



# **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  
Ian 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 <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment>

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## ELIGIBILITY

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

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

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

### Pattern of Study

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

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

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

## HIGHER SCHOOL CERTIFICATE 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 <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>.





### 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](http://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.

### 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. <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

### 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 NESAs 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 NESAs 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 MUST** 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 NESAs.
  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.*

9. 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 provide a doctor's certificate if your absence was due to illness AND you must complete an illness/misadventure form and submit it to the Head Teacher on the day you return to school.

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

You should advise your teacher of your absence in advance. 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.*



## ILLNESS/MISADVENTURE - REQUEST FORM

### STUDENT SECTION

Student name:		Year:	Date:
Course name:	Teacher:	Already completed the task? <b>Yes / No</b>	
Task name and number:		Original due date:	
<i>The subject teacher was notified of the illness/misadventure on (complete below):</i>			
Date:	Time:	By:	
Reason(s) for appeal:			
What are you requesting? E.g. extension, alternate date to complete task, no penalty, resubmission, etc.			
Medical certificates or supporting statements have been attached from:			
Student signature:		Parent/Carer signature:	

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

### SCHOOL SECTION

<b>Head Teacher Decision</b>	<input type="checkbox"/> <b>Approved</b>	<input type="checkbox"/> Extension - new due date: ...../...../.....	<input type="checkbox"/> Average of past assessments
	<input type="checkbox"/> <b>Not approved</b>	<input type="checkbox"/> Reduced late penalty <input type="checkbox"/> Alternate task <input type="checkbox"/> Resubmission	<input type="checkbox"/> Accept task but zero marks <input type="checkbox"/> Other .....
<input type="checkbox"/> Do not accept task, resubmission required			
Head Teacher comment, if required:			
Head Teacher signature ...../...../.....	Deputy Principal/Principal signature ...../...../.....	Student signature ...../...../.....	

### TEAR OFF SLIP - To be returned to the student

Student name:	Course:	Teacher:
Task name:	Illness/Misadventure Appeal Decision: <b>APPROVED / NOT APPROVED</b>	
HT Notes:		
HT Signature:	Date:	





## 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 SECTION

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

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

### SCHOOL SECTION

Head Teacher Decision	<input type="checkbox"/> <b>Approved</b>	<input type="checkbox"/> Mark reviewed	<input type="checkbox"/> Mark remains same
	<input type="checkbox"/> <b>Not approved</b>	<input type="checkbox"/> Insufficient evidence or reasoning	<input type="checkbox"/> Mark changed to .....
Head Teacher comment, if required:			
Head Teacher signature ...../...../.....	Deputy Principal/Principal signature ...../...../.....	Student signature ...../...../.....	

### TEAR OFF SLIP - To be returned to the student

Student name:	Course:	Teacher:
Task name:	Review of Mark/s Request Outcome: <b>APPROVED / NOT APPROVED</b>	
HT Notes:		
HT Signature:	Date:	



## ASSESSMENT TASK EXTENSION - REQUEST FORM

### STUDENT SECTION

Student name:		Year:	Date:
Course name:	Teacher:		
Task name and number:		Original due date:	
<i>The subject teacher was notified of this request for an extension on (complete below):</i>			
Date:	Time:	By:	
Reason(s) for extension request (detail below):			
Medical certificates, Statutory Declaration and/or supporting statements have been attached from:			
Student signature:		Parent/Carer signature:	

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

### SCHOOL SECTION

Head Teacher Decision	<input type="checkbox"/> <b>Approved</b>		<input type="checkbox"/> Extension granted - new due date: ...../...../.....	
	<input type="checkbox"/> <b>Not approved</b>		<input type="checkbox"/> Extension not granted, insufficient evidence or reasoning	
Head Teacher comment, if required:				
Head Teacher signature		Deputy Principal/Principal signature		Student signature
...../...../.....		...../...../.....		...../...../.....

### TEAR OFF SLIP - To be returned to the student

Student name:		Course:	Teacher:
Task name:		<b>Extension Request Decision: APPROVED / NOT APPROVED</b>	
HT Notes:			
HT Signature:			Date:

## 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?
- How is the author writing about the topic? For example, does the author refer to statistics or survey material? Is the writing mainly theoretical? Does it discuss a theoretical position(s) or ideas? Does it argue for particular way of working or thinking? Is it a text, which includes practical strategies? Does it discuss legislation and its impact on people?
- Why does it seem that the author wrote the text? For example is s/he trying to persuade the reader of a particular theoretical standpoint because s/he believes it is the most useful? Is the author trying to persuade the reader of a particular way of working because s/he believes it is the most useful? Is the author criticising a piece of legislation to point out the inadequacy of it?

#### Example A

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

#### Example B

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

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



## In text citation guidelines

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

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

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

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

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

### Some other points:

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

### Abbreviations to note:

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

## BIBLIOGRAPHY SETTING OUT

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

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

Type of Text	Layout	Example
<b>Book</b>	Author's surname, Author's first name initial. Date of publication, <i>Title</i> . Publisher, Place of publication.	Dyer, A. 2007, <i>Space</i> . Five Mile Press, Melbourne.
	For books with one author:	Meiggs, R. 1997, <i>The Athenian Empire</i> , Clarendon Press, Oxford.
	For books with two authors:	Townsend, S. and Young, C. 2003, <i>A World of Recipes: Vietnam</i> , Heinemann Library, Oxford.
	For books with more than three authors:	Kenworthy, Gary. et al. 1996, <i>Examining the Evidence: History, Archaeology and Science</i> , Jacaranda Press, Milton, Qld.
	For books with no author but an editor:	Healey, K. (ed.) 1993, <i>Human Rights</i> , Spinney Press, Wentworth Falls, NSW.
	<b>Encyclopaedia</b>	<i>Title of encyclopaedia</i> . Date. Volume. Publisher, Place of publication. Page numbers.
<b>Periodical (magazine)</b>	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.
<b>Newspaper article (no author named)</b>	'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.

<p><b>Internet site</b></p> <p><i>Note: if no date of placement on the internet for site is given, write n.d. (i.e. no date)</i></p>	<p>Author/Source, Year put on the web, <i>Title of page, URL (accessed &lt;date&gt;)</i></p>	<p>Board of Studies, 1997, <i>Guidelines for the new Senior English Syllabus</i>, <a href="http://boardofstudies.com.au">http://boardofstudies.com.au</a> (accessed 12 September 2006)</p>
<p><b>Personal Email</b></p>	<p>Name of sender, email address of sender, subject, date of post, date read.</p>	<p>Andrec, M. andrec@glyco.chem.yale.edu 'New England School of Bandura', 18 April, 2005, personal email 19<sup>th</sup> April, 2005.</p>
<p><b>Book - Corporate Author</b></p>	<p>Corporate authorship occurs when, for example, a society, association, institution, firm, government department or other corporate body is responsible for the writing of the work.</p>	<p>Criminal Justice Commission 2004, <u>Statement of Affairs</u>, Toowoong, QLD.</p>
<p><b>Audio Visual: Video Recordings</b></p>	<p>Author given: Author or director/producer, year of production, <i>Title</i> (format e.g. sound recording), production company, place of production.  No author given: Write 'no date' instead of giving the year of publication as example above.  Television program</p>	<p>Ash, Eve, 1988, <i>Contraception : Ready or Not</i> (video recording) Seven Dimensions, Geelong, Victoria.  <i>The migrant experience: Are you fair dinkum?</i>, (video), no date, Film Australia, Lindfield, N.S.W.  <i>Simpsons, The</i> (video recording) 15 July 1993, Ten Television.</p>
<p><b>Electronic Media (similar to audio visual items)</b></p>		<p>Farmer, E.L. 1994, 'Mao Tse-Tung', (CD ROM), <u>New Grolier Multimedia Encyclopedia</u>.</p>
<p><b>Periodical, journal or magazine articles</b></p>	<p>Note that different journals are numbered or dated in various ways, e.g. Vol. 7, No. 2 or Jan 1995, or 11 March 1994 No 1968. You will generally find these details on the front cover or the contents page.</p>	<p>e.g. Young, M. 1993, 'Ecotourism', <u>Issues</u>, No. 23, pp.2-7. e.g. Innocent, C. 1995, 'Sick Birds Give Quarantine the Slip', <u>Geo Australia</u>, Vol, 17, No. 2, pp. 24-33.</p>



## THS SCOPE AND SEQUENCE Year 12 Assessment Overview 2023

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

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

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

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Assessment Free		Trial HSC Exams		English Stud. Trial HSC Exam – Visual Art (TBA)					





## THS ASSESSMENT SCHEDULE Agriculture – Year 12 2023



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



## THS SCOPE AND SEQUENCE Agriculture – 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
<b>Term 4</b>	<p><b>Unit title: Farm Product Study</b>            Overview: Students examine the marketing and processing of a product in terms of its quality and quantity and undertake a specific farm product study.            Syllabus outcomes: H3.1, H3.2, H3.3, H3.4</p>										
<b>Term 1</b>	<p><b>Week 1</b>   <b>Week 2</b>   <b>Week 3</b>   <b>Week 4</b>   <b>Week 5</b>   <b>Week 6</b>   <b>Week 7</b>   <b>Week 8</b>   <b>Week 9</b>   <b>Week 10</b>   <b>Week 11</b></p> <p><b>Unit title: Plant Production Systems</b>            Overview: Students examine the ways farmers manage and manipulate soil resources, water resources and the processes controlling plant growth and development, to maximise outputs.            Syllabus outcomes: H1.1, H2.1, H3.4, H4.1</p>										
<b>Term 2</b>	<p><b>Week 1</b>   <b>Week 2</b>   <b>Week 3</b>   <b>Week 4</b>   <b>Week 5</b>   <b>Week 6</b>   <b>Week 7</b>   <b>Week 8</b>   <b>Week 9</b>   <b>Week 10</b></p> <p><b>Unit title: Animal Production Systems</b>            Overview: Students examine the ways in which farmers manage animals to maximise outputs.            Syllabus outcomes: H2.2, H3.4, H4.1, H5.1</p>										
<b>Term 3</b>	<p><b>Week 1</b>   <b>Week 2</b></p> <p><b>Unit title: Elective: Farming for the 21st Century</b></p>		<p><b>Week 3</b>   <b>Week 4</b></p> <p>Trial HSC Examination</p>		<p><b>Week 5</b>   <b>Week 6</b></p> <p><b>Unit title: Elective: Farming for the 21st Century</b>            Overview: The aim of this elective is to introduce students to the range of developing technologies and for students to appreciate their impact on agriculture.            Syllabus outcomes: H3.3</p>		<p><b>Week 7</b>   <b>Week 8</b></p>		<p><b>Week 9</b>   <b>Week 10</b></p>		



## THS ASSESSMENT SCHEDULE

### Ancient History – Year 12 2023



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Core Study 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	
	<b>Outcomes Assessed</b> AH12-1, AH12-2, AH12-5, AH12-6, AH12-10	<b>Outcomes Assessed</b> AH12-4, AH12-5, AH12-6, AH12-9	<b>Outcomes Assessed</b> AH12-4, AH12-5, AH12-6, AH12-9	<b>Outcomes Assessed</b> AH12-1, AH12-2, AH12-3, AH12-4, AH12-6, AH12-7, AH12-8, AH12-9, AH12-10	
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
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>





## THS SCOPE AND SEQUENCE

### Ancient History – 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
<b>Term 4</b>	<p><b>Unit title: Core Study: The Cities of Vesuvius – Pompeii and Herculaneum</b>            Overview: An investigation of the range and nature of archaeological and written sources for the study of the cities of 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</p>										
<b>Term 1</b>	<p><b>Unit title: Ancient Societies: Spartan Society to the Battle of Leuctra 371BC</b>            Overview: The study of key features and issues of Spartan society through a range of archaeological and written sources and relevant historiographical issues.            Syllabus outcomes: AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9</p>										
<b>Term 2</b>	<p><b>Unit title: Historical Period: The Greek World (500-440 BC)</b>            Overview: An investigation of the archaeological and written sources for the Greek World 500–440 BC, examining the nature of power and authority, significant developments that shaped the historical period and relevant historiographical issues.            Syllabus outcomes: AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9</p>										
<b>Term 3</b>	<p><b>Unit title: Personalities in their Times: The Near East - Xerxes</b></p> <p><b>Unit title: Personalities in their Times: The Near East - Xerxes</b>            Overview: The study of Xerxes in the context of his time, developing an understanding through a range of archaeological and written sources and relevant historiographical issues.            Syllabus outcomes: AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9</p>										
<b>Examination Preparation and Revision</b>											



## THS ASSESSMENT SCHEDULE Biology – Year 12 2023



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





# THS SCOPE AND SEQUENCE

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





## THS ASSESSMENT SCHEDULE Chemistry – Year 12 2023



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



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





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



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Groups in Context Research Task	Parenting and Caring In-class Extended Response	Research Methodology Independent Research Project	HSC Trial Examination	
	Term 4 Week 8	Term 1 Week 5	Term 2 Week 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	
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
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>





## THS SCOPE AND SEQUENCE Community and Family Studies (CAFS) – 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
<b>Term 4</b>	<p><b>Unit title: Groups in Context</b>            Overview: This module builds upon students' knowledge and understanding acquired in the Preliminary course modules Resource Management and Individuals and Groups. Students explore FOUR specific groups within the community who may be experiencing inequities by examining the nature of the group, their specific needs and level of access to services.            Syllabus outcomes: H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2</p>										
<b>Term 1</b>	<p><b>Week 1</b>   <b>Week 2</b>   <b>Week 3</b>   <b>Week 4</b>   <b>Week 5</b>   <b>Week 6</b>   <b>Week 7</b>   <b>Week 8</b>   <b>Week 9</b>   <b>Week 10</b>   <b>Week 11</b></p> <p><b>Unit title: Parenting and Caring</b>            Overview: In this module, students develop their understanding of the types of parents and carers and how to best prepare for the role of a parent or carer in order to optimise the wellbeing of a dependant. Students are required to analyse factors affecting the parenting and caring role including characteristics of the dependant, personal and social influences, as well as parenting and caring styles.            Syllabus outcomes: H1.1, H2.1, H2.2, H2.3, H3.2, H3.4, H5.1, H5.2, H6.1</p>										
<b>Term 2</b>	<p><b>Week 1</b>   <b>Week 2</b>   <b>Week 3</b>   <b>Week 4</b>   <b>Week 5</b>   <b>Week 6</b>   <b>Week 7</b>   <b>Week 8</b>   <b>Week 9</b>   <b>Week 10</b></p> <p><b>Unit title: Research Methodology</b>            Overview: This module builds upon introductory research opportunities integrated throughout the Preliminary course. It focuses on the processes of inquiry and research, allowing students to pursue an area of interest in an Independent Research Project. The course is designed so that elements of the Independent Research Project can be facilitated with the teacher.            Syllabus outcomes: H4.1, H4.2</p>										
<b>Term 3</b>	<p><b>Week 1</b>   <b>Week 2</b>   <b>Week 3</b>   <b>Week 4</b>   <b>Week 5</b>   <b>Week 6</b>   <b>Week 7</b>   <b>Week 8</b>   <b>Week 9</b>   <b>Week 10</b></p> <p><b>Unit title: Social Impacts of Technology</b>            Overview: In this module, students examine perceptions of technology and investigate historical influences on the evolution of technology. Using this fundamental knowledge, students consider the potential benefit of technological developments while investigating the inequities of access experienced by some groups and the positive and negative impact of technological developments on families and in communities and the workplace.            Syllabus outcomes: H2.3, H3.4, H4.1, H4.2, H6.1</p> <p style="text-align: center;"><b>Unit title: Social Impacts of Technology (cont)</b></p>										



## THS ASSESSMENT SCHEDULE

### Dance – Year 12 2023

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Core Performance</b> 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	<b>Core Composition</b> <b>Core Appreciation</b> Presentation of composition as a work in progress. Submission of process diary and interview. Extended written responses relating to prescribed works - <i>Terrain</i> by Francis Rings & <i>Juliet and Romeo</i> by Mats Ek	<b>Major Study</b> Major Study presented as a work in progress. An interview and submission of process diary required to support the task.	<b>Core Performance, Core Composition &amp; Major Study</b> Practical presentation of completed Core Performance dance and Core Composition work and interviews  <b>Trial HSC Examination</b>	
	Term 4 Week 7	Term 1 Week 6	Term 2 Week 4	Term 2 Week 10 Term 3 Weeks 3/4	
Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed		
H1.1, H1.2; H2.1, H2.2	H1,2; H3.1; H3.2; H3.3; H4.3	*Major study outcomes will be determined by options chosen by students	H1.2; H2.3; H3.2; H4.1; H4.2; H4.4 *Major study outcomes will be determined by options chosen by students		
Performance				15	20
Composition		10		10	20
Appreciation		20			20
Major Study			25	15	40
<b>Total %</b>	<b>15</b>	<b>30</b>	<b>25</b>	<b>30</b>	<b>100</b>





## THS SCOPE AND SEQUENCE Dance – Year 12 2023



Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<p><b>Unit title: Keeping It Together</b> (Core Performance and Core Composition)            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 composition.            Syllabus outcomes: H1.1; H1.2; H2.1; H2.2; H2.3</p>											

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<p><b>Unit title: Their Work and Mine</b> (Core Composition and Core Appreciation) <b>Unit title: Delving Deeper</b> (Major Study)            Overview: Students will look at the compositional process and choreographic techniques applied to the prescribed works and their own composition. Students will also begin exploring Major Study options.            Syllabus outcomes: H1.2; H3.1; H3.2; H3.4; H4.5. *Major study outcomes will be determined by options chosen by students.</p>											

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<p><b>Unit title: Delving Deeper</b> (Major Study and Core Appreciation)            Overview: Students will continue to develop Major Study works. Students will also continue to explore prescribed Core Appreciation works. Revision of Core areas will continue.            Syllabus outcomes: H1.2; H3.1; H3.2; H3.4; H4.5. *Major study outcomes will be determined by options chosen by students.</p>										

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<p><b>Unit title: Prepare and Review</b> (Major Study; Core Appreciation; Core Composition; Core Performance) <b>(Cont)</b>            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; H3.4; H4.1; H4.2; H4.4 *Major study outcomes will be determined by options chosen by students.</p>										





## THS ASSESSMENT SCHEDULE

### Design and Technology – Year 12 2023



Component	Task 1	Task 2	Task 3	Weighting %
	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	
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
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>





## THS ASSESSMENT SCHEDULE English Advanced – Year 12 2023



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	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	
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
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>





# THS SCOPE AND SEQUENCE

## English Advanced – 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
<b>Term 4</b>										
<p><b>Unit title: Common Module: Texts and Human Experiences – Nineteen Eighty-Four (novel)</b>            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, EA12-5, EA12-6, EA12-7</p>										
<p><b>Unit title: Module C: Craft of Writing</b>            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, EA12-5, EA12-7, EA12-9, EA12-9</p>										

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 1</b>										
<p><b>Unit title: Module A: Textual Conversations - Poetry by Sylvia Plath and Ted Hughes.</b>            Overview: Students compare poetry by Plath and Hughes, examining the re-framing and re-imagining of ideas through differing contexts. Students present their understanding through a critical response and visual representation.            Syllabus outcomes: EA12-1, EA12-3, EA12-5, EA12-6, EA12-8</p>										
<p><b>Unit title: Module C: Craft of Writing (Cont)</b>            Overview: Students examine the literary value of Shakespeare's <i>Henry IV, Part 1</i> play through a thorough knowledge of the text, an in-depth deconstruction and through reading critical responses to the play. Students represent their understanding through either a persuasive or discursive piece of writing.            Syllabus outcomes: EA12-2, EA12-3, EA12-4, EA12-7, EA12-8</p>										

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 2</b>									
<p><b>Unit title: Module C: Craft of Writing (Cont)</b>            Overview: Students examine the literary value of Shakespeare's <i>Henry IV, Part 1</i> play through a thorough knowledge of the text, an in-depth deconstruction and through reading critical responses to the play. Students represent their understanding through either a persuasive or discursive piece of writing.            Syllabus outcomes: EA12-2, EA12-3, EA12-4, EA12-7, EA12-8</p>									

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 3</b>									
<p><b>Revision</b></p>									
<b>Trial HSC Examination</b>									
<b>Revision and HSC Preparation</b>									



## THS ASSESSMENT SCHEDULE English Standard – Year 12 2023



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Texts and Human Experiences Multimodal Presentation Prescribed text and related text	Module A: Language, Identity and Culture 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	
	<b>Outcomes Assessed</b> EN12-1, EN12-3, EN12-5, EN12-6, EN12-7	<b>Outcomes Assessed</b> EN12-1, EN12-3, EN12-4, EN12-5, EN12-7, EN12-8, EN12-9	<b>Outcomes Assessed</b> EN12-1, EN12-3, EN12-4, EN12-5, EN12-9	<b>Outcomes Assessed</b> EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8	
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
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>





## THS SCOPE AND SEQUENCE

### English Standard – 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
Term 4	<p><b>Common Module: Texts and Human Experiences – <i>Billy Elliot</i> (film)</b>            Overview: An exploration of a range of texts, including the prescribed text, and how they represent different human experiences. Students present their findings in a multimodal presentation exploring the prescribed text and a text of their own choosing.            Syllabus outcomes: EN12-1, EN12-3, EN12-5, EN12-6, EN12-7</p>										
Term 1	<p><b>Week 1</b>   <b>Week 2</b>   <b>Week 3</b>   <b>Week 4</b>   <b>Week 5</b>   <b>Week 6</b>   <b>Week 7</b>   <b>Week 8</b>   <b>Week 9</b>   <b>Week 10</b>   <b>Week 11</b></p> <p><b>Module A: Language, Identity and Culture – <i>Inside my Mother</i> by Ali Cobby-Eckermann (poetry)</b>            Overview: Students explore the concepts of language, culture and identity within a suite of poems, focusing on what is said about these concepts and how these concepts are conveyed. Students demonstrate their understanding in a critical response            Syllabus outcomes: EN12-1, EN12-3, EN12-4, EN12-5, EN12-7, EN12-8, EN12-9</p> <p><b>Module C: Craft of Writing</b>            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, EN12-8, EN12-9</p>										
Term 2	<p><b>Week 1</b>   <b>Week 2</b>   <b>Week 3</b>   <b>Week 4</b>   <b>Week 5</b>   <b>Week 6</b>   <b>Week 7</b>   <b>Week 8</b>   <b>Week 9</b>   <b>Week 10</b></p> <p><b>Module C: Craft of Writing (Cont)</b>  <b>Module B: Close Study of a Text – <i>The Curious Incident of the Dog in the Night Time</i> (novel)</b>            Overview: Student closely examine the prescribed text and discuss themes, characters and forms. They demonstrate their knowledge through a response that combines both Module C and Module B outcomes.            Syllabus outcomes: EN12-1, EN12-3, EN12-4, EN12-5, EN12-9</p>										
Term 3	<p><b>Week 1</b>   <b>Week 2</b>   <b>Week 3</b>   <b>Week 4</b>   <b>Week 5</b>   <b>Week 6</b>   <b>Week 7</b>   <b>Week 8</b>   <b>Week 9</b>   <b>Week 10</b></p> <p style="text-align: center;">Revision            Trial HSC Examination            Revision and HSC Preparation</p>										





## THS ASSESSMENT SCHEDULE English Studies – Year 12 2023



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



## THS SCOPE AND SEQUENCE English 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
<b>Term 4</b>	<p><b>Common Module: Texts and Human Experiences – Billy Elliot (film)</b>            Overview: An exploration of a range of texts, including the prescribed text, and how they represent different human experiences. Students present their findings in a multimodal presentation exploring the prescribed text and a text of their own choosing.            Syllabus outcomes: ES12-1, ES12-2, ES12-3, ES12-5, ES12-6, ES12-8, ES12-9, ES12-10</p>										
<b>Term 1</b>	<p><b>Module F: MiTunes and Text – English and the language of song</b>            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 to the human experience.            Syllabus outcomes: ES12-1, ES12-5, ES12-6, ES12-7, ES12-9, ES12-10</p>										
<b>Term 2</b>	<p><b>Module C: On the Road – English and the Experience of Travel</b>            Overview: Students develop knowledge, understanding and skills in comprehending and using appropriate terminology, styles and language forms for analysing, discussing, responding to, and evaluating, issues and topics related to travel. They have opportunities to make judgements about travel advertisements and locate and comprehend government advice about travel in various overseas countries.            Syllabus outcomes: ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-8, ES12-9, ES12-10</p>										
<b>Term 3</b>	<p><b>Module L: Who Do I Think I Am?</b>            Overview: Students develop an understanding of language and texts typically used to express people’s ideas, emotions and beliefs about themselves and their lives. As students respond to and compose texts, they learn about how an individual can share experiences and reveal beliefs, aspirations and talents through exploring how language is used in conversations, interviews, biographies, autobiographies and written reflections in a range of media, for example digital, print and visual.            Syllabus outcomes: ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-7, ES12-8, ES12-9, ES12-10</p>										



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



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Young Children and special needs Task	Play and the developing child Task	Children's Literature 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	
Knowledge and understanding of course content	15	10	10	15	50
Skills in critical thinking, research, analysing and communicating	10	15	15	10	50
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>





## THS SCOPE AND SEQUENCE

# Exploring Early Childhood (EEC) – Year 12 2023



Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<p><b>Unit title: Young Children and special needs</b>            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</p>										
	<p><b>Unit title: Starting School</b>            Overview: Starting school, transition to school, kindergarten, the kindergarten curriculum            Syllabus outcomes: 1.3, 2.1, 2.2, 2.4, 6.1, 6.2</p>										

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<p><b>Unit title: Play and the developing child</b>            Overview: defining play and play experiences, development of play, learning through play, investigating play, issues related to play, factors that influence play, play materials            Syllabus outcomes: 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 4.1, 4.2, 5.1</p>										

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<p><b>Unit title: Children's Literature</b>            Overview: Babies, Toddlers and books, Pre-schoolers and books, Children in the first years of school, Choosing picture books for children, Poetry for children, Non-fiction books for children, Sharing literature with children            Syllabus Outcomes: 1.2, 1.3, 1.4, 4.1</p>										

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<p><b>Unit title: Food and Nutrition</b></p>										
	<p><b>Trial HSC Examination</b></p>										
	<p><b>Unit title: Food and Nutrition (Cont)</b>            Overview: Breastfeeding, Bottle feeding, Weaning and first foods, Food for toddlers, Food for older children            Syllabus outcomes: 1.3, 1.4, 1.5, 6.1, 6.2</p>										



## THS ASSESSMENT SCHEDULE Food Technology – Year 12 2023



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Australian Food Industry Practical and Theory Task	Food Manufacture Research and Practical Task	FPD CNI Food Product Design and Evaluation	Trial HSC Examination	
	Term 4 Week 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	
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
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>





## THS SCOPE AND SEQUENCE

### Food Technology – 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
<b>Term 4</b>										
<b>Unit title: The Australian Food Industry</b>										
Overview: The Australian food industry has developed in response to changes in our physical, social, technological, economic and political environment. This is evident in the structure, operations and products of the Australian food industry. The industry contributes significantly to the gross domestic product and is a major employer.										
Syllabus outcomes: H1.2, H1.4, H3.1										

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 1</b>										
<b>Unit title: Food Manufacture</b>										
Overview: Developments in food manufacture have an impact on society and the environment. A knowledge and understanding of food manufacturing processes informs choices and encourages responsible patterns of consumption.										
Syllabus outcomes: H1.1, H4.2										

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

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





## THS ASSESSMENT SCHEDULE Geography – Year 12 2023



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	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	
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
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>



# THS SCOPE AND SEQUENCE

## Geography – Year 12 2023



Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<p><b>Unit title: Ecosystems at Risk: Ecosystems and their Management/Case Study 1/Case Study 1</b></p> <p>Overview: In this unit, students investigate the functioning of ecosystems at risk, their management and protection. They develop an understanding of; biophysical 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 characteristics.</p> <p>Syllabus outcomes: H1, H2, H5, H6, H7, H8, H9, H10, H11, H12, H13</p>											

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<p><b>Unit title: Urban Places: World Cities/Mega Cities/Urban Dynamics</b></p> <p>Overview: The focus of this unit is a geographical investigation of world cities, mega cities and the urban dynamics of large cities and urban localities. Students develop an understanding of the nature, character and spatial distribution of mega cities and world cities, and the urban dynamics of change, which includes a case study of a large city.</p> <p>Syllabus outcomes: H1, H3, H5, H6, H7, H8, H9, H10, H11, H12, H13</p>											

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<p><b>Unit title: People and Economic Activity</b></p> <p>Overview: The focus of this unit is a geographical investigation of an economic activity integrating the local and global context. Students develop an 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 enterprise operating at a local scale.</p> <p>Syllabus outcomes: H1, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13</p>										

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<p><b>Geographical Skills and HSC Examination Preparation</b></p> <p><b>Geographical Skills and HSC Examination Preparation (Cont)</b></p>										



## THS ASSESSMENT SCHEDULE Industrial Technology – Year 12 2023



Component	Task 1	Task 2	Task 3	Weighting %
	Major Project Presentation of Ideas and development	Major Project Industry Report	Trial HSC Examination	
	Term 4 Week 5	Term 2 Week 8	Term 3 Weeks 3/4	
	<b>Outcomes Assessed</b> H2.1, H3.3, H4.1, H6.2	<b>Outcomes Assessed</b> H1.1, H6.2, H7.1	<b>Outcomes Assessed</b> H1.2, H2.1, H3.1, H4.1, H4.3, H7.1	
Knowledge and understanding of the organisation and the management of, and manufacturing processes and techniques used by, the focus area Industry	10	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
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>





# THS SCOPE AND SEQUENCE

## Industrial Technology – 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
<b>Term 4</b>	<p><b>Week 1: Major Project</b>            Overview: Statement of Intent, Initial Ideas, Research, Development of Ideas, Workshop Drawing.            Syllabus outcomes: H2.1, H3.3, H4.1, H6.2</p>										
<b>Term 1</b>	<p><b>Week 1: Major Project</b>            Overview: Begin Production, Selection and Justification of Components, Processes and Other Resources, Time Plan, Finance Plan            Syllabus outcomes: H2.1, H3.3, H4.1, H6.2</p>										
<b>Term 2</b>	<p><b>Week 1: Major Project</b>            Overview: Production, Ongoing Evaluation.            Syllabus outcomes: H1.1, H6.2 H7.1</p>										
<b>Term 3</b>	<p><b>Week 1: Major Project</b>            Overview: Testing/Evaluation, Final Evaluation, Trial HSC Exam, Exam Preparation            Syllabus outcomes: H1.2, H2.1, H3.1, H4.1, H4.3, H7.1</p> <p style="text-align: center;"><b>Week 4: Trial HSC Examination</b></p> <p style="text-align: center;"><b>Unit title: Major Project (Cont)</b></p>										



## THS ASSESSMENT SCHEDULE

### Investigating Science – Year 12 2023



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	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	
	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	
	INS11/12-1 INS11/12-4 INS11/12-5 INS11/12-7 INS12-13	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-7 INS12-14	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS12-12	INS11/12-5 INS11/12-6 INS12-12 INS12-13 INS12-14 INS12-15	
Knowledge and understanding	5	10	10	15	40
Scientific skills	15	10	20	15	60
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>



## THS SCOPE AND SEQUENCE

### Investigating Science – 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
<b>Term 4</b>	<p><b>Unit title: Module 6 Technologies</b>            Overview:            Syllabus outcomes: INS12-13 INS11/12-1 INS11/12-2 INS11/12-4</p>										
<b>Term 1</b>	<p><b>Week 1</b>   <b>Week 2</b>   <b>Week 3</b>   <b>Week 4</b>   <b>Week 5</b>   <b>Week 6</b>   <b>Week 7</b>   <b>Week 8</b>   <b>Week 9</b>   <b>Week 10</b>   <b>Week 11</b></p> <p><b>Unit title: Plant Production Systems</b>            Overview: Students examine the ways farmers manage and manipulate soil resources, water resources and the processes controlling plant growth and development, to maximise outputs.            Syllabus outcomes: H1.1, H2.1, H3.4, H4.1</p>										
<b>Term 2</b>	<p><b>Week 1</b>   <b>Week 2</b>   <b>Week 3</b>   <b>Week 4</b>   <b>Week 5</b>   <b>Week 6</b>   <b>Week 7</b>   <b>Week 8</b>   <b>Week 9</b>   <b>Week 10</b>   <b>Week 11</b></p> <p><b>Unit title: Animal Production Systems</b>            Overview: Students examine the ways in which farmers manage animals to maximise outputs.            Syllabus outcomes: H2.2, H3.4, H4.1, H5.1</p>										
<b>Term 3</b>	<p><b>Week 1</b>   <b>Week 2</b>   <b>Week 3</b>   <b>Week 4</b>   <b>Week 5</b>   <b>Week 6</b>   <b>Week 7</b>   <b>Week 8</b>   <b>Week 9</b>   <b>Week 10</b>   <b>Week 11</b></p> <p><b>Unit title: Elective: Farming for the 21st Century</b>            Overview: The aim of this elective is to introduce students to the range of developing technologies and for students to appreciate their impact on agriculture.            Syllabus outcomes: H3.3</p>										





## THS ASSESSMENT SCHEDULE Legal Studies – Year 12 2023



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Core Criminal Research Task: Criminal Case	Core Human Rights In-class Test: Human Rights	Option Family 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	
Knowledge and understanding of course content	5	10	5	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
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>



## 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
<b>Term 4</b>	<p><b>Unit title: Core Crime</b>            Overview: Through the use of a range of contemporary examples, students investigate criminal law, processes and institutions and the tension between community interests and individual rights and freedoms.            Syllabus outcomes: H1, H7, H8, H9, H10</p>										
<b>Term 1</b>	<p><b>Unit title: Core Human Rights</b>            Overview: Students investigate the concept of human rights while discovering how the legal system attempts to protect and promote our rights by examining current issues and examples.            Syllabus outcomes: H1, H2, H6, H8, H9</p>										
<b>Term 2</b>	<p><b>Unit title: Option Family</b>            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</p>										
<b>Term 3</b>	<p><b>Unit title: Option World Order (Cont)</b>            Overview: Through the use of contemporary examples, you will investigate the effectiveness of legal and non-legal measures in promoting peace and resolving conflict between nation states.            Syllabus outcomes: H5, H6, H8, H10</p>										
				<b>HSC Trial Examination</b>				<b>Revision and Preparation for HSC</b>			
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>	<b>Week 10</b>
								<b>Unit title: Option World Order</b>			



## THS ASSESSMENT SCHEDULE

### Mathematics Advanced – Year 12 2023



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	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	
Understanding, Fluency and Communicating	15	5	15	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>







## THS ASSESSMENT SCHEDULE

### Mathematics Extension 1 – Year 12 2023



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	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	
Understanding, Fluency and Communicating	15	5	15	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>





## THS SCOPE AND SEQUENCE

# Mathematics Extension 1 – 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
<b>Term 4</b>	Week 1 Preliminary Revision and Problem Solving	Week 2 Unit title: 1. Sequences and Series Overview: Students further knowledge of sequences and series and explore Mathematical Induction. Syllabus outcomes: MA-M1, ME-P1	Week 3 Unit title: 4. Trigonometric Functions Overview: Students prove and apply the trigonometric identities and solve with both algebraic and graphic methods. Syllabus outcomes: MA-T3, ME-T3	Week 4 Unit title: 5. Further Differentiation Overview: Students find the derivatives of inverse functions. Syllabus outcomes: MA-C2, ME-C2	Week 5 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	Week 6 Assessment Task	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 1</b>	Week 1 Unit title: 3. Vectors Overview: Students are introduced to vectors and develop an understanding of their function and application, as well as basic computation with vectors. Syllabus outcomes: ME-V1	Week 2 Unit title: 10. Further Vectors Overview: Students learn to further manipulate vectors and apply them to geometry and motion. Syllabus outcomes: ME-V1	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 2</b>	Week 1 Unit title: 8. Further Integration 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 Equations Overview: Students learn to use Bernoulli distribution and binomial distribution to understand and explore the behaviour of sample populations. Syllabus outcomes: ME-S1	Week 3 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 4 Assessment Task	Week 5	Week 6	Week 7	Week 8 Assessment Task	Week 9	Week 10 Revision	Week 11
<b>Term 3</b>	Week 1 Revision	Week 2 Revision	Week 3 Trial HSC Examination	Week 4 Revision and Past Papers	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11





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



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	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	
	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	
Understanding, fluency and communicating	10	10	10	20	50
Problem solving, reasoning and justification	10	15	15	10	50
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



## THS SCOPE AND SEQUENCE

# Mathematics Standard 1 – 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
<b>Term 4</b>	<p><b>Week 1</b></p> <p><b>Unit title: Working with Time (C11-Yr11)</b>            Overview: Locations on Earth’s surface and calculation of time differences.            Syllabus outcomes: MS11 10, MS11 3, MS11 4, MS11 9</p>	<p><b>Week 2</b></p> <p><b>Unit title: Networks and Paths (Ch 2)</b>            Overview: Identify and use network terminology and to solve problems involving networks.            Syllabus outcomes: MS1-12-8, MS1-12-9, MS1-12-10</p>	<p><b>Week 3</b></p> <p><b>Unit title: Investments (Ch 3)</b>            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</p>	<p><b>Week 4</b></p> <p><b>Unit title: Simultaneous Linear Equations (Ch 5)</b>            Overview: Solves graphing and interpretation of relationships, and the use of simultaneous linear equations in solving practical problems            Syllabus outcomes: MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10</p>	<p><b>Week 5</b></p> <p><b>Unit title: Rates (Ch 1)</b>            Overview: Use of rates to solve problems in practical contexts.            Syllabus outcomes: MS1-12-3, MS1-12-9, MS1-12-10</p>	<p><b>Week 6</b></p> <p><b>Unit title: Right-angled Triangles (Ch 4)</b>            Overview: Solve problems involving right-angled triangles in a range of practical contexts using Pythagoras’ theorem and basic trigonometric ratios.            Syllabus outcomes: MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10</p>	<p><b>Week 7</b></p> <p><b>Unit title: Further Statistical Analysis (Ch 6)</b>            Overview: Understanding of the purpose and process of statistical investigation, taking into account appropriate basic design principles.            Syllabus outcomes: MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10</p>	<p><b>Week 8</b></p> <p><b>Unit title: Graphs of Practical Situations (Ch 9)</b>            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</p>	<p><b>Week 9</b></p>	<p><b>Week 10</b></p>	<p><b>Week 11</b></p>
	<p><b>Week 1</b></p> <p><b>Unit title: Depreciation and Loans (Ch 8)</b>            Overview: Gain an understanding of credit cards and reducing balance loans and that an asset may depreciate in value over time rather than appreciate.            Syllabus outcomes: MS1-12-5, MS1-12-9, MS1-12-10</p>	<p><b>Week 2</b></p>	<p><b>Week 3</b></p>	<p><b>Week 4</b></p>	<p><b>Week 5</b></p>	<p><b>Week 6</b></p>	<p><b>Week 7</b></p>	<p><b>Week 8</b></p>	<p><b>Week 9</b></p>	<p><b>Week 10</b></p>	<p><b>Week 11</b></p>
<b>Term 2</b>	<p><b>Week 1</b></p> <p><b>Unit title: Rates (Ch 1)</b>            Overview: Use of rates to solve problems in practical contexts.            Syllabus outcomes: MS1-12-3, MS1-12-9, MS1-12-10</p>	<p><b>Week 2</b></p> <p><b>Unit title: Right-angled Triangles (Ch 4)</b>            Overview: Solve problems involving right-angled triangles in a range of practical contexts using Pythagoras’ theorem and basic trigonometric ratios.            Syllabus outcomes: MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10</p>	<p><b>Week 3</b></p> <p><b>Unit title: Further Statistical Analysis (Ch 6)</b>            Overview: Understanding of the purpose and process of statistical investigation, taking into account appropriate basic design principles.            Syllabus outcomes: MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10</p>	<p><b>Week 4</b></p> <p><b>Unit title: Graphs of Practical Situations (Ch 9)</b>            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</p>	<p><b>Week 5</b></p>	<p><b>Week 6</b></p>	<p><b>Week 7</b></p>	<p><b>Week 8</b></p>	<p><b>Week 9</b></p>	<p><b>Week 10</b></p>	<p><b>Week 11</b></p>
	<p><b>Week 1</b></p> <p><b>Unit title: Depreciation and Loans (Ch 8)</b>            Overview: Gain an understanding of credit cards and reducing balance loans and that an asset may depreciate in value over time rather than appreciate.            Syllabus outcomes: MS1-12-5, MS1-12-9, MS1-12-10</p>	<p><b>Week 2</b></p>	<p><b>Week 3</b></p>	<p><b>Week 4</b></p>	<p><b>Week 5</b></p>	<p><b>Week 6</b></p>	<p><b>Week 7</b></p>	<p><b>Week 8</b></p>	<p><b>Week 9</b></p>	<p><b>Week 10</b></p>	<p><b>Week 11</b></p>
<b>Term 3</b>	<p><b>Week 1</b></p> <p><b>Unit title: Further Scale Drawing (Ch 7)</b>            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, MS1-12-10</p>	<p><b>Week 2</b></p> <p><b>Unit title: Rates (Ch 1)</b>            Overview: Use of rates to solve problems in practical contexts.            Syllabus outcomes: MS1-12-3, MS1-12-9, MS1-12-10</p>	<p><b>Week 3</b></p> <p><b>Unit title: Right-angled Triangles (Ch 4)</b>            Overview: Solve problems involving right-angled triangles in a range of practical contexts using Pythagoras’ theorem and basic trigonometric ratios.            Syllabus outcomes: MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10</p>	<p><b>Week 4</b></p> <p><b>Unit title: Further Statistical Analysis (Ch 6)</b>            Overview: Understanding of the purpose and process of statistical investigation, taking into account appropriate basic design principles.            Syllabus outcomes: MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10</p>	<p><b>Week 5</b></p>	<p><b>Week 6</b></p>	<p><b>Week 7</b></p>	<p><b>Week 8</b></p>	<p><b>Week 9</b></p>	<p><b>Week 10</b></p>	<p><b>Week 11</b></p>
	<p><b>Week 1</b></p> <p><b>Unit title: Depreciation and Loans (Ch 8)</b>            Overview: Gain an understanding of credit cards and reducing balance loans and that an asset may depreciate in value over time rather than appreciate.            Syllabus outcomes: MS1-12-5, MS1-12-9, MS1-12-10</p>	<p><b>Week 2</b></p>	<p><b>Week 3</b></p>	<p><b>Week 4</b></p>	<p><b>Week 5</b></p>	<p><b>Week 6</b></p>	<p><b>Week 7</b></p>	<p><b>Week 8</b></p>	<p><b>Week 9</b></p>	<p><b>Week 10</b></p>	<p><b>Week 11</b></p>





## THS ASSESSMENT SCHEDULE

### Mathematics Standard 2 – Year 12 2023



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





# THS SCOPE AND SEQUENCE

## Mathematics Standard 2 – 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
<b>Term 4</b>	<p><b>Unit title: Budgeting and Household Expenses (C12-Yr 11)</b>            Overview: Appropriate tools are used to model relevant financial situations.            Syllabus outcomes: MS 11 2, MS 11 5, MS 11 6, MS 11 9, MS 11 10</p>	<p><b>Unit title: Network Concepts (Ch 2)</b>            Overview: Identify and use network terminology and to solve problems involving networks            Syllabus outcomes: MS2 12 8, MS2 12 9, MS2 12 10</p>	<p><b>Unit title: Network Concepts (Ch 2)</b>            Overview: Identify and use network terminology and to solve problems involving networks            Syllabus outcomes: MS2 12 8, MS2 12 9, MS2 12 10</p>	<p><b>Unit title: Non-Right-Angled Trigonometry (Ch 4)</b>            Overview: Solve problems involving right-angled and non-right-angled triangles in a variety of contexts            Syllabus outcomes: MS2 12 3, MS2 12 4, MS2 12 9, MS2 12 10</p>							

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Term 1</b>		<p><b>Unit title: Investments and Loans (Ch 3)</b>            Overview: Calculate and compare the value of different types of investments, including shares, and to gain an understanding of reducing balance loans            Syllabus outcomes: MS2 12 5, MS2 12 9, MS2 12 10</p>	<p><b>Unit title: Simultaneous Linear Equations (Ch 5)</b>            Overview: Solve problems that involve determining and interpreting the point of intersection of two straight-line graphs, including the break-even point            Syllabus outcomes: MS2 12 1, MS2 12 6, MS2 12 9, MS2 12 10</p>	<p><b>Unit title: Non-Linear Relationships (Ch 8)</b>            Overview: Use quadratic, exponential and reciprocal models to solve problems            Syllabus outcomes: MS2 12 1, MS2 12 6, MS2 12 9, MS2 12 10</p>							

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 2</b>	<p><b>Unit title: Critical Path Analysis (Ch 10)</b>            Overview: Use critical path analysis in the optimisation of real-life problems            Syllabus outcomes: MS2 12 8, MS2 12 9, MS2 12 10</p>	<p><b>Unit title: Rates and Ratio (Ch 1)</b>            Overview: Solve problems in practical contexts, including the interpretation of scale drawings            Syllabus outcomes: MS2 12 3, MS2 12 4, MS2 12 9, MS2 12 10</p>	<p><b>Unit title: Bivariate Data Analysis (Ch 6)</b>            Overview: Use a variety of methods for identifying, analysing and describing associations between pairs of numerical variables            Syllabus outcomes: MS2 12 2, MS2 12 7, MS2 12 9, MS2 12 10</p>							

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 3</b>	<p><b>Unit title: The Normal Distribution (Ch 9)</b>            Overview: Understand the properties of the normal distribution            Syllabus outcomes: MS2 12 2, MS2 12 7, MS2 12 9, MS2 12 10</p>	<p><b>Unit title: Annuities (Ch 7)</b>            Overview: Understanding annuities, the processes by which they accrue, and ways of optimising their value as an investment            Syllabus outcomes: MS2 12 5, MS2 12 9, MS2 12 10</p>	<p><b>Trial HSC Examination</b></p>					<p style="text-align: center;"><b>Revision</b></p>		



## THS ASSESSMENT SCHEDULE Music 1 – Year 12 2023



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





## THS SCOPE AND SEQUENCE Music 1 – 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
<b>Term 4</b>	<p><b>Unit title: Topic 1: Jazz Music</b>            Overview: In this unit, students explore the music of a group, a style, innovations, the music of a solo performer, the role of improvisation, technology in jazz music, the music of a jazz composer.            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 tasks)</p>										
<b>Term 1</b>	<p><b>Unit title: Topic 2: Medieval Music</b>            Overview: In this unit, students examine sacred and secular medieval music, examine the transition from monophony to polyphony, study the development of notation and study the music and innovations of significant composers, theorists and treatises.            Syllabus outcomes: H2, H3, H4, H5, H6, H7, H8</p>										
<b>Term 2</b>	<p><b>Unit title: Topic 3: An Instrument and its repertoire</b>            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 tasks)</p>										
<b>Term 3</b>	Revision	HSC Examination Preparation									Trial HSC Examination





## THS ASSESSMENT SCHEDULE

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



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	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	
	<b>Outcomes Assessed:</b> H7, H8, H9, H17	<b>Outcomes Assessed:</b> H7, H8, H16, H17	<b>Outcomes Assessed:</b> H1, H2, H3, H14, H15	<b>Outcomes Assessed:</b> H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17	
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysis and Communicating	15	10	15	20	60
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>



## THIS SCOPE AND SEQUENCE

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



Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	<p><b>Unit title: Core 2: Factors Affecting Performance</b>            Overview: In this unit, students explore the physical and psychological bases of performance. They critically analyse approaches to training and skills development and investigate the contributions of psychology, nutrition and recovery strategies to performance.            Syllabus outcomes: H7, H8, H9, H10, H11, H16, H17</p>											
									<p><b>Unit title: Option 4: Improving Performance</b></p>			

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	<p><b>Unit title: Option 4: Improving Performance Continued</b>            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</p>											
								<p><b>Unit title: Core 1: Health Priorities in Australia</b></p>				

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<p><b>Unit title: Core 1: Health Priorities in Australia</b>            Overview: This unit examines the health status of Australians and investigates, in depth, the current health priority issues in Australia. Students identify and justify the choice of priority issues and examine the roles that the health system and promotion play in achieving better health for all Australians.            Syllabus Outcomes: H1, H2, H3, H4, H5, H14, H15, H16</p>										
								<p><b>Unit title: Sports Medicine</b>            Overview: This unit is concerned with the specific issues of prevention, assessment, management of and recovery from sports injury. Students examine how the extent and intensity of sports participation relates to the incidence of sports.            Syllabus outcomes: H8, H13, H16, H17</p>			

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<p><b>Unit title: Sports Medicine (Cont)</b></p>										
				<p>Trial HSC Examination</p>							
								<p>Catch up/ Revision/ Past papers</p>			





## THS ASSESSMENT SCHEDULE Physics – Year 12 2023



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





## 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
<b>Term 4</b>	<p><b>Module 5: Advanced Mechanics</b>            Overview: Students develop an understanding that all forms of complex motion can be understood by analysing the forces acting on a system.            Syllabus outcomes: PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11/12-12            Depth Study 1: 5 hours</p>										
<b>Term 1</b>	<p><b>Module 6: Electromagnetism</b>            Overview: Students develop an understanding the similarities and differences in the interactions of single charges in electric and magnetic fields provides students with a conceptual foundation for this module            Syllabus outcomes: PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-13</p>										
<b>Term 2</b>	<p><b>Module 7: The Nature of Light</b>            Overview: Students learn how physicists, including Newton and Maxwell, developed theories and models about mechanics, electricity and magnetism and the nature of matter.            Syllabus outcomes: PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-7, PH11/12-14            Depth Study 2: 10 hours</p>										
<b>Term 3</b>	<p><b>Unit title: Module 8: From the Universe to the Atom</b>            Trial HSC Examination</p> <p><b>Unit title: Module 8: From the Universe to the Atom (Cont)</b>            Overview: Students learn about discoveries revolutionised the accepted understanding of the nature of matter on an atomic scale.            Syllabus outcomes: PH11/12-5, PH11/12-6, PH11/12-7, PH11/12-15</p>										



## THS ASSESSMENT SCHEDULE Visual Art – Year 12 2023



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Body of Work 1</b> <u>The Proposal</u> Students decide on their area of practice/themes and begin to show exploration with the media and artists who influence their work	<b>Essay</b> Investigate how artists have explored ideas about identity in their artworks	<b>Body of Work 2</b> <u>The Development</u> 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 sustained	<b>Trial HSC Examination</b>	
	Term 4 Week 7	Term 1 Week 8	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	Total %
Artmaking	20		30		50
Art criticism and history		30		20	50
Total %	20	30	30	20	100





## THIS SCOPE AND SEQUENCE

### Visual Art – 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
<b>Term 4</b>	<p><b>Unit title: Case Study One – Portrayal of Identity + Body of Work Development</b>            Overview: This unit explores the notion of aesthetics and the human figure through art history. Students will study the key artists as well as explore artists that influence their body of work. They will start to experiment with different mediums and document this in their VAPD. Students are expected to commence brainstorming - subject matter, method and materials.            Practice Conceptual &amp; material: Drawing, sculpture, painting, printmaking, documented forms, photomedia, time-based forms.            Syllabus outcomes: H1, H3, H4, H6, H7, H8, H9, H10</p>										
<b>Term 1</b>	<p><b>Unit title: Case Study 3 – Student Centred + Body of Work Development</b>            Overview: Students choose an artist from the list to research using the booklet essay structure and writing development, will participate in individual and group workshops in media.            Syllabus outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10</p>										
<b>Term 2</b>	<p><b>Unit title: Case Study 4- Technology in Art + Body of Work Development</b>            Overview: This unit explores the artmaking practice of several artists through the use of technology in art.            Students continue their individual work on their Body of Work.            Syllabus outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10</p>										
<b>Term 3</b>	<p><b>Unit title: Revision for Examinations</b>            Students continue their individual work on their Body of Work.            Syllabus outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10</p>										
	<p><b>Unit title: Case Study Two – Appropriation in Art + Body of Work Development</b>            Students will study the key artists as well as explore artists that influence their body of work.            Syllabus outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10</p>										
	<p><b>Unit title: Case Study 5- Art and War + Body of Work Development</b>            Overview: This unit explores the artmaking practice of several artists in response to events of WAR and the critical and historical role played by the Australian war artist scheme in documenting our cultural involvement in warfare around the world.            Syllabus outcomes: H1, H2, H3, H4, H5, H6, H7, H8, H9, H10</p>										
	<p><b>Unit title: Body of Work Completion and Submission</b>            Syllabus outcomes: H1, H2, H3, H4, H5, H6</p>										
	<p><b>Unit title: Revision of all Case Studies in preparation for HSC Examination</b></p>										





## THS ASSESSMENT SCHEDULE Work Studies - Year 12 2023



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



## THS SCOPE AND SEQUENCE Work 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
<b>Term 4</b>	<p><b>Unit title: Module 3: Workplace Communication + Module 4: Teamwork and Enterprise Skills</b>            Overview: This module focuses on providing students with knowledge of the different types of communication in the workplace and with skills to apply them effectively. This module analyses the attributes of enterprising people and examines how individuals should contribute to teams.            Syllabus outcomes: 1, 2, 3, 5, 6, 7, 8, 9</p>										
<b>Term 1</b>	<p><b>Week 1</b>   <b>Week 2</b>   <b>Week 3</b>   <b>Week 4</b>   <b>Week 5</b>   <b>Week 6</b>   <b>Week 7</b>   <b>Week 8</b>   <b>Week 9</b>   <b>Week 10</b>   <b>Week 11</b></p> <p><b>Unit title: Module 5: Managing Work and Life Commitments + Module 10 Experiencing Work</b>            Overview: This module focuses on assisting students to analyse those factors that affect work–life balance and to make decisions that help them to get the balance 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 in the workplace. It aims to build on prior learning in the Work Studies syllabus core and other elective modules.            Syllabus outcomes: 1, 2, 3, 4, 5, 7, 8, 9</p>										
<b>Term 2</b>	<p><b>Week 1</b>   <b>Week 2</b>   <b>Week 3</b>   <b>Week 4</b>   <b>Week 5</b>   <b>Week 6</b>   <b>Week 7</b>   <b>Week 8</b>   <b>Week 9</b>   <b>Week 10</b></p> <p><b>Unit title: Module 6: Personal Finance + Module 10: Experiencing Work</b>            Overview: This module focuses on assisting students to successfully manage their finances after obtaining a job. This module focuses on providing students with actual experiences in the workplace. It aims to build on prior learning in the Work Studies syllabus core and other elective modules.            Syllabus outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9</p>										
<b>Term 3</b>	<p><b>Week 1</b>   <b>Week 2</b>   <b>Week 3</b>   <b>Week 4</b>   <b>Week 5</b>   <b>Week 6</b>   <b>Week 7</b>   <b>Week 8</b>   <b>Week 9</b>   <b>Week 10</b></p> <p><b>Unit title: Module 9: Team Enterprise Project</b>            HSC Trial Examination</p> <p><b>Unit title: Module 9: Team Enterprise Project (Cont)</b>            Overview: In this module students apply initiative, enterprise and teamwork skills in the completion of a group project. It should replicate situations that are likely to occur in the workplace.            Syllabus outcomes: 2, 5, 6, 7, 8, 9</p>										





## 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**

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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**

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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**

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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**

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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**

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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.