

### What happens if I submit my assessment task late?

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

### When am I supposed to submit my assessment task?

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

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

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

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

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

### What happens if my computer or digital storage crashes?

You will be expected to submit for assessment all draft materials produced in preparation of your assessment task. It is your responsibility to save and back up work regularly.

### What if I require special provisions?

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

For further information please read the appendices to this document or visit: http://educationstandards.nsw.edu.au/wps/portal/nesa/home

### ILLNESS, ACCIDENT AND/OR MISADVENTURE

Students who are ill or have an accident or misadventure immediately prior to or during the course of an assessment have the right to appeal on the grounds of either/or:

- i) failing to complete an assessment
- ii) failing to attend an assessment
- iii) unable to do justice to themselves in an assessment task.
- iv) late submission of an assessment task

### When to make a request

- If illness, accident or misadventure prevents your attendance at an assessment, your subject teacher must be
  informed immediately, or as soon as it is possible to get to a phone (a parent/carer may do this on behalf of
  the student).
- If illness, accident or misadventure, which might adversely affect your performance in the assessment, occurs before the assessment you should advise the subject teacher **immediately** when you enter the assessment room. Your teacher will advise the Head Teacher at the first available opportunity.
- If illness occurs during the course of the assessment, you must **immediately** notify the teacher who will also advise the Head Teacher at the first available opportunity.
- If illness or misadventure prevents you from submitting an assessment task at the designated time, you must immediately notify the teacher, or as soon as it is possible to get to a phone (a parent/carer may do this on behalf of the student). The teacher will advise the Head Teacher at the first available opportunity.

### How to make a request

Submit full details of the appeal on the *THS Illness/Misadventure - Request* form, supported by medical and/or other appropriate evidence to the subject Head Teacher.

**Please Note:** A student absent from assessment or late submitting an assessment will receive a *zero mark* unless they have complied with these rules. In such cases, parents/carers will be notified in writing.

NB - This includes Yearly/Trial HSC Examinations.



### **TEMORA HIGH SCHOOL**

Looking Toward the Goal

Anzac Street, TEMORA NSW 2666
P 02 6977 1988 F 02 6977 4197
E temora-h.school@det.nsw.edu.au
W https://temora-h.schools.nsw.gov.au/

### **ILLNESS/MISADVENTURE - REQUEST FORM**

Student	name:			Yea	:	Date:
Course i	name:	Teacher:	(4)	Alre	ady comp	oleted the task? Yes / No
Task nai	me and number:			Orig	inal due d	date:
The sub,	ject teacher was notified o	f the illness/misaa	lventure on	(comple	ete below	):
Date:		Time:			By:	
Reason(	(s) for appeal:	•				
What ar	re you requesting? E.g. ext	ension, alternate o	date to com	plete ta	isk, no pe	nalty, resubmission, etc.
Medical	certificates or supporting	statements have I	been attach	ed from	1:	,
Student	signature:		Parent/Ca	ırer sigr	ature:	
	completed form, together w	ith certificates and/o	or statement	s to the	Head Tead	her of the course
Head Teacher Decision	☐ Approved	/	late penalt e task		a. A	verage of past ssessments ccept task but zero narks other
	□ Not approved	☐ Do not a	ccept task, r	resubm	ssion req	uired
Head Tea	acher comment, if required:			71		
Head Tea	acher signature	Deputy Principal/	Principal sign		Student s	ignature //
EAR OF	F SLIP - To be returned to	the student				
Student	name:	Cours	se:		Te	eacher:
Task nai	me:					nture Appeal Decision:  D / NOT APPROVED
HT Note	25:					
	ature:				T <sub>0</sub>	ate:



HT Signature:

### **TEMORA HIGH SCHOOL**

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### **REVIEW OF ASSESSMENT TASK MARK - REQUEST FORM**

A request to review an assessment task mark must be submitted to the subject Head Teacher no later than **10 school days** after the student was notified of the mark.

Student	name:	Year:	Dat	e form submitted:
Course r	name:	Teacher:		
Task nar	ne and number:		Dat	e informed of mark:
Reason(	s) for review of mark reque	st (detail below):		
Medical	certificates, Statutory Decla	aration and/or su	pporting stateme	nts have been attached from:
Ctividont			Davist /Caron sign	
	signature:	ttifitoo and/o	Parent/Carer sign	
	completed form, together with SECTION	1 certificates ana/o	r statements to the	Head Teacher of the course
	SECTION	2		☐ Mark remains same
Head Teacher Decision	☐ Approved	☐ Mark revi	iowad	☐ Mark changed to
acher	ш Арргочец	U Wark Tevi	leweu	ividik cilaliged to
ead Te				
	☐ Not approved	☐ Insufficie	nt evidence or rea	soning
Head Tea	acher comment, if required:			
Head Tea	acher signature	Denuty Principal/P	Principal signature	Student signature
neau rea	icher signature	Deputy Finicipal/1	Tillcipal signature	Student signature
	//		//	/
	SLIP - To be returned to the name:	Course		Teacher:
STUDENT	marine.	Course		iew of Mark/s Request Outcome
Task nan				

Date:



### **TEMORA HIGH SCHOOL**

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### **ASSESSMENT TASK EXTENSION - REQUEST FORM**

	t name:		Yea	ır:	Date:
Course	name:	Teacher:			
Task na	me and number:		Ori	ginal due o	date:
The sub	oject teacher was notified o	f this request for a	n extension on (co	mplete be	elow):
Date:		Time:		Ву:	
Reason	(s) for extension request (c	letail below):			
Medica	l certificates, Statutory Dec	claration and/or su	pporting stateme	nts have b	een attached from:
					New York
Student	t signature:		Parent/Carer sig	nature:	
and this	completed form, together wi	ith certificates and/c	or statements to the	Head Tead	cher of the course
CHOOL	SECTION				
	☐ Approved	☐ Extension	n granted - new du	ie date.	/ /
Head Teacher Decision					
-0	□ Not approved	Extension	n not granted, insu	ıfficient ev	vidence or reasoning
Head Te	eacher comment, if required:				
	eacher signature	Denuty Principal/		Converted to the state of the s	
Head Te	adirer orbinatare	Deputy Fillicipal/	Principal signature	Student s	ignature
Head Te		Deputy Fillicipal/	Principal signature	Student s	ignature
Head Te	//	Deputy Fillicipal/	Principal signature	Student s	ignature /
Head Te		Deputy Fillicipal/1		Student s	ignature /
				Student s	ignature //
EAR OF	F SLIP - To be returned to		//		ignature//
EAR OF	F SLIP - To be returned to to the name:	the student	//		/
EAR OF	F SLIP - To be returned to to the name:	the student	e:	Textension	/ eacher:
EAR OF Student Task na	F SLIP - To be returned to the training of the same:	the student	e:	Textension	eacher:
EAR OF	F SLIP - To be returned to the training of the same:	the student	e:	Textension	eacher:

### BIBLIOGRAPHY GUIDELINES

A bibliography is a detailed, alphabetical list of **ALL** sources used in the research and preparation of an assignment, essay or other research topic.

### You need a bibliography to:

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

### **Annotated Bibliographies**

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

### Example A

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

### Example B

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

<sup>\*</sup>Words underlined relate to terms who, what, when, where, why, how, how old.

### In text citation guidelines

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

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

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

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

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

### Some other points:

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

### Abbreviations to note:

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

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# BIBLIOGRAPHY SELTING OUT

One method of citing resources is as follows. Please note for hand-written bibliographies underline the title.

A bibliography is arranged in alphabetical order of the first letter of each individual entry.

Type of Text	Layout	Example
Book	Author's surname, Author's first name initial.	Dyer, A. 2007, Space. Five Mile Press, Melbourne.
	Date of publication, <i>Title</i> . Publisher, Place of	
	publication.	
	For books with one author:	Meiggs, R. 1997, <i>The Athenian Empire</i> , Clarendon Press, Oxford.
	For books with two authors:	Townsend, S. and Young, C. 2003, A World of Recipes: Vietnam, Heinemann Library, Oxford.
	For books with more than three authors:	Kenworthy, Gary. et al. 1996, <i>Examining the Evidence: History, Archaeology and Science,</i> Jacaranda Press, Milton, Qld.
	For books with no author but an editor:	Healey, K. (ed.) 1993, <i>Human Rights</i> , Spinney Press, Wentworth Falls, NSW.
Encyclopaedia	Title of encyclopaedia. Date. Volume. Publisher, Place of publication. Page numbers.	World Book Encyclopaedia. 2005. Vol. 18, World Book Inc., Chicago. p.728.
Periodical (magazine)	Author's surname, Author's first name initial, Date, 'Title of article', <i>Periodical</i> , Volume No., Issue No., Page numbers.	Thomas, P.C. 1990, 'The Thinking Person's Guide to Tennis', <i>Tennis Today</i> , vol. 7, no. 55, pp. 24-27.
Newspaper article (no author named)	Title of Article'. Date. <i>Newspaper</i> , Edition date, Page numbers.	'The Hyatt Formula: Breaking the Mould'. 1988. <i>The Australian,</i> August 19, p. 24.

Internet cite	Author/Squres Veer put on the web Title of	Board of Chidies 1007 Guidelines for the new
	naae (IRI (accessed <a href="https://www.ninc.go/">https://www.ninc.go/</a>	Soniar Fnalish Syllahus
Note: if no date of placement on the internet for		http://boardofstudies.com.au (accessed 12
site is given, write n.d. (i.e. no date)		September 2006)
Personal Email	Name of sender, email address of sender, subject, date of post, date read.	Andrec, M. andrec@glyco.chem.yale.edu 'New England School of Bandura'. 18 April. 2005.
		personal email 19 <sup>th</sup> April, 2005.
Book - Corporate Author	Corporate authorship occurs when, for example, a	Criminal Justice Commission 2004, Statement of
	society, association, institution, firm, government	Affairs, Toowong, QLD.
	department or other corporate body is responsible for the writing of the work.	
Audio Visual: Video Recordings	Author given:	Ash, Eve, 1988, Contraception : Ready or Not
	Author or director/producer, year of production,	(video recording) Seven Dimensions, Geelong,
	Title (format e.g. sound recording), production	Victoria.
	company, place of production.	
	No author given:	The migrant experience: Are you fair dinkum?,
	Write 'no date' instead of giving the year of	(video), no date, Film Australia, Lindfield, N.S.W.
	publication as example above.	
	Television program	Simpsons, The (video recording) 15 July 1993, Ten
		reevision.
Electronic Media (similar to audio visual items)		Farmer, E.L. 1994, 'Mao Tse-Tung', (CD ROM), New Groller Multimedia Encyclopedia
		ייכא כוסוכי אמוניייכמי בוכלכיסוכי
Periodical, journal or magazine articles	Note that different journals are numbered or	e.g. Young, M. 1993, 'Ecotourism', <u>Issues</u> , No. 23,
	dated in various ways, e.g. Vol. 7, No. 2 or Jan	pp.2-7.
	1995, or 11 March 1994 No 1968. You will	e.g. Innocent, C. 1995, 'Sick Birds Give Quarantine
	generally find these details on the front cover or the contents bage.	the Silp', <u>Geo Australia</u> , Vol, 17, No. 2, pp. 24-33.
that the description of the contract of the co		



# THS SCOPE AND SEQUENCE Year 12 Assessment Overview 2023

Week 11	,	Week 11	Legal Stud.
Week 10	Biology Chemistry EEC Work Studies	Week 10	Chemistry English Stud.
Week 9	English Adv English Stand. English Stud. Maths Adv. Maths Ext. 1 Maths Stand. 1	Week 9	English Adv English Stand. Maths Adv Maths Ext. 1 Maths Stand. 1
Week 8	Ancient History CAFS Food Tech. Geography Music PDHPE Physics	Week 8	Biology Invest. Science Visual Art
Week 7	Dance Design & Tech. Invest. Science Visual Art	Week 7	EEC Food Tech. PDHPE Physics
Week 6	Agriculture	Week 6	Agriculture Ancient History Dance Music
Week 5	Indust. Tech.	Week 5	CAFS
Week 4		Week 4	
Week 3		Week 3	Geography
Week 2		Week 2	Legal Stud.
Week 1		Week 1	
	1erm 4		Term 1

	<u>.</u>		
Week 10	Dance English Adv English Stand.	Week 10	
Week 9	Chemistry EEC Invest. Science Work Studies	Week 9	
Week 8	Agriculture CAFS Indust. Tech. Maths Adv Maths Ext. 1 Maths Stand. 1 Maths Stand. 2	Week 8	
Week 7	Biology Food Tech. Legal Stud.	Week 7	
Week 6	Geography РDНРЕ	Week 6	
Week 5		Week 5	English Stud. Trial HSC Exam – Visual Art (TBA)
Week 4	Ancient History Dance Music Physics	Week 4	Trial HSC Exams
Week 3		Week 3	Trial HS
Week 2	Design & Tech.	Week 2	Assessment Free
Week 1		Week 1	Assessm
	Term 2	£ n	Tern



## THS ASSESSMENT SCHEDULE Agriculture – Year 12 2023



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



# THS SCOPE AND SEQUENCE Agriculture — Year 12 2023



Week 11 Overview: Students examine the marketing and processing of a product in terms of its quality and quantity and undertake a specific farm product study. Week 10 Week 9 Week 8 Week 7 Week 6 Week 5 Week 4 Syllabus outcomes: H3.1, H3.2, H3.3, H3.4 Week 3 Unit title: Farm Product Study Week 2 Week 1 Term 4

	Week 11	1 2000			
	Week 10		int growth and	יייר פי סאינוו מוומ	
	Week 9 Week 10		s controlling pla	0	
	Week 8		anipulate soil resources, water resources and the processes controlling plant growth and		
	Week 7		ter resources ar		
	Week 6		I resources, wa		
147 1	Week 5		manipulate soi		
Mar-1. A	week 4		Overview: Students examine the ways farmers manage and man		
IAInal, 3	vveek o	ystems	the ways farme	utputs.	1, H3.4, H4.1
Mook	MACEN 2	nt Production S	dents examine	development, to maximise outputs.	Syllabus outcomes: H1.1, H2.1, H3.4, H4.1
Mook 1	AACCU T	Unit title: Plant Production Systems	Overview: Stu	development,	Syllabus outco
		Ţ	uıe	T	

Wook 10	OT WOOM		
Week 9			
Week 8			
Week 7			
Week 6		nise outputs.	
Week 5		animals to maximise outputs.	
Week 4		Overview: Students examine the ways in which farmers manage a	
Week 3	ystems	e ways in which	H4.1, H5.1
Week 2	nal Production S	lents examine th	Syllabus outcomes: H2.2, H3.4, H4.1, H5.1
Week 1	Unit title: Animal Production Systems	Overview: Stud	Syllabus outcor
	71	uıs	T

eek 3       Week 4       Week 5       Week 6       Week 7       Week 8       Week 9       V         rial HSC Examination       Unit title: Elective: Farming for the 21st Century         Overview: The aim of this elective is to introduce students to the range of developing	
SC Examir	Week 3 Veek 3 Trial HSC Examir
	Week 2 W



## THS ASSESSMENT SCHEDULE Ancient History – Year 12 2023



	Task 1	Task 2	Task 3	Task 4	
	<b>Core Study</b> Source Analysis	Ancient Societies Source Analysis and Critical response	Historical Period Research Essay and Presentation	Trial HSC Examination Including: Personalities in their Times Historical Analysis	
	Term 4 Week 8	Term 1 Week 6	Term 2 Week 4	Term 3 Weeks 3/4	
Component	Outcomes Assessed AH12-1, AH12-2, AH12-5, AH12-6, AH12-10	Outcomes Assessed AH12-4, AH12-5, AH12-6, AH12-9	Outcomes Assessed AH12-4, AH12-5, AH12-6, AH12-9	Outcomes Assessed AH12-1, AH12-2, AH12-3, AH12-4, AH12-6, AH12-7, AH12-8, AH12-9, AH12-10	Weighting %
Knowledge and understanding of the course content	5	10	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	10		5	5	20
Historical Inquiry and research		10	10		20
Communication of historical understanding in the appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100



# THS SCOPE AND SEQUENCE Ancient History — Year 12 2023



	Week 11	Spartan tra 371BC AH12-2, 12-6, AH12-
	Week 10	Unit title: Ancient Societies: Spartan Society to the Battle of Leuctra 371BC Syllabus outcomes: AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-
	Week 5   Week 6   Week 7   Week 8   Week 9   Week 10   Week 11	Unit title: Ancient Societies: Spartan  Overview: An investigation of the range and nature of archaeological and written sources for the study of the cities of Society to the Battle of Leuctra 371BC  Syllabus outcomes: AH12-1, AH12-5, AH12-6, AH12-6, AH12-7, AH12-9, AH12-10  Overview: An investigation of the range and nature of archaeological and written sources for the study of the cities of Society to the Battle of Leuctra 371BC  Syllabus outcomes: AH12-1, AH12-5, AH12-5, AH12-6, AH12-6, AH12-9, AH12-9, AH12-8, AH12-9
	Week 8	f the cities of .0
	Week 7	Unit title: Core Study: The Cities of Vesuvius – Pompeii and Herculaneum Overview: An investigation of the range and nature of archaeological and written sources for the study of the Pompeii and Herculaneum, exploring issues relating to reconstruction and conservation of the past. Syllabus outcomes: AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9, AH12-10
	Week 6	written sources conservation o 12-7, AH12-8, A
- 1	Week 5	d Herculaneum seological and v nstruction and :-5, AH12-6, AH
141-1-4	Week 4	s – Pompeii and nature of archa relating to reco , AH12-4, AH12
147-1.0	Week 3	Unit title: Core Study: The Cities of Vesuvius – Pompeii and Herculaneum Overview: An investigation of the range and nature of archaeological and written sources for the stu Pompeii and Herculaneum, exploring issues relating to reconstruction and conservation of the past. Syllabus outcomes: AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9, AH
Minel o	Week 2	e Study: The Ci investigation of Herculaneum, e omes: AH12-1, A
Mach	Week 1	Unit title: Cor Overview: An Pompeii and I- Syllabus outco
		Term 4



# THS ASSESSMENT SCHEDULE Biology – Year 12 2023



	Task 1	Task 2	Task 3	Task 4	
	Problem Solving Heredity	<b>Depth Study</b> Genetic Change	Secondary Sources Investigation Infectious Disease	Trial HSC Examination	
	Term 4 Week 10	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 3/4	
Component	Outcomes Assessed  BIO11/12-1,  BIO11/12-5  BIO11/12-6  BIO11/12-7  BIO12-12	Outcomes Assessed  BIO11/12-1  BIO11/12-2  BIO11/12-3  BIO11/12-5  BIO11/12-6  BIO11/12-7  BIO12-13	Outcomes Assessed  BIO11/12-3  BIO11/12-4  BIO11/12-5  BIO11/12-7  BIO12-14	Outcomes Assessed  BIO11/12-1  BIO11/12-2  BIO11/12-3  BIO11/12-4  BIO11/12-5  BIO11/12-6  BIO11/12-7  BIO12-12, BIO12-13,  BIO12-14, BIO12-15	Weighting %
Skills in working scientifically	15	10	25	10	60
Knowledge and understanding	5	10	5	20	40
Total %	20	20	30	30	100



# Biology - Year 12 2023 THS SCOPE AND SEQUENCE



Overview: Students investigate reproduction and inheritance patterns in plants and animals. They investigate the role of DNA in polypeptide synthesis and the uses Week 11 Week 10 Week 9 Week 8 Week 7 Syllabus outcomes: BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12 Week 6 Week 5 Week 4 of technologies in the study of inheritance patterns. Week 3 Unit title: Module 5: Heredity Week 2 Week 1 Term 4

	K10 Mock 11	TT NACE TT	Overview: Students investigate genetic change, including mutations, environmental pressure and p	he processes of	
	Waak 10			e how t	
	Week 9		i	. I ney investigat	
=	Week 8		1 1 1 1 1	or biotechnology	
	Week 7		7	onie alla uses (	
11/1-11	Week b		onmental press	o di constante di	12-13
MOOLE	Neek o		utations envir	lirs	1011/12-7, BIO
Mack /	AACCN 4		ge, including m	Study 1:10 ho	BIO11/12-6, B
WARK &	2	c Change	ite genetic chan	inheritance and evolution are applied. Depth Study 1:10 hours	Syllabus outcomes: BIO11/12-1, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO12-13
Week 2 WARK 3		Unit title: Module 6: Genetic Change	Idents investiga	nd evolution are	omes: BIO11/12
T VOCA		Unit title: Mo	Overview: Stu	inheritance ar	Syllabus outco
		ן נ	u J	T	

			THE REAL PROPERTY AND PERSONS ASSESSMENT OF THE PERSONS ASSESSMENT OF							
	Week 1	Week 2	Week 3	Week 4	Mook	Mool. C				
				+ Wanne	C VOCA	week b	Week 7	Week 8	Mooko	141-1-40
7	Unit title: Module 7: Infectious Disease	ale 7: Infectious	Disease					arcen o	vveek 9	Week IU
u										
uli	Overview: Students examine the treatment, prevention and control of infections diseased. They important in the control of infections diseased.	ents examine the	e treatment, prev	vention and conti	ol of infections	divosta Thousan	11 - 1 - 2 - 3			
€T	response to infection.	ction.	-		2000	alseases. They ill	vestigate the role	ot the human in	ımune system a	nd its
	Syllabus outcom	Syllabus outcomes: BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11	BIO11/12-2, BIO	11/12-3, BIO11/1	1/12-4, BIO12-14					

Trial HSC Examination  Overview: Students investigate non-infectious diseases and disorder gleects on human health. They examine technologies and their use disorders as well as the epidemiology of non-infectious disease in phours.  Syllabus outcomes: BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-15, BIO11/12-14, BIO11-15-15.		week 9 Week 10 ) ers including their causes and s in treating disease and oppulations. Depth Study 2: 5	, BIO11/12-5, BIO11/12-6,
on- Trial HSC Examination	Week 6 Wook 7 Week	it title: Module 8: Non-infectious Diseases and Disorders (Cont)  Aerview: Students investigate non-infectious diseases and disorders fects on human health. They examine technologies and their uses in sorders as well as the epidemiology of non-infectious disease in popurs.	llabus outcomes: BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, D11/12-7, BIO12-12, BIO12-13. BIO12-14.
title: Module 8: Non-tious Diseases and ders			<i>y</i> B
Unit infection Disor	Week 1 Week 2	Unit title: Module 8: Non- infectious Diseases and Disorders	



# THS ASSESSMENT SCHEDULE Chemistry – Year 12 2023



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



# THS SCOPE AND SEQUENCE Chemistry – Year 12 2023



Week 11 Overview: Students will gain an understanding about how scientific knowledge enables scientists to offer valid explanations and make reliable predictions by Week 10 Week 9 Week 8 Week 7 Week 6 comparing equilibrium calculations and equilibrium constants. Syllabus outcomes: CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12 Week 5 Week 4 Unit title: Module 5: Equilibrium and Acid Reactions Week 2 Week 1 Term 4

	Neek 8	e, an	
Week 6 Week 7	Aces 1	a base have changed over time	
3 Week 4 Week 5	ons	thy the definitions of both an acid and and anses, and their reactions.	.2-2, CH11/12-3. CH11/12-5 CH12-13
Week 1   Week 2   Week 3	Unit title: Module 6: Acid/Base Reactions	Overview: Students analyse how and why the definitions of both an acid and a base have changed over time, and how the current definitions characterise the	Syllabus outcomes: CH11/12-1, CH11/12-2, CH11/12-3. CH11/12-5, CH17-13
	Ţ	Tern	

		Week 8 Week 9 Week 10		include techniques to synthesise new substances—including pharmacousticals from the field of organic chemistry. Current and future applications of chemistry	
		Week 7		organic chemist	rs
	Most	NVEEK D		s in the field of	eis and polymei
	Wook E	MACCH 3		emical synthesis	prioring 117
	Week 4		1- 3	sppiications of cn s = including phar	1/12-7 CH12-14
	Week 3	Omichay	erinstry principles and	new substance	CH11/12-6 CH1
日本人の一名の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の	Week 2	Ile 7. Organic Ch	ants focus on the	ues to synthesise	ies: CH11/12-5, (
	Week 1	Unit title: Module 7: Organic Chamistan	Overview: Stude	include techniques to synthesise new substances — including aba	Syllabus outcomes: CH11/12-5, CH11/12-6, CH11/12-7, CH12-14
		7	u		S

		10			о -			
	The state of the s	Week 10			quantities	nmental		112-15
		Week 9		Overview: Students investigate a range of methods used to identify and massing.	chemicals that are of immense immortance in contract i	medicine, enviro		Syllabus outcomes: CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH12-15
	14/10	Week 8	Cont)	ds used to ident	משליני מיים מכוונ	enunc research,	other fields.	1/12-3, CH11/12.
	Week 6	Mack /	Chemical Ideas (	a range of metho	in nortanco in a	mipolitarice III sci	ining and many	CH11/12-2, CH11
	Wook 6	o waren	Unit title: Module 8: Applying Chemical Ideas (Cont)	dents investigate	are of immense	2612111111122	management, quality control, mining and many other fields.	mes: CH11/12-1,
	Week 5		Unit title: Moc	Overview: Stuc	chemicals that		management, (	Syllabus outcor
	Week 4		I I I I I I I I I I I I I I I I I I I					
	Week 3	Taial UCC	חשוו חשוו חשוו					
141-11	Week 2	ule 8.		iicai ideas				
Mook	T NAAAN	Unit title: Module 8.	Anniving Cham	Applying cilemical ideas				
		8	Eu	uu	T			



# THS ASSESSMENT SCHEDULE Community and Family Studies (CAFS) – Year 12 2023



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



# THS SCOPE AND SEQUENCE Community and Family Studies (CAFS) — Year 12 2023



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MILELL A	Meek II		1	individuals *hois and	. meir speci
Mook 10	AVEER TO			agement and r	e oi nie group,
Mooka	-		Recourse Ma	ining the pating	ming the liatu
Week 8	-		Overview: This module builds upon students' knowledge and understanding acquired in the Preliminary course modules Resource Management and Laborated in the Preliminary course modules Resource Management and Laborated in the Preliminary course modules Resource Management and Laborated in the Preliminary course module builds upon students' knowledge and understanding acquired in the Preliminary course module builds upon students' knowledge and understanding acquired in the Preliminary course modules and the Preliminary course and the Pr	and Groups. Students explore FOUR specific groups within the community who may be experiencing inequilities by examining the mature of the groups.	הלמונים אל כאמון
Week 7			the Preliminary	experiencing in	0
Week 6			ing acquired in	y who may be	
Week 5			nd understand	the communit	
Week 4			:s' knowledge a	c groups within	
Week 3			ls upon student	e FOUR specifi	services.
 Week 2	Unit title: Groups in Context	משלא ווו בסוונבע	is module build	Students explor	needs and level of access to services.
 Week 1	Unit title: Gr	5	Overview: Th	and Groups. 5	needs and lev
		7		ιэΤ	

Syllabus outcomes: H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2

Week 1		Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Wook 8	Mooko	Marie 10	141-144
<b>P</b> : <b>P</b>	arentir n this m timise t	Unit title: Parenting and Caring Overview: In this module, student order to optimise the wellbeing o	Unit title: Parenting and Caring  Overview: In this module, students develop their understanding of the types of parents and carers and how to best prepare for the role of a parent or carer in order to optimise the wellbeing of a dependant. Students are required to analyse factors affecting the parenting and caring role including characteristics of the	neir understand nt. Students ar	ling of the type e required to ar	s of parents and	d carers and ho	w to best prep	are for the role	of a parent or c	carer in
ıt, F	oerson	nal and socia	dependant, personal and social influences, as well as parenting a	well as parent	ing and caring styles.	tyles.	-	0	0	פיומו מכוכווזמו	מווום
Ĭξ	comes	: H1.1, H2.1,	Syllabus outcomes: H1.1, H2.1, H2.2, H2.3, H3.2, H3.4, H5.1, H5.2, H6.1	.2 , H3.4, H5.1,	, Н5.2, Н6.1						

	Week 1	Week 2	Week 3	Week 4	Wook 5	Mook 6	Mook 7	14/1.0	0 1 101	
			•		- Anna	MECHO	Meek /	week 8	Week 9	Week 10
7	Unit title: Resea	Unit title: Research Methodology	λ.							
	Overview: This n	nodule builds up	on introductory	research opportu	Overview: This module builds upon introductory research opportunities integrated throughout the Preliminary course. It focuses on the presentation of incoming the preliminary course.	throughout the	Preliminary com	rea It focuses on	4+	
19T	research, allowii	ng students to pu	irsue an area of	interest in an Ind	research, allowing students to pursue an area of interest in an Independent Research Project. The course is designed so that elements of the Independent Assearch Project.	rch Project. The	course is designe	ad so that elemen	tille processes o	i inquiry and
	Research Project	Research Project can be facilitated with the teacher.	ed with the teach	her.				מ מומר כופוופו	adaniii aiii io cii	liaeiii
	Syllabus outcomes: H4.1, H4.2	ies: H4.1, H4.2								

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Wook 8	Mook o	Most 10	
	Unit title: Social Impacts of	I Impacts of	Trial HSC E	Frial HSC Examination	Unit title: Cocial	Impacts of Toch	1,000	o wasan	MCCN 3	OT MARK TO	
					our cities social impacts of recimology (cont)	milpacts of rech	nology (cont)				_
3	lechnology				Overview: In this	module, studen	ts examine perc	Overview: In this module, students examine perceptions of technology and investigate historical	ology and invest	ligate historica	
u.					influences on the	evolution of tec	chnology. Using	influences on the evolution of technology. Using this fundamental knowledge students consider	knowledge sti	idents consider	
ÐΤ					the potential benefit of technological developments while investigating the inequities of acress	nefit of technolog	gical developme	nts while investig	ating the inequ	lities of access	
					experienced by some groups and the positive and negative impact of technological	ome groups and	the positive and	I negative impact	of technologic	al	
		26.			developments on families and in communities and the workplace.	families and in	communities an	d the workplace.		5	
					Syllabus outcomes: H2 3 H3 4 H4 1 H4 2 H6 1	PS: H2 3 H3 4 H	41 HA 2 HG 1	-			





## THS ASSESSMENT SCHEDULE Dance – Year 12 2023

	Task 1	Task 2	Task 3	Task 4	
	Core Performance Presentation of the Core Performance dance as a work in progress, demonstrating aspects of dance technique and performance quality and interview. Submission of process diary with video self analysis	Presentation of composition as a work in progress. Submission of process diary and interview.	Major Study Major Study presented as a work in progress. An interview and submission of process diary required to support the task.	Core Performance, Core Composition & Major Study Practical presentation of completed Core Performance dance and Core Composition work	
	Term 4 Week 7	Term 1 Week 6	Term 2 Week 4	Term 2 Week 10 Term 3 Weeks 3/4	
Component	Outcomes Assessed H1.1, H1.2; H2.1, H2.2	Outcomes Assessed H1,2; H3.1; H3.2; H3.3; H4.3	*Major study outcomes will be determined by options chosen by students	Outcomes Assessed H1.2; H2.3; H3.2; H4.1; H4.2; H4.4 *Major study outcomes will be determined by options chosen by students	Weighting %
Performance	15			5	20
Composition		10		10	20
Appreciation		20			20
Major Study			25	15	40
Total %	15	30	25	30	100



# THS SCOPE AND SEQUENCE Dance — Year 12 2023



Week 11 Overview: Students will revise safe dance practice as part of learning the Core Performance dance. Students will explore choreographic tools and apply the compositional process, as they begin to create their Core Composition work. Students will be introduced to one of their prescribed works and elements of Week 10 Week 9 Week 8 Week 7 Week 6 Unit title: Keeping It Together (Core Performance and Core Composition) Week 5 Week 4 Week 3 Week 2 composition. Term 4

Syllabus outcomes: H1.1; H1.2; H2.1; H2.2; H2.3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10   Week 11	Week 11
1	Hait title: The:	" MA Land BAR	0 0	:							1110000
; (	Our title: Ineir work and Mine (Core Composition and Core Appreciation) Unit title: Delying Deeper (Maior Study)	Ir work and MIL	ne (core compo	Sition and Cor	e Appreciation)	Unit title: Dely	ring Deeper (M	aior Study)			
u								(Imma loft			
111	UVENIEW: Students will look at the compositional process and choreographic techniques applied to the prescribed works and their own composition students will	dents will look a	it the composition	onal process ar	nd choreograph	ic techniques a	polied to the p	rescribed works	and their own	omnocition o	Hindonts will
9_	alco hogin over	Crist Ansier	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				-			composition.	radelles WIII
L	also Degili expi	also begin explorning iniajor study options.	idy options.								
	Syllabus outco	mes: H1.2; H3.1	Syllabus outcomes: H1.2; H3.1; H3.2; H3.4; H4.5. *Major study outcomes will be determined by options chosen by students.	I.5. *Major stu	udy outcomes w	vill be determin	ed by options c	hosen by stude	nts.		

Week 10	24 40		o areac	500	
We			n of Cor		
Week 9			n works Revisio		
Week 8			Sore Appreciation		students.
Week 7			. Students will also continue to explore prescribed Core Appreciation works. Revision of Core areas	-	outcomes will be determined by options chosen by students.
Week 6			o continue to ex		determined by o
Week 5			Students will als		utcomes will be
Week 4		e Appreciation)	Overview: Students will continue to develop Major Study works.		Syllabus outcomes: H1.2; H3.1; H3.2; H3.4; H4.5. *Major study ou'
Week 3		<b>Unit title: Delving Deeper</b> (Major Study and Core Appreciation)	ie to develop Ma		НЗ.2; НЗ.4; Н4.5
Week 2		ing Deeper (Maj	ents will continu		nes: H1.2; H3.1;
Week 1		Unit title: Delvi	Overview: Stud	will continue.	Syllabus outcor
		7	w.	ΙĐΙ	

Week 1Week 2Week 3Week 4Week 5Week 6Week 7Unit title: Prepare and Review (Major Study; Core Appreciation; Core Composition; Core Performance) (Cont)Overview: Students will prepare for the trial examination and revise in the lead up to the HSC practical marking.Syllabus outcomes: H1.2; H1.3; H2.3; H3.1; H3.2; H3.1; H4.1; H4.2; H4.4 *Major study outcomes will be determin
le: Prepare and Review (Major Study; Core, ww. Students will prepare for the trial examins outcomes: H1.2; H1.3; H2.3; H3.1; H3.2; H3.
le: Prepare and Review (New Students will prepare soutcomes: H1.2; H1.3; H
le: Prepare: Studes outcon
Week 1 Unit title: P Overview: S Syllabus ou



# THS ASSESSMENT SCHEDULE Design and Technology – Year 12 2023



	Task 1	Task 2	Task 3	
	Presentation of Major Design Project Design Production	Innovation Case Study Innovation & Emerging Technology	Trial HSC Examination	
	Term 4 Week 7	Term 2 Week 2	Term 3 Weeks 3/4	
	Outcomes Assessed 4.1, 4.2, 4.3, 5.2, 6.1	Outcomes Assessed 1.2, 2.1, 2.2, 3.1, 3.2, 5.2, 6.2	Outcomes Assessed 1.1, 1.2, 2.1, 2.2, 3.1, 4.2, 4.3, 5.1, 6.2	
Component				Weighting %
Knowledge and understanding of the organisation and the management of, and manufacturing processes and techniques used by, the focus area Industry	20	10	20	50
Knowledge, skills and understanding in designing, managing, problem solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project	20	20	10	50
Total %	40	30	30	100



# THS SCOPE AND SEQUENCE Design and Technology – Year 12 2023



1.44	eek 11		
141	8		
Mook	week 10   week 11		
Mooko	MACEN 3	nce Plan	
Wook 8		onents, Processes and Other Resources, Time Plan, Finance Plan	
Week 7		her Resources,	
Week 6		ocesses and Ot	
Week 5		omponents, Pr	
Week 4		ustification of C	
Week 3		Overview: Begin Production, Selection and Justification of Compor Syllabus outcomes: 4.1, 4.2, 4.3, 5.2, 6.1	
Week 2	ior Project	Overview: Begin Production, Selection ar Syllabus outcomes: 4.1, 4.2, 4.3, 5.2, 6.1	
 Week 1	Unit title: Major Project	Overview: Beg Syllabus outco	
	t	Term	

	Week 10 Week 11	
Mook		novation.
Wook 8	Macch o	abus (p. 9). Students will complete a written report based on innovation.
Week 7		olete a written re
Week 6		udents will comp
Week 5		llabus (p. 9). Stu
Week 4		ria from the sy 2, 6.2
Week 3	Study	, using the crite 2.2, 3.1, 3.2, 5.
Week 2	Unit title: Innovation Case Study	Overview: On an innovation, using the criteria from the syllab Syllabus outcomes: 1.2, 2.1, 2.2, 3.1, 3.2, 5.2, 6.2
Week 1	Unit title: Inn	Overview: Or Syllabus outo
	T	Term

Wook 10	MARK TO	
Mook	MCCNJ	
Week 8	O WOOD	
Week 7		
Week 6		
Week 5		
Week 4		
Week 3		Evaluation. , 5.2, 6.1
Week 2	or Project	Overview: Production, Ongoing Evaluation Syllabus outcomes: 4.1, 4.2, 4.3, 5.2, 6.1
Week 1	Unit title: Major Project	Overview: Prod Syllabus outcon
	7	Term

	Week 6 Week 7 Week 8 Wook 10		Overview: Testing/Evaluation, Final Evaluation, Trial HSC Exam, Exam Preparation	1, 4.2, 4.3, 5.2, 6.1	
	. Week 5	Unit title: Major Project (Cont)	Overview: Testing/Eva	Syllabus outcomes: 4.1, 4.2, 4.3, 5.2, 6.1	
	Week 3 Week 4	Trial HSC Examination			
1 100 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	week 1   week 2	Unit title: Major Project			
			Tern		



## THS ASSESSMENT SCHEDULE English Advanced – Year 12 2023



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



# THS SCOPE AND SEQUENCE English Advanced – Year 12 2023



4 m19T	Week 1 Week 1 Unit title: Common I Overview: An explorexperiences. Student their own choosing. Syllabus outcomes: E	Week 1Week 2Week 3Week 4Week 5Week 6Week 7Week 8Unit title: Common Module: Texts and Human Experiences - Overview: An exploration of a range of texts, including the prescribed text, and how they represent different human experiences. Students present their findings in a multimodal presentation exploring the prescribed text and a text of their own choosing.Syllabus outcomes: EA12-1, EA12-2, EA12-3, EA12-6, EA12-7	Texts and Huma a range of texts, t their findings i	week 4 an Experiences including the p in a multimodal EA12-5, EA12-6,	Week 5  - Nineteen Eig rescribed text, presentation e, EA12-7	Week 5 Week 6  Nineteen Eighty-Four (novel scribed text, and how they resentation exploring the pr.:A12-7	Week 7 Week 8 ) epresent different human escribed text and a text of	Week 8 ent human nd a text of	Week 9 Week  Unit title: Module C: Cr. Overview: Students exapersuasive, discursive, creflective writing. They two prescribed texts an own texts in each form. Syllabus outcomes: F41	Week 9 Week 10 Week 11  Unit title: Module C: Craft of Writing Overview: Students examine the craft of persuasive, discursive, creative and reflective writing. They examine at least two prescribed texts and compose their own texts in each form.  Syllabus outcomes: EA12-2, EA12-4, EA12-2.	Week 11 Writing the craft of e and ne at least pose their
									5, EA12-7, EA12-9, EA12-9	12-9, EA12-9	21. ' 21.

	Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11	Unit title: Module A: Textual Conversations - Poetry by Sylvia Plath and Ted Hughes.	Overview: Students compare poetry by Plath and Hughes, examining the re-framing and re-imagining of ideas through differing of Writing (Cont)	itical response and visual representation.		
	Week 4 W	Poetry by Sylvia Pla	and Hughes, examir	contexts. Students present their understanding through a critical I	:A12-6, EA12-8	
	Week 3	Conversations -	poetry by Plath	neir understandir	A12-3, EA12-5, E	
	Week 2	Iodule A: Textual	tudents compare	udents present th	Syllabus outcomes: EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	
THE REAL PROPERTY AND ADDRESS OF THE PARTY AND	Week 1	Unit title: N		55		
		I	ul.	19 <u>T</u>		

ſ										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
7	Unit title: Module C: Craft		Unit title: Module B: Critical Study	e B: Critical Stud	ly of Literature – Sl	of Literature – Shakespeare's Henry IV, Part 1	y IV, Part 1			
ш	of Writing (Cont)	ıt)	Overview: Studen	its examine the	Overview: Students examine the literary value of Shakespeare's historical text. They determine their own personal response to the	akespeare's histori	cal text. They det	ermine their ov	n personal resp	onse to the
Ter			play through a the	orough knowled	play through a thorough knowledge of the text, an in-depth deconstruction and through reading critical responses to the play.	n-depth deconstru	ction and through	n reading critica	responses to th	e play.
			Students represer	nt their understa	Students represent their understanding through either a persuasive or discursive piece of writing.	ner a persuasive or	discursive piece	of writing.		
			Syllabus outcome	s: EA12-2, EA12	Syllabus outcomes: EA12-2, EA12-3, EA12-4, EA12-7, EA12-8	, EA12-8		)		

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



### THS ASSESSMENT SCHEDULE English Standard – Year 12 2023



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



## THS SCOPE AND SEQUENCE English Standard – Year 12 2023



	Week 11	persuasive, ormative :wo e their own :N12-2, :2-6, EN12-7,
	Week 9 Week 10 Week 11	Module C: Craft of Writing Overview: Students examine persuasive, discursive, reflective and informative texts. They examine at least two prescribed texts and compose their own text in each form. Syllabus outcomes: EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7,
	Week 9	Module C: Craft o Overview: Student discursive, reflecti texts. They examir prescribed texts at text in each form. Syllabus outcomes EN12-3, EN12-4, E EN12-8, EN12-9
	Week 8	sing on what is nding in a
	Week 5 Week 6 Week 7 Week 8	poetry) of poems, focus their understan
	Week 6	by-Eckermann ( y within a suite ts demonstrate 12-9
		<i>other</i> by Ali Cob ture and identit nveyed. Studen 2-7, EN12-8, EN
	Week 4	e – <i>Inside my Mc</i> of language, cull concepts are co
	Week 2   Week 3   Week 4	rtity and Culture re the concepts of and how these 1, EN12-3, EN12
-		Module A: Language, Identity and Culture – Inside my Mother by Ali Cobby-Eckermann (poetry)  Overview: Students examine persuasive, Overview: Students examine persuasive, said about these concepts of language, culture and identity within a suite of poems, focusing on what is overview: Students examine persuasive, and informative discursive, reflective and informative texts. They examine at least two prescribed texts and compose their own text in each form.  Syllabus outcomes: EN12-4, EN12-5, EN12-7, EN12-6, EN12-7, EN12-6, EN12-7, EN12-8, EN12-9.
	Week 1	Module A: Langu Overview: Studer said about these critical response Syllabus outcome
		Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
7	Modulo C. Caste of Muiting								2	
· u	IMODALIE C. Crai		Module B: Close Study of a Text – The Curious Incident of the Dog in the Night Time (novel)	e Study of a Text	- The Curious Inc	cident of the Do	a in the Night Tin	ne (novel)		
ern	(Cont)		Overview: Stud	Overview: Student closely examine the prescribed text and discuss themes, characters and forms. They demonstrate their	ne the prescribed	d text and discus	s themes, charac	cters and forms. T	hev demonstrat	e their
T			knowledge thro	knowledge through a response tl	that combines both Module C and Module B outcomes.	th Module C and	Module Boutco	omes.		
			Syllabus outcon	Syllabus outcomes: EN12-1, EN12-3, EN12-4, EN12-5, EN12-9	2-3, EN12-4, EN1	2-5, EN12-9				

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



### THS ASSESSMENT SCHEDULE English Studies – Year 12 2023



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



### THS SCOPE AND SEQUENCE English Studies – Year 12 2023



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141	M 0.		ນ their fir		
Mook 1	MACEN T		its preser		
Wook 0 Mock 10 Mich 44			eriences. Studer		
Mook 8			Overview: An exploration of a range of texts, including the prescribed text, and how they represent different human experiences. Students present their findings in	•	
Wook 7	, was a		represent diff		
Week 6 Week 7			and how they	own choosing	, ES12-10
Week 5		ot (film)	rescribed text,	d a text of their	ES12-8, ES12-9
Week 4		ences – Billy Elli	, including the p	scribed text and	ES12-5, ES12-6,
Week 3		Human Experi	a range of texts	xploring the pre	S12-2, ES12-3, I
Week 2		<b>Common Module: Texts and Human Experiences</b> – Billy Elliot (film)	exploration of	a multimodal presentation exploring the prescribed text and a text of their own choosing.	Syllabus outcomes: ES12-1, ES12-2, ES12-3, ES12-5, ES12-6, ES12-8, ES12-9, ES12-10
Week 1		Common Mo	Overview: An	a multimodal	Syllabus outco
	1	7 1	mıe	T	

					日本 日				The state of the s		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Wook 11
								STREET, STREET		יייייי די	TT WOOM
	Module F: Mi	Module F: MiTunes and Text – English and the language of song	<ul> <li>English and th</li> </ul>	ne language of s	song						
ule	Overview: Ove	Overview: Overview: Students develop an understanding of how language is used in a range of song lyrics to express emotions, attitudes, ideas and themes related	develop an un	derstanding of I	now language is	used in a rang	ge of song lyric	s to express em	otions. attitude	s. ideas and th	pemes related
	to the human experience.	experience.					)				
	Syllabus outco	Syllabus outcomes: ES12-1, ES12-5, ES12-6, ES12-7, ES12-9, ES12-10	12-5, ES12-6, E	S12-7, ES12-9, E	512-10						

Syllabus outcomes: ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-8, ES12-9, ES12-10

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
8	Module L: Who	Module L: Who Do I Think I Am?								OT WOOD
w.	Overview: Stud	Overview: Students develop an understanding of language and texts typically used to express people's ideas, emotions and beliefs about themselves and their lives	inderstanding of	f language and te	xts typically used	1 to express peop	le's ideas. emoti	ions and beliefs	hourt themselve	s and their lives
19T	As students res	As students respond to and compose texts, they learn about how an	pose texts, they	learn about how	an individual car	individual can share experiences and reveal beliefs, aspirations and talents through exploring	ses and reveal be	eliefs, aspirations	and talents thro	ugh exploring
	how language i	how language is used in conversations, interviews, biographies, autobiographies and written reflections in a range of media. for example digital print and visual	ations, interview	1s, biographies, au	utobiographies a	nd written reflec	tions in a range	of media. for exa	mnle digital nrir	t and vicinal
	Syllabus outcor	Syllabus outcomes: ES12-1, ES12-2, ES12-3, E12-4, ES12-5, ES12-7, ES12-8, ES12-9, ES12-10	-2, ES12-3, E12-	4, ES12-5, ES12-7	, ES12-8, ES12-9,	ES12-10	0		ساماد هاقاندان الاساد	



### THS ASSESSMENT SCHEDULE Exploring Early Childhood (EEC) — Year 12 2023



	Task 1	Task 2	Task 3	Task 4	
	Young Children and special needs Task	Play and the developing child Task	<b>Children's</b> <b>Literature</b> task	Food and Nutrition Practical and theory task	
	Term 4 Week 10	Term 1 Week 7	Term 2 Week 9	Term 3 Weeks 3/4	
	Outcomes Assessed: 1.5,2.1,2.2,2.3	Outcomes Assessed: 1.3,1.4,2.2,4.2	Outcomes Assessed: 1.2,1.3,1.4,4.1	Outcomes Assessed: 1.5,6.2,6.3	
Component		,			Weighting %
Knowledge and understanding of course content	15	10	10	15	50
Skills in critical thinking, research, analysing and communicating	10	15	15	10	50
Total %	25	25	25	25	100



## THS SCOPE AND SEQUENCE Exploring Early Childhood (EEC) — Year 12 2023



Week 8   Week 9   Week 10   Week 11			Overview: Starting school, transition to school. kindergarten, the	Dis (122.126)	Syllabus outcomes:1.3, 2.1, 2.2, 2.4, 61 6.2
Week 6 Week 7	Hait states Canad	Unit title: Starting School	_	kindergarten curriculum	Syllabus outcome
Week 5			ds, young children with		
Week 3 Week 4	special poods	special liceus	velopment, special neec	i school	1, 2.2,.2.4, 2.5
Week 1 Week 2	Unit title: Voung Children and special peads	ב מבוכי ו סמווף כוווומו כוו מוומ	Overview: Diversity in child development, special needs, young children with	special needs at preschool and school	Syllabus outcomes:1.1, 1.2, 2.1, 2.2,.2.4, 2.5
8	t Ilnii		Ove		Sylle

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
τ	Unit title: Pla	Unit title: Play and the developing child	oping child									
w.i	Overview: def	Overview: defining play and play experiences, development of pla	lay experiences	, development	>	learning through play, investigating play, issues related to play, factors that influence play, play,	investigating p	lav. issues relat	ed to play fact	ors that influer	vela vela en	
эТ	materials					-	2		מבר לבום לי ימבר		ice piay, piay	
	Syllabus outco	Syllabus outcomes: 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 4.1, 4.2, 5.1	.4. 2.2. 2.3. 2.4.	4.1. 4.2. 5.1								

Wook 10	CCN TO		Pen Non-		
			/ for child		
Week 9	CHOOL		ildren. Poetr		
Week 8			Children in the first years of school, Choosing picture books for children. Poetry for children Non-		
Week 7			ool, Choosing pict		
Week 6			irst years of scho		
Week 5			Children in the f		
Week 4			l books,		
Week 3			l books, Pre-scho	g literature with	, 4.1
Week 2	1	iren s Literature	Overview: Babies, Toddlers and books, Pre-schoolers and books,	fiction boos for children, Sharing literature with children	Syllabus Outcomes: 1.2, 1.3, 1.4, 4.1
Week 1	Ilnit titlo. Child	סווור חוופי כוווני	Overview: Bab	fiction boos for	Syllabus Outcor
	7	; (	uıa	T	

The same	101-101	- 1	- :							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
En	Unit title: Food and Nutri	and Nutrition	Trial HSC Examination	_	Unit title: Food and Nutrition (Cont)	and Nutrition (0	Cont)			
ern					Overview: Breas	stfeeding, Bottle	feeding, Weanir	Overview: Breastfeeding, Bottle feeding, Weaning and first foods, Food for toddlers, Food for	Food for toddle	rs, Food for
T					older children					
					Syllabus outcomes: 1.3, 1.4, 1.5, 6.1, 6.2	ies: 1.3, 1.4, 1.5,	6.1, 6.2			



### THS ASSESSMENT SCHEDULE Food Technology – Year 12 2023



	Task 1	Task 2	Task 3	Task 4	
	Australian Food Industry Practical and Theory Task	Food Manufacture Research and Practical Task	FPD CNI Food Product Design and Evaluation	Trial HSC Examination	
	Term 4 Week 8	Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 3/4	
	Outcomes Assessed H1.2, H1.4, H3.1, H5.1	Outcomes Assessed H4.2, H1.1, H5.1	Outcomes Assessed H2.1, H3.2, H4.1, H1.3	Outcomes Assessed H1.1, H1.3, H1.4, H2.1, H4.2	
Component				4.	Weighting %
Knowledge and understanding of course content	10		10	20	40
Knowledge and skills in designing, researching. Analysing and evaluating		10	10	10	30
Skills in experimenting with and preparing food by applying theoretical concepts	10	10	10		30
Total %	20	20	30	30	100



### THS SCOPE AND SEQUENCE Food Technology – Year 12 2023



			THE REAL PROPERTY AND PERSONS NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TWO IS NAMED IN COLUMN								
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Wook a	1M/0.01/ 10	
	Ilnit title: The	A Chundle	and the effective					o wasan		ANEER TO	Week II
t	סווור נונופי דוופ	One due. The Australian Food Industry	od Industry								
erm	Overview: The evident in the	Australian foc	Overview: The Australian food industry has developed in respons	developed in res	sponse to chang	ges in our physi	cal, social, tech	nse to changes in our physical, social, technological, economic and political environment. This is	omic and politic	cal environmen	t. This is
T	major employer.	er.		ממכני סו נוופ אמי	oti aliani 1000 inc	austry. Ine indt	istry contribute	and i lood industry. The Industry contributes significantly to the gross domestic product and is a	o the gross don	nestic product	and is a

Syllabus outcomes: H1.2, H1.4, H3.1

		14/221.4	111-11										
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Wook 8	Wook 9	Mook 10	Mook 11	_
T		Init title. Ennd	Ilnit title. Eood Manufacture						0 11000	MACCH 2	ALCEN TO	MARK TT	_
ı		חוור חוובי ו ססמ	Inialidiacture										_
uli		<b>Jverview: Deve</b>	Overview: Developments in food manufacture have an impact on society and the environment. A knowledge and understanding of food manufacturing and independent of the contraction of the	od manufactur	e have an impa	ct on society a	nd the environr	nent A knowle	dae and unders	tonding of food	400		
T		nforms choices	informs choices and encourages responsible patterns of consump	es responsible	patterns of con	sumption.			מפר שוום בו	tanding of 1000	mannacturing	g processes	
	S	yllabus outcon	Syllabus outcomes: H1.1, H4.2										_

k6 Week7 Week8 Week10		Overview: Food product development is an integrated system involving expertise in the fields of marketing and manufacture. The food product development process applies knowledge and skills developed through study of a range of areas, including nutrition, food properties and food manufacture.
k 5 Week 6		pertise in the fielc f areas, including
Week 4 Week 5		rated system involving exp hrough study of a range of
Week 3	pment	pment is an integr skills developed tl
Week 2	Unit title: Food Product Development	Overview: Food product develor
Week 1	Unit title: Foo	Overview: Foc process applie

0					
Week 10		nental	enable		
Week 9		alth and environr	nutrition issues	<u>\</u>	
Week 8		, al, economic, hea	ng contemporary	ond appropriate	
Week 7	tion Issues (Cont	make have socia	ating and debatin	ecisions and resp	H5.1
Week 6	Unit title: Contemporary Nutrition Issues (Cont)	Overview: The decisions people make have social, economic, health and environmental	consequences. Raising, investigating and debating contemporary nutrition issues enable	individuals to make informed decisions and respond appropriately.	Syllabus outcomes: H2.1, H3.2, H5.1
Week 5	Unit title: Con	Overview: The	conseduences	individuals to	Syllabus outco
Week 3 Week 4	Trial HSC Examination				
7					
week 1	Unit title: Contemporary	Nutrition Issues			
	3	mı	ĐΤ.		



### THS ASSESSMENT SCHEDULE Geography – Year 12 2023



	Task 1	Task 2	Task 3	Task 4	
	Geography Tools & Skills Test (Ecosystems at Risk)	Research Task 1 (Ecosystems at Risk)	Research Task 2 (Urban Places or People & Economic Activity)	Trial HSC Examination	
	Term 4 Week 8	Term 1 Week 3	Term 2 Week 6	Term 3 Weeks 3/4	
	Outcomes Assessed H1, H2, H5, H6, H7, H8, H10, H11, H12, H13	Outcomes Assessed H2, H5, H6, H9, H10, H12, H13	Outcomes Assessed H1, H4, H6, H7, H12	Outcomes Assessed H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13	
Component		ia.			Weighting %
Knowledge and understanding of course content	10	10	10	10	40
Geographic tools and skills	10			10	20
Geographic inquiry and research (fieldwork)		5	15		20
Communication of geographic information, ideas and issues in appropriate forms		5	5	10	20
Total %	20	20	30	30	100



## THS SCOPE AND SEQUENCE Geography – Year 12 2023



Overview: In this unit, students investigate the functioning of ecosystems at risk, their management and protection. They develop an understanding of; biophysical Week 11 interactions which lead to diverse ecosystems and their functioning, vulnerability and resilience of ecosystems, the importance of ecosystem management and protection, and they evaluate traditional and contemporary management strategies. Students learn about two different ecosystems at risk and their unique Week 10 Week 9 Week 8 Week 7 Unit title: Ecosystems at Risk: Ecosystems and their Management/Case Study 1/Case Study 1 Week 6 Week 5 Week 4 Week 3 characteristics. Week 1 Term 4

Syllabus outcomes: H1, H2, H5, H6, H7, H8, H9, H10, H11, H12, H13

	14/1-4	- 1 101									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9 Week 10 Mock 11	Wook 10	Mook 11
	11.54 4541							_	MACCINO	OT VACAN	MARK TT
τ	Unit title: Urb.	an Places: Wor	Unit title: Urban Places: World Cities/Mega Cities/Urban Dynamics	Cities/Urban D	ynamics						
w.	Overview: The	focus of this u	Overview: The focus of this unit is a geographical investigation of world cities, mega cities and the urban dynamics of large cities and urban large cities and the urban dynamics of large cities and urban localities.	hical investigati	on of world citie	es, mega cities	and the urban	dynamics of lar	In buc seitin er	مونئادمها مدط	46
Ter	develop an un	derstanding of	develop an understanding of the nature, character and spatial distribution of mega cities and world cities and the urban dynamics of character and spatial distribution of mega cities and world cities and the urban dynamics of character and spatial distribution of mega cities and world cities and the urban dynamics of character and spatial distribution of mega cities and world cities and the urban dynamics of character and spatial distribution of mega cities and world cities and the urban dynamics of character and spatial distribution of mega cities and world cities and the urban dynamics of character and spatial distribution of mega cities and world cities and the urban dynamics of character and control of the urban dynamics of character and cities and control of the urban dynamics of character and control of the	racter and spat	al distribution o	of mega cities a	nd world cities	and the urban	dynamics of ch	Dan IOCallues.	students
	study of a large city.	e city.		•				מומ מוכ מוסמו	ayiiaiiics Ol Cl	ialige, Willell II	iciudes a case
	Syllabus outco	mes: H1, H3, H	Syllabus outcomes: H1, H3, H5, H6, H7, H8, H9, H10, H11, H12, H13	19, H10, H11, H1	12, H13						

	Week 8 Week 9 Wook 10	CWOOL	of an economic activity integrating the local and global context. Students deviates as understanding	of the nature, spatial patterns and future directions of an economic activity and the factors that affect it. Students also do a geographical study of an economic	a sees aprincal stady of all ecolloffic	
	Week7 W		the local and global cor	ffect it. Students also do	5	
	Week 6		tivity integrating	he factors that a		
	Week 5		an economic ac	nic activity and t	•	H13
1 1 1	Week 4		l investigation of	ons of an econor		110. H11. H12. H
	Week 3	: Activity	is a geographica	nd future directi	cale.	Syllabus outcomes: H1, H4, H5, H6, H7, H8. H9. H10. H11. H12. I
0 1 111	Week 2	Unit title: People and Economic Activity	Overview: The focus of this unit is a geographical investigation	patial patterns a	enterprise operating at a local scale.	nes: H1, H4, H5, I
14/1.4	Week I	Unit title: Peop	Overview: The f	of the nature, s <sub>l</sub>	enterprise oper	Syllabus outcon
		7	w.	ιэΤ		

	Wook 10	
	Week 9	aration (Cont)
	Week 8	amination Prep
	Week 7	Geographical Skills and HSC Examination Preparation (Cont)
	Week 6	Geographical
	Week 5	
	Week 4	Trial HSC Examination
	Week 3	Trial HSC E
	Week 2	seographical Skills and HSC Examination Preparation
	Week 1	Geographical Examination
The state of the s		Term 3



### THS ASSESSMENT SCHEDULE Industrial Technology – Year 12 2023



	Task 1	Task 2	Task 3	
	<b>Major Project</b> Presentation of Ideas and development	<b>Major Project</b> Industry Report	Trial HSC Examination	
	Term 4 Week 5	Term 2 Week 8	Term 3 Weeks 3/4	
	Outcomes Assessed H2.1, H3.3, H4.1, H6.2	Outcomes Assessed H1.1, H6.2, H7.1	Outcomes Assessed H1.2, H2.1, H3.1, H4.1, H4.3, H7.1	
Component				Weighting %
Knowledge and understanding of the organisation and the management of, and manufacturing processes and techniques used by, the focus area Industry	10	20	20	50
Knowledge, skills and understanding in designing, managing, problem solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project	20	20	10	50
Total %	30	40	30	100



## THS SCOPE AND SEQUENCE Industrial Technology – Year 12 2023



	141-1 44	Week 11	
	Mach 10	Week 10	
	Mooko	MEEK 3	
	Week 8	arcen o	
	Week 7		Drawing.
	Week 6		ment of Ideas, Workshop Drawing.
	Week 5		lopment of Ide
	Week 4		Research, Deve
	Week 3		it, Initial Ideas, I 3, H4.1, H6.2
14/1-0	Week 2	or Project	Overview: Statement of Intent, Initial Ideas, Research, Developme Syllabus outcomes: H2.1, H3.3, H4.1, H6.2
Mook 1	T MAAAN	Unit title: Major Project	Overview: Statement of Intent, Initial Ideas Syllabus outcomes: H2.1, H3.3, H4.1, H6.2
			Term

		Week 11	
	141-1-40	week IU	
	Mooko	Week 9	nce Plan
	Wook 9		onents, Processes and Other Resources, Time Plan, Finance Plan
	Week 7	, wasser	ther Resources,
	Week 6		rocesses and Ot
	Week 5		components, Pr
	Week 4		ustification of (
	Week 3		Selection and J 3, H4.1, H6.2
141-11-0	Week 2	ior Project	Overview: Begin Production, Selection and Justification of Compor Syllabus outcomes: H2.1, H3.3, H4.1, H6.2
Mook 1	T NASAN	Unit title: Maior Project	Overview: Beg Syllabus outco
		τ	Term

	111.	Week 10				
	Mool. O	Week 9				
	Mook 9	MACCHO				
	Week 7	, wood				
	Week 6					
	Week 5					
	Week 4					
	Week 3			Evaluation.	17.1	!
14/2-1-7	Week 2	r Project	33.6	Overview: Production, Ongoing Evaluation.	Syllabus outcomes: H1.1, H6.2 H7.1	
Mook 1	T NACAN	Unit title: Major Project	S(m	Overview: Prod	Syllabus outcon	5.1
		7	L	uJ	ĐΤ	



### THS ASSESSMENT SCHEDULE Investigating Science – Year 12 2023



	Task 1	Task 2	Task 3	Task 4	
	Data Analysis	Evaluating the Scientific Method	Scientific Investigation	Trial HSC Examination	
	Term 4 Week 7	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 3/4	
Component	Outcomes Assessed INS11/12-1 INS11/12-4 INS11/12-5 INS11/12-7 INS12-13	Outcomes Assessed INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-7 INS12-14	Outcomes Assessed INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS12-12	Outcomes Assessed INS11/12-5 INS11/12-6 INS12-12 INS12-13 INS12-14 INS12-15	Weighting %
Knowledge and understanding	5	10	10	15	40
Scientific skills	15	10	20	15	60
Total %	20	20	30	30	100



## THS SCOPE AND SEQUENCE Investigating Science – Year 12 2023



		eek 11		
		3		
	111-14	Week 1		
	Mook	week 9		
	Mook 9	MCCNO		
	Week 7	, wasan		
	Week 6			
	Week 5			1/12-4
	Week 4			JS11/12-2 INS1
	Week 3	ogies		3 INS11/12-1 IN
	Week 2	Unit title: Module 6 Technologies		Syllabus outcomes: INS12-13 INS11/12-1 INS11/12-2 INS11/12-
1411-4	Week I	Unit title: Mo	Overview:	Syllabus outco
No. of the last			w.	

					The state of the s						
	Week 1	Week 2	Week 3	Week 4	Mook E	Mooke	14/1- 7				
				- 110000	MEENS	Weeko	week /	Week 8	Week 9	Wook 10	Mook 11
τ	Unit title: Plar	Unit title: Plant Production Systems	Stems						- HOOM	OT WOOM	MARK TT
ι		1)									
uua	Overview: Stu	Overview: Students examine the ways farmers manage and manig	he ways farmer	s manage and r	nanipulate soi	anipulate soil resources, water resources and the processors soil resources.	ar recollires an	the process	111111111111111111111111111111111111111		
T	development,	development, to maximise outputs.	tputs.	ĭ	•	(55)	בי ביסמו ככי מ	ות נווב או חרבאאב	s controlling pla	ant growth and	
	Syllabus outco	Syllabus outcomes: H1.1, H2.1, H3.4, H4.1	., НЗ.4, Н4.1								

	Moch 10	OT MARK TO			
	Wook	Meen			
	Week 8				
	Week 7				
	Week 6		ise outputs		
14/1- 5	week 5		e animals to maximise outputs		
MOON	Week 4		Overview: Students examine the ways in which farmers manage a	)	
Wook 2	Meens	/stems	e ways in which f	H4.1, H5.1	
Week 2	- 10000	nal Production Sy	ents examine the	Syllabus outcomes: H2.2, H3.4, H4.1, H5.1	
Week 1		Unit title: Animal Production Systems	Overview: Stud	Syllabus outcon	
		71	uua	)T	

	1.40	Week 10				
	14/-	We		loning	۵ ا	
	Mooko	Week 3		range of deve	ulture.	,
	Week 8			students to the	impact on agricu	
	Week 7		Unit title: Elective: Farming for the 21st Century	Overview: The aim of this elective is to introduce students to the range of develoning	technologies and for students to appreciate their impact on agriculture	
	Week 6		tive: Farming for	aim of this electi	nd for students to	mes: H3.3
	Week 5		Unit title: Elec	Overview: The	technologies a	Syllabus outcomes: H3.3
	Week 4		Iriai noc examination			
0 1 111	Week 3	Trial UCC	I TIGII HOC E			
Mark a	week 2	ive Earming	20	ntury		
Mook 1	ANGEN T	Unit title: Flective: Farming	for the 24 : 0	ror the 21st Centur		
		3	u	ınə <sup>.</sup>	L	



### THS ASSESSMENT SCHEDULE Legal Studies – Year 12 2023



	Task 1	Task 2	Task 3	Task 4	
	Core Criminal Research Task: Criminal Case	Core Human Rights In-class Test: Human Rights	<b>Option Family</b> Extended Response: Family law	Trial HSC Examination	
	Term 1 Week 2	Term 1 Week 11	Term 2 Week 7	Term 3 Weeks 3/4	
	Outcomes Assessed H1, H7, H8, H9, H10	Outcomes Assessed H1, H2, H6, H8, H9	Outcomes Assessed H5, H6, H8, H10	Outcomes Assessed H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
Component	_				Weighting %
Knowledge and understanding of course content	5	10	5 <sub>-,</sub>	20	40
Stimulus-based skills	5	5	5	5	20
Inquiry and research	5		15		20
Communication of legal information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	20	30	30	100



### THS SCOPE AND SEQUENCE Legal Studies – Year 12 2023

						-					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
ל	Unit title: Core Crime	e Crime									
mı	Overview: Thr	rough the use o	Overview: Through the use of a range of contemporary examples,	itemporary exa	mples, student	s investigate cı	iminal law, pro	cesses and inst	itutions and th	, students investigate criminal law, processes and institutions and the tension between	en
€T	community in	terests and ind	community interests and individual rights and freedoms.	d freedoms.							
	Syllabus outco	Syllabus outcomes: H1, H7, H8, H9, H10	18, H9, H10								2

Week 11		Jg.		
		examinir		
Week 10		rights by e		
		te our		
Week 9		Overview: Students investigate the concept of human rights while discovering how the legal system attempts to protect and promote our rights by examining		
Week 8		ts to protec		
		ttemp		
Week 7		gal system a		
_		w the leg		
Week 6		ering ho		
leek 5		le discove		
N		hts whi		
Week 4		uman rig		
		pt of h		
Week 3		ne conce		8, H9
^	shts	igate th	es.	., Н6, Н
Week 2	Unit title: Core Human Rights	nts invest	nd exampl	iyllabus outcomes: H1, H2, H6, H8, H9
	Core l	: Stude	sues ar	utcom
Week 1	Unit title:	Overview	current issues and examples.	Syllabus o
	T	mı	+	

Week 1         Week 2         Week 3         Week 4         Week 5         Week 6         Week 7         Week 8           Unit title: Option Family           Overview: Whilst examining current issues and examples, students will be investigating the role of the legal system in regard to family relationships and affective the law is in achieving justice in this area.           Syllabus outcomes: H5, H6, H8, H10	Week 10	Vorld Order					14/2-1- 0 14/2-1-40
Week 1         Week 2         Week 3         Week 4         Week 5         Week 6         Week 7         Week 8           Unit title: Option Family           Overview: Whilst examining current issues and examples, students will be investigating the role of the legal system in regard to family relationships and affective the law is in achieving justice in this area.           Syllabus outcomes: H5, H6, H8, H10	Week 9	it title: Option W					
	Week 8		n in				MACOLO
	Week 7		the legal systen				7 Jool 7
	Week 6		gating the role of	ea.			Monte
	Week 5		ts will be investig	justice in this ar			MoobE
	Week 4		xamples, studen	aw is in achieving			Mook A
	Week 3		rent issues and e	nd affective the la	H10		Mook 2
	Week 2	on Family	st examining cur	/ relationships ar	nes: H5, H6, H8,	The second second second	Mook 2
TOTAL THE SECRETARY OF	Week 1		Overview: Whil.	regard to family	Syllabus outcon		Mook 1
Term 2		7 1	uli	ĐΤ			

κ 10						¥					
Week 10											
6 y											
Week 9											
8 x	for HSC										
Week 8	Revision and Preparation for HSC										
k7	and Prep										
Week 7	evision a										
Week 6	R										
Wee											
k 5											
Week 5											
ek 4	on										
Week 4	<b>HSC Trial Examination</b>										
Week 3	C Trial E										
Wee	HS			312							
Week 2	_		nse of	y, you		-uou p	oting	flict		Н6,	8
Wee	Unit title: Option World		Overview: Through the use of	contemporary examples, you	the	effectiveness of legal and non-	legal measures in promoting	peace and resolving conflict	states.	Syllabus outcomes: H5, H6,	
Week 1	le: Optic	Cont)	ew: Thro	porary e	will investigate the	eness of	easures	and reso	between nation states.	s outcon	0
Wee	Unit tit	Order (Cont)	Overvie	contem	will inve	effectiv	legal m	peace	betwee	Syllabu	H8, H10
				8	ш	Ter					



### THS ASSESSMENT SCHEDULE Mathematics Advanced – Year 12 2023



	Task 1	Task 2	Task 3	Task 4	
	Units 1, 2, 4 & 5 Class Test	Units 6 & 7 Class Test	Units 9, 11 & 12 Assignment	Trial HSC Examination	
	Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 3/4	
	Outcomes Assessed 12-3, 12-6, 12-7, 12-9, 12-10	Outcomes Assessed 12-2, 12-4, 12-9, 12-10	Outcomes Assessed 12-8, 12-9, 12-10	Outcomes Assessed 12-1, 12-2, 12-3, 12- 4, 12-5, 12-6, 12-7, 12-8, 12-9, 12-10	
Component		14			Weighting %
Understanding, Fluency and Communicating	15	5	15	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Total %	25	20	25	30	100



### THS SCOPE AND SEQUENCE





										RESONAMEN
	Week 1	Week 2	Mook 3	h Jac	14/1-					OF THE
		7 110000	Meen 3	Week 4	week 5	Week 6	Week 7	Week 8	Week7 Week 8 Week 9 Wook 10 Wook 14	11 11 11
	Unit title: 1. Seguences and	lences and	Unit title: 2 Transformations		1 100 404 40			0 4000	MCCH 2 MACH TO MAC	TT Maa
			Our title: 2: Hallslol		Onit title: 4.	Unit title: 5. Further Differentiation	er Differentiat	ion	Unit title: 6 Coometained Amelia	
t	Series		of Functions		Trigonometric	Overviow: Ctudos	J. St. C. Spile of		our title, o. deoilletrical Applications	cations
u	Overview: Students study	ite etindiv	7		211221128112	Overview, students dillerentiate trigonometric	ts dillerentiate	trigonometric	to Differentiation	
1.1		irs stady	Overview: Student learn to		Functions	functions, exponential and logarithmic	ntial and logari	thmir		
ə <sub>.</sub>	exponential grow	exponential growth and decay, as	manipulate and transform		Overvious		10901 0110		Overview: Students investigate the first	the first
L			255		CVCI VICW.	Infictions and explore further derivatives and	ore turther del	ivatives and	and corned dorivatives and the	,
	well as other patterns and their	erns and their	functions algebraically and		Syllabile		5		and second derivatives and their	_
	itacilare lasticati				Shabas	allu-delivatives.			graphs, as well as ontimication	
	piactical applications.	ons.	graphically.		outcomes: MA-	Syllabire outcomes			מי ביריים) עם יייכוו עם סףנוווווסמנוטוו	
	Cyllabine entered	77 0 0 0 0 0				July Dutcollies, IVIA-CZ	S. IVIA-CZ		problems	
	Syliabus outcomes: MA-IMI	S: MA-IMI	Syllabus outcomes: MA-F2	1A-F2	T3					
									Syllabus outcomes: MA-C3	

			Week 11			al tendency	(2)				
		Mook 10	Week IO			o measure centr					
		Wook o	AACEN 3			t types of data t	47	uata.			
		Week 8		atictice	disting	Overview: Students use different types of data to measure central fendency	and spread and examine bise is data	cyallille Dias III	nes. MA-S2	70 141 100 1	
	1	Week 7		Unit title: 9. Statistics		Overview: Stud	and spread and	5	Syllabus outcomes: MA-S2		
	ı	Week 6			20071400	Jerweell	area under				
	IA/aal. F	Week 5			the relationship t	ric i ciationisimp r	ind calculate the				
	Mook	WEER 4	hometion	regiation	Overview: Students investigate the relationship botween	2000	unierentiation and integration and calculate the area under			nes: MA-C4	
THE REAL PROPERTY AND PERSONS ASSESSED.	Wook 3	S WOOD	Unit title: 7 Integration	OIII : 1 : 1   I	Overview: Stud		dillerentiation	CHEVAS	cal \$63.	Syllabus outcomes: MA-C4	
	Week 2	1	ometrical	3				nes: MA-C3			
	Week 1		Unit title: 6. Geometrical		Applications to	Differentiation	Cilici Cilitation	Syllabus outcomes: MA-C3			
			I	1	ш	ıa	T				

	Week 1	Wook 2	Macho	1471-4						
	T WOOM	MECH	week 3	Week 4	Week 5	Week 6	Week 7	Mook	M/acl. O	101 1 40
	Unit title: 11 Correlation and	realstion and	Unit title: 12 land				, wante	MECHO	week 9	Week 10
	000	i ciation alla	Omit title: 12. Inv	Unit title: 12. Investments, Annuities and Loans	es and Loans		Unit title: 14. Continuous Prohability, Dictailbution	tinions Probabilit	v. Dictailantion	
	Regression		Overview: Studen	Overview: Students investigate growth and documents in	Lac year day			and and and and and	y Distribution	
7		32		to IIIVestigate giov	vill allu decay allu		Overview: Students examine the probability density finaction	ts examine the nrc	hability doncity for	200
u	Overview: Students examine	ots examine	to interest, invest	to interest, investments, and loans			14-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-		bability delisity in	liction,
L	correlation in hivariate data as	ariate data ac	Cyllabine and Chill	0. PAA PA4			cumulative distribution, and probabilities of continuous data.	ution, and probab	llities of continuou	s data.
ə		מוומנר ממנמ, מז	Jyliabus outcomes, IMA-IMI	S. IVIA-IVIT			Studente learn to	oziliseom oteliisles		
1	well as applications. Student	ns. Student					control control and spread	calculate illeasule:	ol central tenden	cy and spread
		5					and understand normal distributions and a second and an arrangement	ormal dietributions	10000	. 17 11-
	learn to interpolate and	te and						orinal distributions	dild 2-scores, as V	vell as their
							applications.			
	extrapolate from data.	data.								
	Swilabile alle	C3 VVV					Syllabus outcomes: MA-S3	s: MA-S3		
	Jyliabus Julculles, IVIA-52	55. IVIA-52								

	A NOOR	Revision and Past Papers	
Week 3 Week 4 Week 5	1 001 - F	I rial HSC Exam	
Week 1 Week 2	Dovision	Nevision	
	3	Term	



### THS ASSESSMENT SCHEDULE Mathematics Extension 1 – Year 12 2023

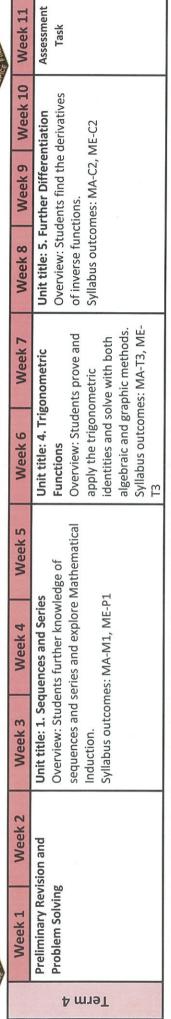


	Task 1	Task 2	Task 3	Task 4	
	Units 1, 4 & 5 Class Test	Units 3 & 10 Assignment	Units 8, 13 & 15 Class Test	Trial HSC Examination	
	Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 3/4	
	Outcomes Assessed 12-1, 12-4, 12-6, 12-7	Outcomes Assessed 12-2, 12-6, 12-7	Outcomes Assessed 12-5, 12-6, 12-7	Outcomes Assessed 12-1, 12-2, 12-3, 12- 4, 12-5, 12-6, 12-7	
Component					Weighting %
Understanding, Fluency and Communicating	15	5	15	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Total %	25	20	25	30	100



### THS SCOPE AND SEQUENCE

## Mathematics Extension 1 – Year 12 2023



k9   Week 10   Week 11	Unit title: 8. Further Integration	Overview: Students find the volumes of solids	using integration, include those using	trigonometric functions. U7	Syllabus outcomes: ME-C3, ME-C2
k 8 Week 9	Unit titl		ni Busing in	trigonor	Syllabus
k7 Week8		oulate vectors an			
k 6 Week 7	ctors	Only the: 10. Further Vectors Overview: Students learn to further manipulate vectors and	and motion.	'1	
leek 5 Week 6	Unit title: 10. Further Vectors	w: Students learn	apply them to geometry and motion.	Syllabus outcomes: ME-V1	
5	Unit titl			Syllabus	
3 Week 4		rs and develop	tion, as well as k		
Week 3		oduced to vecto	ion and applicat		
Week 2	Vectors	Overview: Students are introduced to vectors and develop an	understanding of their function and application, as well as basic	omputation with vectors.	Syllabus outcomes: ME-V1
Week 1	Unit title: 3. Vectors	Overview: St	understandi	computation	Syllabus out
	τ	w.	I <sub>9</sub> T		

Week 8 Week 9 Week 10	Assessment Revision Task
Week 7	i sample
Week 6	Unit title: 15. Binomial Distributions Overview: Students Learn to use Bernoulli distribution and binomial distribution to understand and explore the behaviour of sample populations. Syllabus outcomes: ME-S1
Week 5	Unit title: 15. Binomial Dis Overview: Students Learn 1 distribution and binomial c understand and explore th populations. Syllabus outcomes: ME-S1
Week 4	is r differential etch and
Week 3	Unit title: 13. Differential Equations Overview: Students solve first order differential equations, examine models, and sketch and interpret direction fields. Syllabus outcomes: ME-C3
Week 2	Unit title: 13. Differential I Overview: Students solve f equations, examine model interpret direction fields. Syllabus outcomes: ME-C3
Week 1	Unit title: 8. Further Integration
	Z mreT

Week 10	
Week 9	
Week 8	Revision and Past Papers
Week 7	Revision and
Week 6	
Week 5	
Week 4	Trial HSC Examination
Week 3	Trial HSC E
Week 2	Revision
Week 1	Rev
	Term 3



### THS ASSESSMENT SCHEDULE Mathematics Standard 1 – Year 12 2023



	Task 1	Task 2	Task 3	Task 4	
	Networks and Paths & Investments Class Test (Chapters 2 & 3)	Depreciation and Loans Assignment (Chapter 8)	Rates & Right- angled Triangles Assignment (Chapters 1 and 4)	Trial HSC Examination	
	Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 3/4	
Component	Outcomes Assessed MS1-12-5, MS1-12- 8, MS1-12-9, MS1- 12-10	Outcomes Assessed MS1-12-5, MS1-12- 9, MS1-12-10	Outcomes Assessed MS1-12-3, MS1-12- 4, MS1-12-9, MS1- 12-10	Outcomes Assessed 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- 12-9, MS1-12-10	Weighting %
Understanding, fluency and communicating	10	10	10	20	50
Problem solving, reasoning and justification	10	15	15	10	50
Total %	20	25	25	30	100



## THS SCOPE AND SEQUENCE

## Mathematics Standard 1 – Year 12 2023



	Week 11		of different		51-12-10		
	Week 10 Week 11		pare the value	period of time.	5, MS1-12-9, M		
	Week 9	Unit title: Investments (Ch 3)	Overview: Calculate and compare the value of different	types of investments over a period of time.	Syllabus outcomes: MS1-12-5, MS1-12-9, MS1-12-10		
	Week 8	Unit title: Inv	Overview: Ca	types of inve	Syllabus outc		
	Week 7		ology and to		S1-12-10		
The second secon	Week 6	hs (Ch 2)	Overview: Identify and use network terminology and to	works.	Syllabus outcomes: MS1-12-8, MS1-12-9, MS1-12-10		
	Week 5	Unit title: Networks and Paths (Ch 2)	ntify and use n	solve problems involving networks.	omes: MS1-12-8		
	Week 4	Unit title: Net	Overview: Ide	solve problem	Syllabus outco		
	Week 3	e (C11-Yr11)	ı's surface	ences.	MS113,		· · · · · · · · · · · · · · · · · · ·
	Week 2	Unit title: Working with Time (C11-Yr11)	Overview: Locations on Earth's surface	and calculation of time differences.	Syllabus outcomes: MS11 10, MS11 3,	61	·
	Week 1	Unit title: Wo	Overview: Loc	and calculatio	Syllabus outco	MS11 4, MS11 9	
		b	ш	[er	L		State of the last

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 10 Week 11
τ	Unit title: Dep	Unit title: Depreciation and Loans (Ch 8)	oans (Ch 8)			Unit title: Sim	ultaneous Lin	Unit title: Simultaneous Linear Equations (Ch 5)	th 5)		
ш	Overview: Gair	Overview: Gain an understanding of credit cards and reducing balance	ling of credit ca	ards and reduci	ng balance	Overview: Solv	res graphing a	Overview: Solves graphing and interpretation of relationships, and the use of	n of relationsh	ips, and the use	of
ſer	loans and that	oans and that an asset may depreciate in value over time rather than	epreciate in val	lue over time ra	ther than	simultaneous	linear equatio	simultaneous linear equations in solving practical problems	ctical problem	S	
L	appreciate.					Syllabus outco	mes: MS1-12	Syllabus outcomes: MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10	51-12-9, MS1-	2-10	
	Syllabus outco	Syllabus outcomes: MS1-12-5, MS1-12-9, MS1-12-10	, MS1-12-9, MS	1-12-10							
STATE OF THE PARTY						_					

Week 10	sis (Ch 6)	ırpose	ion,	sic design		12-7,	
Week 9	Unit title: Further Statistical Analysis (Ch 6)	Overview: Understanding of the purpose	and process of statistical investigation,	taking into account appropriate basic design		Syllabus outcomes: MS1-12-2, MS1-12-7,	151-12-10
Week 8	Unit title: Fu	Overview: U	and process	taking into a	principles.	Syllabus outc	MS1-12-9, MS1-12-10
Week 7		ingled triangles in	oras' theorem and		Syllabus outcomes: MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-		
Week 6	Triangles (Ch 4)	ns involving right-a	a range of practical contexts using Pythagoras' theorem and	.5.	-12-3, MS1-12-4, N		
Week 5	Unit title: Right-angled Triangles (Ch 4)	w: Solve problen	of practical cont	gonometric ratio	outcomes: MS1		
Week 4	Unit titl	al Overvie	a range	0 basic tri	Syllabus	10	
Week 3		Overview: Use of rates to solve problems in practical   Overview: Solve problems involving right-angled triangles in		Syllabus outcomes: MS1-12-3, MS1-12-9, MS1-12-10   basic trigonometric ratios.			
Week 2	es (Ch 1)	of rates to solve		mes: MS1-12-3, N			
Week 1	Unit title: Rates (Ch 1)	Overview: Use	contexts.	Syllabus outco			
		7	ш	ler			

without	
Week 9	
n a table of value	
Week 5         Week 6         Week 7         Week 8         Week 9         We           Unit title: Graphs of Practical Situations (Ch 9)         Overview: Constructs and sketches a graph from a table of values both with and without technology.           Syllabus outcomes: MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10	
Week 5 Week 6 Week 7  Init title: Graphs of Practical Situations (Ch 9)  Nerview: Constructs and sketches a graph fror echnology.  yllabus outcomes: MS1-12-1, MS1-12-6, MS1-3	
Week 5 Unit title: Gral Overview: Con technology. Syllabus outco	
Veek 3 Week 4 Trial HSC Examination	
Week 3 Trial HSCE	
Unit title: Further Scale Drawing (Ch 7) Overview: Interpret and use scale drawings and use similarity in solutions to practical problems involving measurement. Syllabus outcomes: MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-	
Unit title: Further Scale Drawing (Ch 7) Overview: Interpret and use scale drawings and use similarity in solutions to practical problems involving measurement. Syllabus outcomes: MS1-12-	OT
Term 3	



### THS ASSESSMENT SCHEDULE Mathematics Standard 2 – Year 12 2023



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



## THS SCOPE AND SEQUENCE Mathematics Standard 2 – Year 12 2023



	Week 1	Week 1 Week 2	Week 3	Week 4	Week 5	Week 5 Week 6	Week 7	Week 7 Week 8	Week 9	Week 10 Week 11	Week 11
	Unit title: Budgeting and	ing and	Unit title: Network Concepts (Ch 2)	ork Concepts (C	12)		Unit title: Non-	Unit title: Non-Right-Angled Trigonometry (Ch 4)	gonometry (Ch 4		
	Household Expenses (C12-Yr 11)	ses (C12-Yr 11)	Overview: Identify and use network terminology and to solve	ify and use netw	ork terminology	and to solve	Overview: Solve	Overview: Solve problems involving right-angled and non-right-angled triangles	ing right-angled	and non-right-ar	Igled triangles
t u	Overview: Appropriate tools	opriate tools	problems involving networks	ing networks			in a variety of contexts	ontexts	)	)	)
uu	are used to model relevant	del relevant	Syllabus outcom	ies: MS2 12 8, M	Syllabus outcomes: MS2 12 8, MS2 12 9, MS2 12 10	10	Syllahiis outcon	Syllabils outcomes. MS2 12 3 MS2 12 4 MS2 12 9 MS2 12 10	C1 C2M D C1 C2	9 MS2 12 10	
϶T	financial situations.	ons.	•				of the second se	103. 14104 ±4 0, 141	32 15 T, INI32 15	J, 18132 12 10	
	Syllabus outcomes: MS 11 2,	nes: MS 11 2,									
	MS 11 5, MS 11 6, MS 11 9,	6, MS 11 9,									
	MS 11 10										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 Week 11	Week 11
		Unit title: Invest	Unit title: Investments and Loans (Ch 3)	(ch 3)	Unit title: Simult	Unit title: Simultaneous Linear Equations (Ch 5)	quations (Ch 5)	Unit title: Non-Linear Relationships (Ch 8)	inear Relations	rips (Ch 8)	
τ		Overview: Calcul	Overview: Calculate and compare the value of	the value of	Overview: Solve	Overview: Solve problems that involve	nvolve	Overview: Use q	Overview: Use quadratic, exponential and reciprocal models to	ential and recipr	ocal models to
w		different types o	different types of investments, including	cluding	determining and	determining and interpreting the point of	e point of	solve problems			
eri		shares, and to ga	shares, and to gain an understanding of	ling of	intersection of t	intersection of two straight-line graphs,	graphs,	Syllabus outcomes: MS2 12 1, MS2 12 6, MS2 12 9, MS2 12 10	ies: MS2 12 1, M	S2 12 6, MS2 12	9, MS2 12 10
T		sucol equeled paintings	loans	)	including the br	including the break-even point			•		
		Cullabine purteem	C 104113	7170 0467	Syllabus outcon	Syllabus outcomes: MS2 12 1, MS2 12 6, MS2	IS2 12 6, MS2				
		Syllabus outcoin	Syllabus outcomes, M3z 12 3, M3z 12 3, M3z	2 12 3, 10132	12 9, MS2 12 10	0					
		12 10									

5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit 1	title: Critical	Unit title: Critical Path Analysis (Ch 10)	(01		Unit title: Rates and Ratio (Ch 1)	and Ratio (Ch 1)		Unit title: Bivaria	Unit title: Bivariate Data Analysis (Ch 6)	h 6)
	view: Use crit	Overview: Use critical path analysis in the optimisation of real-life	n the optimisation	of real-life	Overview: Solve	Overview: Solve problems in practical contexts,	al contexts,	Overview: Use a v	Overview: Use a variety of methods for identifying,	for identifying,
problems	ems				including the inte	including the interpretation of scale drawings	drawings	analysing and des	analysing and describing associations between pairs	s between pairs
	ous outcomes	Syllabus outcomes: MS2 12 8, MS2 12 9, MS2 12 10	2 9, MS2 12 10		Syllabus outcome	Syllabus outcomes: MS2 12 3, MS2 12 4, MS2 12 9,	12 4, MS2 12 9,	of numerical variables	ples	
					MS2 12 10			Syllabus outcome	Syllabus outcomes: MS2 12 2, MS2 12 7, MS2 12 9,	27, MS2 129,
								MS2 12 10		

k 9 Week 10								
Week 8 Week 9	Revision							
Week 7								
Week 6	ities (Ch 7)	rstanding	annuities, the processes by which	d ways of	value as an		ies: MS2 12 5,	12 10
Week 5	Unit title: Annuities (Ch 7)	Overview: Understanding	annuities, the pr	they accrue, and ways of	optimising their value as an	investment	Syllabus outcomes: MS2 12 5,	MS2 12 9, MS2 12 10
Week 4	Trial HSC Examination							
Week 3	Trial HSC E							
Week 2	ormal	(6	rstand the	e normal		les: MS2 12 2,	12 9, MS2 12 10	
Week 1	Unit title: The Normal	Distribution (Ch 9)	Overview: Understand the	properties of the normal	distribution	Syllabus outcomes: MS2 12 2,	MS2 12 7, MS2 12 9, MS2 12 10	
			٤١	uua	T			



### THS ASSESSMENT SCHEDULE Music 1 – Year 12 2023



	Task 1	Task 2	Task 3	Task 4	
	Elective 1	Composition	Core Performance	Trial HSC Examination	
	Topic 1 which may be a	Musicology Aural	and Elective 2 Topic 3		
	performance,	Compositional	Presentation of core		
	musicology viva voce	activities representing	performance and		
	or composition with process diary	Topics 1 and 2 Viva voce on current	Elective 2, which may be a performance,		
	process diary	topic supported with	musicology viva voce		
		detailed aural analyses	or composition with		
			process diary		
	Term 4 Week 8	Term 1 Week 6	Term 2 Week 4	Term 3 Weeks 3/4	
	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	
	H1*, H2*, H3*, H4*,		H1, H2, H3*, H4*, H5*,	H1*, H2*, H3*, H4*,	
	H5*, H6*, H7*, H8*	H8	H6*, H7*, H8*	H5*, H6*, H7*, H8*	
Component			*		Weighting %
Performance			10	~ =	10
Composition		10			10
		10			10
Musicology		-			
ividsicology		10			10
		10			
Aural		10		15	25
		~~			
					, , , , , , , , , , , , , , , , , , ,
Electives	15		15	15	45
Total %	15	30	25	30	100



### THS SCOPE AND SEQUENCE Music 1 – Year 12 2023



Week 1 Unit title: Top	Week 1   Week 2   Unit title: Topic 1: Jazz Music	Week 3	Week 4	Week 5	Week 5 Week 6	Week 7	Week 8	Week 8   Week 9   Week 10   Week 11	Week 10	Week 11
Overview: In t music, the mu	Overview: In this unit, students explore the music of a group, a music, the music of a jazz composer.	ts explore the n iposer.	nusic of a group	, a style, innov	ations, the mus	ic of a solo per	former, the role	style, innovations, the music of a solo performer, the role of improvisation, technology in jazz	n, technology i	n jazz
Syllabus outco tasks)	Syllabus outcomes: $\mathrm{H1}^*$ , $\mathrm{H2}^*$ , $\mathrm{H3}^*$ , $\mathrm{H4}^*$ , $\mathrm{H5}^*$ , $\mathrm{H6}^*$ , $\mathrm{H7}^*$ , $\mathrm{H8}^*$ tasks)	Н3*, Н4*, Н5*,	, Н6*, Н7*, Н8*	*_	options select	ed by each stuc	lent will determ	the elective options selected by each student will determine which outcomes are assessed in these	mes are assess	ed in these

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 6 Week 7	Week 8	Week 9	Week 10	Week 11
T	Unit title: Top	Unit title: Topic 2: Medieval Music	Music								
mı	Overview: In t	his unit, studen	ts examine sacr	ed and secular	medieval musio	c, examine the	transition from	Overview: In this unit, students examine sacred and secular medieval music, examine the transition from monophony to polyphony, study the development of	polyphony, stu	dy the develop	ment of
∍T	notation and s	notation and study the music and innovations of significant composers, theorists and treatises.	and innovation	s of significant	composers, the	orists and trea	tises.				
	Syllabus outco	Syllabus outcomes: H2, H3, H4, H5, H6, H7, H8	4, H5, H6, H7, H	8							

Week 1	Unit title		learn rei	2019	tasks)
ik1	le: Topic	w: In this	pertoire	s outcom	
Week 2	3: An Instrumer	unit, students i	for solo or grou	es: H1, H2, H3*,	
Week 3	Unit title: Topic 3: An Instrument and its repertoire	Overview: In this unit, students investigate an instrument or voice, exploring the idiomatic devices in solo and ensemble contexts of chosen performing media, and	learn repertoire for solo or group performance.	Syllabus outcomes: H1, H2, H3*, H4*, H5*, H6*, H7*, H8* (* the elective options selected by each student will determine which outcomes are assessed in these	
Week 4	ire	trument or voice		47*, H8* (* the e	
Week 5		, exploring the ic		lective options s	
Week 6		liomatic devices		elected by each s	
Week 7		in solo and ensen		student will deter	
Week 8		nble contexts of		mine which out	
Week 9		chosen perform		comes are asses	
Week 10		ing media, and		sed in these	

0	
Week 10	
Week 9	
Week 8	HSC Examination Preparation
Week 7	HSC Examinati
Week 6	,
Week 5	
Week 4	Irial HSC Examination
Week 3	Trial HSC E
Week 2	Revision
Week 1	Revi
	E mraT



### THS ASSESSMENT SCHEDULE Personal Development, Health and Physical Education (PDHPE) – Year 12 2023



	Task 1	Task 2	Task 3	Task 4	
	Core 2: Factors Affecting Performance Take Home Research Task & In class task	Option 4: Improving Performance Report and In Class task	Core 1: Health Priorities in Australia In Class Test	Trial HSC Examination	
	Term 4 Week 8	Term 1 Week 7	Term 2 Week 6	Term 3 Weeks 3/4	
Component	Outcomes Assessed: H7, H8, H9, H17	Outcomes Assessed: H7, H8, H16, H17	Outcomes Assessed: H1, H2, H3, H14, H15	Outcomes Assessed: H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17	Weighting %
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysis and Communicating	15	10	15	20	60
Total %	25	20	25	30	100



## THS SCOPE AND SEQUENCE

# Personal Development, Health and Physical Education (PDHPE) – Year 12 2023

Week 11					
Week 9   Week 10   Week 11	Unit title: Option 4: Improving				
Week 9	Unit title: Opti	Performance			
Week 8		Illy analyse	and recovery		
Week 7		ice. They critica	the contributions of psychology, nutrition and recovery		
Week 6		s of performan	tions of psycho		
Week 5		chological base	te the contribu		
Week 4	ance	Overview: In this unit, students explore the physical and psychological bases of performance. They critically analyse	approaches to training and skills development and investigate		16, H17
Week 3	ecting Perform	its explore the p	cills developme		9, H10, H11, H1
Week 2	Unit title: Core 2: Factors Affecting Performance	his unit, studen	training and sk	erformance.	Syllabus outcomes: H7, H8, H9, H10, H11, H16, H17
Week 1	Unit title: Cor	Overview: In t	approaches to	strategies to performance.	Syllabus outco
	t	w.	Ter		

Week 11						
Week 8   Week 9   Week 10   Week 11	Unit title: Core 1: Health Priorities in Australia					
Week 9	1: Health Pric					
Week 8	Unit title: Core					
Week 7		þ	ds and look at	rformance		
Week 6 Week 7		preparation an	training metho	planning on pe	also examined.	
Week 5		e physiological	se a variety of	. The effects of	rformance are	
Week 4	Continued	pproaches to th	ience and analy	ig performance	ing athlete's pe	7
Week 3	g Performance	ts investigate a	dents will exper	ods to improvin	ating to improv	9, Н10, Н16, Н1
Week 2	Unit title: Option 4: Improving Performance Continued	Overview: In this unit, students investigate approaches to the physiological preparation and	development of athletes. Students will experience and analyse a variety of training methods and look at	the application of these methods to improving performance. The effects of planning on performance	and ethical considerations relating to improving athlete's performance are also examined.	Syllabus outcomes: H7, H8, H9, H10, H16, H17
Week 1	Unit title: Opti	Overview: In the	development c	the application	and ethical cor	Syllabus outco
		Ţι	ula	T		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit title: Core	Unit title: Core 1: Health Priorities in Australia	es in Australia					Unit title: Sports Medicine	s Medicine	
	Overview: This	unit examines the	e health status o	f Australians and	l investigate:	Overview: This unit examines the health status of Australians and investigates, in depth, the current health	nt health	Overview: This L	Overview: This unit is concerned with the	with the
7 u	priority issues ir	n Australia. Stude	nts identify and	justify the choic	e of priority	priority issues in Australia. Students identify and justify the choice of priority issues and examine the roles that	ne roles that	specific issues o	specific issues of prevention, assessment,	essment,
eku	the health syste	the health system and promotion play in achieving better health for all Australians.	n play in achievii	ng better health	for all Austra	ilians.		management of	management of and recovery from sports	m sports
T	Syllabus Outcon	Syllabus Outcomes: H1, H2, H3, H4, H5, H14, H15, H16	44, H5, H14, H15	5, H16				injury. Students	injury. Students examine how the extent and	e extent and
								intensity of spor	intensity of sports participation relates to the	elates to the
								incidence of sports.	orts.	
								Syllabus outcom	Syllabus outcomes: H8, H13, H16, H17	, H17

01	
Week 10	
Week 9	
Week 8	Catch up/ Revision/ Past papers
Week 7	Catch up/ Revisi
Week 6	
Week 5	
Week 4	camination
Week 3	Trial HSC Examination
Week 2	s Medicine
Week 1	Unit title: Sports Medicine (Cont)
	Term 3



### THS ASSESSMENT SCHEDULE **Physics – Year 12 2023**



	Task 1	Task 2	Task 3	Task 4	
	Performing and reporting a first-hand investigation Projectile motion	Practical Task and real world applications Transformers	Depth Study Practical task and Secondary Sources Investigations' Polarisation.	Trial HSC Examination	
	Term 4 Week 8	Term 1 Week 7	Term 2 Week 4	Term 3 Weeks 3/4	
Component	Outcomes Assessed PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12	Outcomes Assessed PH11/12-1 PH11/12-2 PH11/12-5 PH12-13	Outcomes Assessed PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-7 PH12-14	Outcomes Assessed PH11/12-2 PH11/12-4 PH11/12-5 PH11/12-6 PH12-12; PH12-13 PH12-14; PH12-15	Weighting %
Knowledge and understanding	5	5	10	20	40
Skills in working scientifically	15	15	20	10	60
Total %	20	20	30	30	100



### THS SCOPE AND SEQUENCE Physics — Year 12 2023



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
t	Module 5: Ad	Module 5: Advanced Mechanics	nics								
u	Overview: Stu	dents develop	Overview: Students develop an understanding that all forms	ig that all forms	of complex mo	tion can be ur	iderstood by an	of complex motion can be understood by analysing the forces acting on a system.	es acting on a s	ystem.	
ЭТ	Syllabus outco	omes: PH11/12	syllabus outcomes: PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11/12-12	PH11/12-6, PH1	1/12-7, PH11/1	2-12					
	Depth Study 1: 5 hours	1: 5 hours									

Week 11		es students		
Week 10		ic fields provid		
Week 9		tric and magnet		
Week 8		and differences in the interactions of single charges in electric and magnetic fields provides students		
Week 7		actions of single		.3
Week 6		ces in the intera		yllabus outcomes: PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-13
Week 5		es and differen		.1/12-4, PH11/
Week 4		ng the similariti	Ф	PH11/12-3, PH1
Week 3		an understandii	for this modul	1, PH11/12-2, F
Week 2	Module 6: Electromagnetism	Overview: Students develop an understanding the similarities an	with a conceptual foundation for this module	mes: PH11/12-
Week 1	Module 6: Ele	Overview: Stu	with a concept	Syllabus outco
	T	uli	ĐΤ	

Mo. Ove	Week 1   Module 7: The National Overview: Student nature of matter.	Week 1Week 2Week 3Week 4Module 7: The Nature of LightOverview: Students learn how physicists, including Newton and nature of matter.	Week 3	Week 4	Week 5	Week 6	Week 5         Week 7         Week 8         Week 9         Week           Maxwell, developed theories and models about mechanics, electricity and magnetism and the	Week 8 chanics, electriciti	Week 9	Week 10
<u> </u>	Syllabus outcomes: PH Depth Study 2: 10 hours	Syllabus outcomes: PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-7, PH11/12-14 <b>Depth Study 2:</b> 10 hours	H11/12-2, PH11,	/12-3, PH11/12- <sup>2</sup>	1, РН11/12-7, РН	11/12-14				

1										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
81	Unit title: Module 8: From	ule 8: From	Trial HSC Examination	amination	Unit title: Mode	ule 8: From the L	Unit title: Module 8: From the Universe to the Atom (Cont)	tom (Cont)		
uui	the Universe to the Atom	the Atom			Overview: Stude	ents learn about	discoveries revol	Overview: Students learn about discoveries revolutionised the accepted understanding of the	epted understar	ding of the
Ξ					nature of matte	nature of matter on an atomic scale.	cale.			
					Syllabus outcon	nes: PH11/12-5, I	РН11/12-6, РН11	Syllabus outcomes: PH11/12-5, PH11/12-6, PH11/12-7, PH11/12-15	.5	



### THS ASSESSMENT SCHEDULE Visual Art – Year 12 2023



	Task 1	Task 2	Task 3	Task 4	
	Body of Work 1 The Proposal Students decide on their area of practice/themes and begin to show exploration with the media and artists who influence their work	Essay  Investigate how artists have explored ideas about identity in their artworks	Body of Work 2 The Development Students provide evidence of a sustained Body of Work and diary with a clear concept and layers of meaning. Resolution is beginning to be resolved with evidence of experimentation and development is	Trial HSC Examination	
	Term 4 Week 7	Term 1 Week 8	sustained Term 2 Week 8	Term 3 Weeks 4/5	
	Outcomes Assessed H1, H3, H4	Outcomes Assessed H8; H9, H10	Outcomes Assessed H2, H5, H6	Outcomes Assessed H7, H8, H9, H10	
Component					Weighting %
Artmaking	20		30		50
Art criticism and history		30		20	50
Total %	20	30	30	20	100



## THS SCOPE AND SEQUENCE Visual Art – Year 12 2023



Meek 5 Week 6 Week 7  nt  ough art history. Students will study the key rt to experiment with different mediums and ing - subject matter, method and materials. Cumented forms, photomedia, time-based	Neek 3Week 4Week 5Identity + Body of Work Developmentof aesthetics and the human figure through art Ience their body of work. They will start to expee expected to commence brainstorming - subje, sculpture, painting, printmaking, documented18, H9, H10	slopmei gure thr will sta nstormi
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erm 1	Unit title: Case Study 3 – Stu Overview: Students choose a	Jnit title: Case Study 3 – Student Centred + Body of Work Development  Overview: Students choose an artist from the list to research using the booklet	Development h using the bookle	t essay structure and	and writing deven	opment, will participate in	1 : : : : : : : : : : : : : : : : : : :			
GLU	Overview: Students choose a	an artist from the list to researd	h using the bookle	t essay structure	>	poment, will partic	Land of the land of the land			
Э							ipate in individual and g	and group work	shops in media.	
1	Syllabus outcomes: H1, H2, H	syllabus outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10								

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
7	Unit title: Case Stu	Unit title: Case Study 4- Technology in Art + Body of Work Development	Art + Body of Work D	evelopment		Unit title: Case Stu	Unit title: Case Study 5- Art and War + Body of Work Development	<b>Body of Work Develo</b>	opment	
w.	Overview: This unit	Overview: This unit explores the artmaking practice of several artists through the use of	ing practice of severa	al artists through the	use of	Overview: This uni	Overview: This unit explores the artmaking practice of several artists in response to events of	ing practice of sever	al artists in response	to events of
ıə.	technology in art.					WAR and the critic	WAR and the critical and historical role played by the Australian war artist scheme in	played by the Austra	lian war artist schen	ne in
L	Students continue	Students continue their individual work on their Body of Work.	on their Body of Woı	ᆦ.		documenting our c	documenting our cultural involvement in warfare around the world.	n warfare around the	world.	
	Syllabus outcomes:	Syllabus outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	н6, н7, н8, н9, н10			Syllabus outcomes	Syllabus outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	н6, н7, н8, н9, н10		

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
title: Revisio	Unit title: Revision for Examinations	Trial HSC Examination	amination	Unit title: Body of	Init title: Body of Work Completion	Unit title: Revisio	Unit title: Revision of all Case Studies in preparation for HSC Examination	in preparation for H	<b>4SC Examination</b>
lents continue	students continue their individual			and Submission	mission				
work on their Body of Work.	ty of Work.	Note: Trial HSC VA will be in	VA will be in	Syllabus outcomes: H1, H2, H3, H4,	H1, H2, H3, H4,				
bus outcome	syllabus outcomes: H1, H2, H3, H4,	Weeks 4/5	s 4/5	Н5, Н6					
Н5, Н6, Н7, Н8, Н9, Н10	9, H10								



### THS ASSESSMENT SCHEDULE Work Studies - Year 12 2023



	Task 1	Task 2	Task 3	
	Research Task  Module 3: Workplace Communication + Module 4: Teamwork and Enterprise Skills	Log Book & Portfolio Module 5: Managing Work and Life Commitments + Module 10: Experiencing Work	Examination  Module 6: Personal Finance	
	Term 4 Week 10	Term 2 Week 9	Term 3 Week 3/4	
	Outcomes Assessed 1,2,5,9	Outcomes Assessed 3,4,6,7	Outcomes Assessed 2,3,6,7	
Component				Weighting %
Knowledge and understanding	10	10	10	30
Skills	15	40	15	70
Total %	25	50	25	100



## THS SCOPE AND SEQUENCE Work Studies — Year 12 2023



Week 11 Overview: This module focuses on providing students with knowledge of the different types of communication in the workplace and with skills to apply them Week 10 Week 9 effectively. This module analyses the attributes of enterprising people and examines how individuals should contribute to teams. Week 8 Week 7 Unit title: Module 3: Workplace Communication + Module 4: Teamwork and Enterprise Skills Week 6 Week 5 Week 4 Week 3 Syllabus outcomes: 1, 2, 3, 5, 6, 7, 8, 9 Term 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 Week 7		Week 8	Week 9 Week 10 Week 11	Week 10	Week 11
	Unit title: Mc	odule 5: Manag	Unit title: Module 5: Managing Work and Life Commitments + Module 10 Experiencing Work	ife Commitmen	ts + Module 10	Experiencing \	Nork				
Ţ	Overview: Thi	s module focus	Overview: This module focuses on assisting students to analyse	tudents to anal	se those facto	those factors that affect work-life balance and to make decisions that help them to get the balance	ork-life balanc	e and to make o	decisions that h	elp them to ge	t the balance
ııı	right. They sho	ould develop a	right. They should develop a clear idea of the positive and negative influences on working lives. This module focuses on providing students with actual experiences	positive and ne	gative influenc	ses on working	lives. This mod	ule focuses on	providing stude	ents with actua	l experiences
T	in the workpla	ace. It aims to b	in the workplace. It aims to build on prior learning in the Work Studies syllabus core and other elective modules.	irning in the Wo	rk Studies sylla	bus core and or	ther elective m	odules.			
	Syllabus outco	Syllabus outcomes: 1, 2, 3, 4, 5, 7, 8, 9	5, 7, 8, 9								

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
7	Unit title: Mode	Unit title: Module 6: Personal Finance + Module 10: Experiencing Work	nance + Module	10: Experiencin	g Work					
, w	Overview: This r	Overview: This module focuses on assisting students to successfully manage their finances after obtaining a job. This module focuses on providing students with	n assisting stude	nts to successful	ly manage their	finances after ok	staining a job. Th	is module focuse	s on providing st	udents with
er.	actual experienc	actual experiences in the workplace. It aims to build on prior learning in the Work Studies syllabus core and other elective modules.	ice. It aims to bu	ild on prior learr	ing in the Work	Studies syllabus	core and other e	lective modules.		
L	Syllabus outcom	Syllabus outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9	, 7, 8, 9							

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
8	Unit title: Mod	title: Module 9: Team	HSC Trial Examinati	on	Unit title: Modu	Unit title: Module 9: Team Enterprise Project (Cont)	rprise Project (C	ont)		
w	Enterprise Proj	ect			Overview: In thi	is module studen	its apply initiative	Overview: In this module students apply initiative, enterprise and teamwork skills in the	teamwork skills	in the
Ter					completion of a	group project. It	t should replicate	completion of a group project. It should replicate situations that are likely to occur in the	re likely to occui	r in the
L					workplace.					
					Syllabus outcon	Syllabus outcomes: 2, 5, 6, 7, 8, 9	6			



### THS ASSESSMENT SCHEDULE Vocational Courses – Year 12 2023



Construction (VET)
Hospitality (VET)
Primary Industries (VET)
Sports Coaching (VET)

Students who study VET Framework Courses gain credit towards the HSC and national vocational qualifications under the Australian Qualifications Framework (AQF) through the achievement of competencies. These do not all contribute to an ATAR. Only one Category B Subject can be used in the calculation of an ATAR.

### **Competency Based Assessment**

These are activity based and practical and relate to the achievement of standards. Students are assessed as having achieved or not yet having achieved a particular competence. These will be assessed by:

- Gathering evidence about a student's performance. This is ideally completed by direct observation in the workplace or by simulation of the workplace. Evidence is also gathered by traditional assessment tools such as written tests and assignments.
- Identifying performance criteria that can be used to judge whether a student is performing to the required standard.
- Measuring that evidence against performance criteria

### Various strategies may be used:

- Practical situations
- Practical exams
- Written work
- On the job training
- Assignments
- Verbal / discussion
- Case studies
- Role play
- Short answers
- Examinations
- Portfolio
- Work journal

The HSC examination is independent of the competency-based assessment and has no effect on student eligibility for AQF qualifications.

### **Reporting Student Progress**

The individual student log book is the main tool used to record and report student progress. As well, parents will receive a competency-based report each half year. The school also provides parents with access to teachers at information sessions, parent / teacher interviews and any other arranged times.

### **Frequency of Assessment**

These subjects may be assessed in Trial examinations. The class teacher will advise students not less than 2 weeks prior to the date.

It is envisaged that students will be allowed more than one opportunity to show competency if necessary; recognising that achievement of competency is developmental and can occur at different times during the course.

### Appeals

Students may challenge assessment decisions on the following grounds:

- Whether fair and reasonable opportunities have been provided to demonstrate competency
- Adequate advance notice given of assessment.

Students should discuss their grievance with the assessor in the first instance. If agreement is not reached, then the appeal may be lodged.

- The appeal will be considered by an independent person or panel appointed by the school Principal or their nominee.
- Complaints about the delivery of training, quality of instruction or the outcome of an assessment should be directed to the school Principal in the first instance.
- Where a resolution cannot be found, a formal complaint can be lodged with the Registered Training Organisation – Wagga Wagga District Office.
- The appeal will be then considered by the RTO Executive Committee consisting of the District Superintendent, Chief Education Officer, District Vocational Education consultant and two nominated principal representatives.
- The RTO executive will consider the appeal on the basis of the schools assessment process only.
- If resolution cannot be found, a formal complaint can be lodged.

### **Recognition of Prior Learning**

Some students who are studying VET courses in Year 11 and 12 may have RPL granted for skills they have previously learnt. Students seeking RPL will have their situation assessed in each module by suitably qualified staff, usually the class teacher.