



# **Syllabus Delivery Audit**

**2019**

**Teacher and Head of Learning  
Area (HoLA) Handbook**

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## Section 1: Document preparation

### Information for the Teacher and HoLA

The Syllabus Delivery Audit (SDA) in 2019 is for the following selected General or Foundation Year 11 and 12 courses:

#### Courses selected for the Syllabus Delivery Audit 2019

Year 11 courses	Year 12 courses
English Foundation	Design General
Modern History General	Mathematics Foundation
Marine and Maritime Studies General	Health Studies General
	Materials Design and Technology General

### WACE Manual requirements

Every student studying a WACE course must be provided with the:

- school's senior secondary assessment policy
- syllabus
- school's course outline
- school's assessment outline.

These documents must be available to the students before teaching begins. They can be provided as a hard copy or digitally if the school ensures that all students have adequate access in this format.

The syllabus delivery audit reviews the school's course outline and assessment outline.

#### Course outline

The teacher determines the sequence in which all syllabus content will be taught and the timing of delivery. The school must provide this information to the students, before teaching begins, in the form of a course outline.

The format for a course outline is a school decision; however, each outline must indicate:

- the timing of delivery
- the sequence in which all the syllabus content will be delivered.

Information about the assessment tasks can be included, but is not essential because it is included in the assessment outline.

#### Assessment outline

The teacher determines the tasks that will be used to assess student performance, except for the EST for Year 12 General and Foundation courses which is set by the Authority and administered by the school. The set of tasks must conform to the assessment requirements as specified in the assessment table of the syllabus. The set of tasks in the assessment outline must provide a comprehensive sampling of the syllabus content. The number of assessment tasks is determined by the teacher. Over-assessment must be avoided as too many assessment tasks can interfere with the

teaching and learning process. This ensures that the planned assessment tasks provide students with the opportunity to demonstrate their achievement of the knowledge, skills and understandings that they have acquired in their study.

The teacher develops an assessment outline for the pair of units (or, where a single unit of a Year 11 course is being delivered, for that single unit). The outline must conform to the assessment requirements as specified in the assessment table of the syllabus.

The format for an assessment outline is a school decision; however, each outline must include the following information:

- the number of tasks to be assessed
- a general description of each task
- the assessment type, as prescribed in the syllabus
- an indication of the syllabus content on which each task is based
- the approximate timing of each task (i.e. the week the task will be conducted or the start and submission dates for an extended task)
- the weighting of each assessment task
- the weighting of each assessment type, as prescribed in the assessment table of the syllabus.

Should changing circumstances require the assessment outline to be amended, for example, deleting a planned assessment task and re-weighting all other tasks, students must be informed and provided with a copy of the amended assessment outline.

## Syllabus Delivery Audit: Review criteria

Each course outline and assessment outline will be reviewed using the following criteria:

Course outline	Options
is based on the content of the current syllabus	<ul style="list-style-type: none"> <li>meets requirements</li> <li>revise the course outline using the current syllabus</li> <li>revise the course outline to include all content from the current syllabus</li> </ul>
provides an appropriate sequence and timing for the delivery of the syllabus content	<ul style="list-style-type: none"> <li>meets requirements</li> <li>revise the course outline to provide an appropriate sequence of delivery of the syllabus content</li> <li>revise the course outline to provide an appropriate timing of delivery of the syllabus content</li> </ul>
Assessment outline	Options
uses the assessment types specified in the syllabus	<ul style="list-style-type: none"> <li>meets requirements</li> <li>revise the assessment outline using the assessment types specified in the assessment table of the current syllabus</li> </ul>
uses assessment type weightings which conform to the assessment table in the syllabus	<ul style="list-style-type: none"> <li>meets requirements</li> <li>revise the assessment outline to meet the assessment type weightings specified in the assessment table of the current syllabus</li> <li>revise the assessment outline to ensure assessment task weightings add to the assessment type weighting</li> <li>revise the assessment outline to ensure assessment type weightings add up to 100</li> <li>revise the assessment outline to ensure assessment task weightings add up to 100</li> </ul>
indicates appropriate timing of the assessment tasks	<ul style="list-style-type: none"> <li>meets requirements</li> <li>revise the assessment outline to include the timing of each assessment task (i.e. the week the task will be conducted or the start and submission date of a task)</li> <li>revise the assessment outline to ensure that the scheduling of the assessment tasks matches the content delivery in the course outline</li> </ul>
provides an adequate coverage of the syllabus content	<ul style="list-style-type: none"> <li>meets requirements</li> <li>revise the assessment outline to include a comprehensive sampling of the syllabus content</li> <li>revise the assessment outline to remove assessment of content that is not in the current syllabus</li> <li>revise the assessment outline to include a description of the syllabus content for each task</li> </ul>
includes an appropriate number of tasks	<ul style="list-style-type: none"> <li>meets requirements</li> <li>revise the assessment outline to ensure that the number of assessment tasks of each type meets the requirement of the current syllabus</li> <li>decrease the number of assessment tasks to avoid over-assessment</li> </ul>
is consistent with the course outline	<ul style="list-style-type: none"> <li>meets requirements</li> <li>revise the course outline and/or the assessment outline to ensure consistency</li> </ul>

## Preparation for uploading the files

Schools are required to upload two separate documents (i.e. a course outline and an assessment outline) for each of the selected General or Foundation Year 11 and 12 courses being delivered at the school.

For Materials Design and Technology, schools are required to upload a course outline and an assessment outline for each defined context in which they are delivering the course.

The files to be uploaded can be either a **Word® document** or in **.pdf format**.

**Note:** the SDA software will only accept files less than 3MB in size.

Larger files can be reduced before uploading. The following link provides one way of reducing the file size: [http://www.officetooltips.com/word\\_2013/tips/compress\\_the\\_pictures\\_in\\_a\\_document.html](http://www.officetooltips.com/word_2013/tips/compress_the_pictures_in_a_document.html)

## File naming conventions

Schools are required to ensure that each file is correctly named according to the following naming convention: **Course unit code, Underscore, Document type, File format**.

**Note:** the SDA software will not accept a document if an incorrect file name is used.

The examples in the table include .doc and .docx. Both formats are acceptable.

Description of document	Convention	Example
A Word document for Foundation Year 11 English Course Outline	F (Foundation) E (Year 11) ENG (English) _ (Underscore) CO (Course Outline) .docx (Word document)	FEENG_CO.docx
A Word document for Foundation Year 11 English Assessment Outline	F (Foundation) E (Year 11) ENG (English) _ (Underscore) AO (Assessment Outline) .doc (Word document)	FEENG_AO.doc
A .pdf document for General Year 11 Modern History Course Outline	G (General) E (Year 11) HIM (Modern History) _ (Underscore) CO (Course Outline) .pdf (pdf document)	GEHIM_CO.pdf
A .pdf document for Foundation Year 12 Mathematics Assessment Outline	F (Foundation) T (Year 12) MAT (Mathematics) _ (Underscore) AO (Assessment Outline) .pdf (pdf document)	FTMAT_AO.pdf
A Word document for General Year 12 Materials Design and Technology Wood Course Outline	G (General) T (Year 12) MDT (Materials Design and Technology) W (Wood) _ (Underscore) CO (Course Outline) .doc (Word document)	GTMDTW_CO.doc

## Checklist for the Teacher

1.	Check that you have two documents for each course; a course outline and an assessment outline. <b>Note:</b> if the Authority's sample documents have been used, they must be customised to reflect the school context and the student cohort.	<input type="checkbox"/>
2.	Check that the documents meet the requirements set out in the <i>WACE Manual 2019</i> using the 'Review criteria' (see page 3).	<input type="checkbox"/>
3.	Check that both files are correctly named according to the required file naming convention (see page 4).	<input type="checkbox"/>
4.	Check that the file name matches the document contents, e.g. FEENG_CO contains a course outline for English (see page 4).	<input type="checkbox"/>
5.	Check that <b>two</b> files have been provided for each General or Foundation Year 11 or Year 12 course.	<input type="checkbox"/>
6.	Check all files are less than 3MB in size.	<input type="checkbox"/>

## Section 2: Actioning the reports

### Information for the Teacher and HoLA

The School Coordinator will provide a copy of the report DOA005 – School report detailed, for your General or Foundation Year 11 or 12 course.

For each course, the result of the audit for both the course outline and the assessment outline is listed with the review criteria in the left hand column of the table, and the options selected by the reviewer in the right hand column.

Where actions are required, these must be addressed as soon as possible, and access to modified/new documents provided to students.

The options are either 'Meets requirements' or a statement that details the action/s required to meet the Authority's requirements.

The course outline	
is based on the content of the current syllabus	Meets requirements
provides an appropriate sequence and timing for the delivery of the syllabus content	revise the course outline to provide an appropriate timing of delivery of the syllabus content
The assessment outline	
uses the assessment types specified in the syllabus	Meets requirements
uses assessment type weightings which conform to the assessment table in the syllabus	Meets requirements
indicates appropriate timing of the assessment tasks	revise the assessment outline to include the timing of each assessment task (i.e. the week the task will be conducted or the start and submission date of a task)
provides an adequate coverage of the syllabus content across the set of assessment tasks	Meets requirements
includes an appropriate number of tasks	Meets requirements
is consistent with the course outline	revise the course outline and/or the assessment outline to ensure consistency



## Information for the Teacher

Discuss the report with your HoLA.

Review your documents against the report provided by the School Coordinator/HoLA.

**Note:** contact with the Principal Consultant for the course should be made by the HoLA only, if the error cannot be identified (see Appendix 1).

The following table provides explanatory notes for each of the options indicated in the detailed school report. Use the table to inform modifications to the documents.

### Course outline

Options	Explanatory notes
<ul style="list-style-type: none"><li>revise the course outline using the current syllabus</li><li>revise the course outline to include all content from the current syllabus</li></ul>	<p>Check the course page on the Authority website to ensure that you:</p> <ul style="list-style-type: none"><li>are using the current syllabus</li><li>have included all topics in the syllabus content</li><li>have included all strands from the syllabus</li><li>have not included content from a superseded course</li><li>have not included content from a textbook that is not in the syllabus</li></ul>
<ul style="list-style-type: none"><li>revise the course outline to provide an appropriate sequence of delivery of the syllabus content</li><li>revise the course outline to provide an appropriate timing of delivery of the syllabus content</li></ul>	<p>Check the course outline to ensure that:</p> <ul style="list-style-type: none"><li>content is not taught out of sequence</li><li>there is not too much/too little time spent on a particular section of the course</li><li>the content is taught before the assessments are administered</li><li>if the Authority sample has been used, that it is customised to reflect the school context and the student cohort</li></ul>

## Assessment outline

Refer to the assessment pages from the syllabus, including the assessment table and information below the table, to check for errors in the assessment outline.

Options	Explanatory notes Teachers should ensure that:
<ul style="list-style-type: none"> <li>revise the assessment outline using the assessment types specified in the assessment table of the current syllabus</li> </ul>	<ul style="list-style-type: none"> <li>all assessment types are included</li> <li>assessment types match those in the syllabus</li> <li>assessment types have not been combined</li> <li>the correct title for each assessment type is used</li> <li>the task/s reflect the description of the assessment type in the syllabus</li> </ul>
<ul style="list-style-type: none"> <li>revise the assessment outline to meet the assessment type weightings specified in the assessment table of the current syllabus</li> <li>revise the assessment outline to ensure assessment task weightings add to the assessment type weighting</li> <li>revise the assessment outline to ensure assessment type weightings add up to 100</li> <li>revise the assessment outline to ensure assessment task weightings add up to 100</li> </ul>	<ul style="list-style-type: none"> <li>assessment task weightings are included</li> <li>assessment type weightings are included</li> <li>assessment type or task weightings match the assessment table in the syllabus</li> <li>assessment type or assessment task weightings add up to 100</li> </ul>
<ul style="list-style-type: none"> <li>revise the assessment outline to include the timing of each assessment task (i.e. the week the task will be conducted or the start and submission date of a task)</li> <li>revise the assessment outline to ensure that the scheduling of the assessment tasks matches the content delivery in the course outline</li> </ul>	<ul style="list-style-type: none"> <li>timing for all assessments is included</li> <li>semester/term and week are specifically indicated in the assessment outline</li> <li>syllabus content is indicated in task descriptions</li> <li>assessment tasks are administered after the content has been taught</li> </ul>
<ul style="list-style-type: none"> <li>revise the assessment outline to include a comprehensive sampling of the syllabus content</li> <li>revise the assessment outline to remove assessment of content that is not in the current syllabus</li> <li>revise the assessment outline to include a description of the syllabus content for each task</li> </ul>	<ul style="list-style-type: none"> <li>multiple assessment tasks do not assess the same content</li> <li>all content areas are assessed</li> <li>all content assessed is in the syllabus</li> <li>syllabus content is listed (text references are not used to describe content)</li> </ul>
<ul style="list-style-type: none"> <li>revise the assessment outline to ensure that the number of assessment tasks of each type meets the requirement of the current syllabus</li> <li>decrease the number of assessment tasks to avoid over-assessment</li> </ul>	<ul style="list-style-type: none"> <li>each assessment type is assessed at least twice or as specified in the syllabus</li> <li>for English, a speaking/listening assessment is included at least twice</li> <li>special requirements for specific courses have been met</li> <li>exercise completion is not included as assessment task</li> <li>multiple tasks/types are not covered in one assessment task</li> </ul>
<ul style="list-style-type: none"> <li>revise the course outline and/or the assessment outline to ensure consistency</li> </ul>	<ul style="list-style-type: none"> <li>task numbers, titles or content do not differ</li> <li>timing of assessments do not differ</li> <li>task weightings do not differ</li> </ul>

Advise the students of any changes and provide access to, or a copy of, the new course outline and/or assessment outline as required.

**Action:**

1. Modify the document or, in some cases, create a new document.
2. Provide students with access to the modified/new document.
3. Explain to the students the modifications made to the previously provided document.

Summary

Situation	Action required by the school
Meets requirements	Nil
<p>One or more criteria are not met for a particular course</p> <p><b>The actions required are listed next to each criterion that has not been met.</b></p>	<ul style="list-style-type: none"> <li>• Oversee the required modifications to the document or, in some cases, the creation of a new document.</li> <li>• Provide the students with access to the modified document.</li> <li>• Explain to the students the modifications made to a previously provided document.</li> </ul>

**Note: Modified documents should not be re-uploaded to SIRS2.**

## Appendix 1: Contacts

Course	Principal Consultant	Phone	Email
<b>ARTS</b>			
Design	Lisa Honczarenko	9273 6763	<a href="mailto:Lisa.Honczarenko@scsa.wa.edu.au">Lisa.Honczarenko@scsa.wa.edu.au</a>
<b>ENGLISH</b>			
English	Gerard Morris	9273 6742	<a href="mailto:Gerard.Morris@scsa.wa.edu.au">Gerard.Morris@scsa.wa.edu.au</a>
<b>HUMANITIES AND SOCIAL SCIENCES</b>			
Modern History	Vicki Vitali	9273 6762	<a href="mailto:Vicki.Vitali@scsa.wa.edu.au">Vicki.Vitali@scsa.wa.edu.au</a>
<b>HEALTH AND PHYSICAL EDUCATION</b>			
Health Studies	Dino Manalis	9273 6356	<a href="mailto:Dino.Manalis@scsa.wa.edu.au">Dino.Manalis@scsa.wa.edu.au</a>
<b>MATHEMATICS</b>			
Mathematics	Anne-Marie Benson	9273 6395	<a href="mailto:Anne-Marie.Benson@scsa.wa.edu.au">Anne-Marie.Benson@scsa.wa.edu.au</a>
<b>SCIENCE</b>			
Marine and Maritime Studies	Allan Knight	9273 6792	<a href="mailto:Allan.Knight@scsa.wa.edu.au">Allan.Knight@scsa.wa.edu.au</a>
<b>TECHNOLOGIES</b>			
Materials, Design and Technology	Kim Outtrim	9273 6380	<a href="mailto:Kim.Outtrim@scsa.wa.edu.au">Kim.Outtrim@scsa.wa.edu.au</a>