



SYLLABUS DELIVERY AUDIT

Teacher and Head of Learning Area (HoLA) handbook
2025

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Section 1: Document preparation

The syllabus delivery audit (SDA) in 2025 will be conducted for the following Years 11 and 12 Foundation, General and ATAR courses:

Learning Area	Course
Arts	Year 11 Dance ATAR
English	Nil
Health and Physical Education	Year 12 Physical Education Studies ATAR
Humanities and Social Sciences	Year 11 Aboriginal and Intercultural Studies ATAR Year 12 Ancient History ATAR Year 12 Agribusiness ATAR Year 12 Modern History ATAR Year 11 Careers and Employability General Year 11 Humanities and Social Sciences in Action General Year 12 Religion and Life Foundation
Languages	Year 12 Indonesian: Background Language ATAR Year 12 Tamil: Second Language ATAR Year 12 Tamil: Background Language ATAR Year 12 Punjabi: Second Language ATAR Year 12 Punjabi: Background Language ATAR
Science	Year 12 Agricultural Science and Technology ATAR Year 11 Physics ATAR Year 12 Human Biology General Year 12 Science in Practice General
Technologies	Year 12 Engineering Studies ATAR

Requirements

As set out in the *WACE Manual*, 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 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 SDA reviews the school's course outline and assessment outline.

Course outline

The teacher determines the sequence in which the 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, but 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 in the course outline 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 externally set task (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. 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 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. Teachers should limit the use of low-value tasks and focus on developing tasks that accurately reflect the assessment type in the syllabus.

The format for an assessment outline is a school decision, but each outline for a pair of units 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.

A sample course outline and assessment outline for each pair of units is available on the relevant course page on the Authority website at <http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials>.

Note: while the Authority provides sample course and assessment outlines for guidance, it is the expectation of the Authority that teachers will develop documents customised to reflect their school's context and the needs of the student cohort.

Syllabus delivery audit review criteria

Each course outline will be reviewed using the following criteria.

Course outline criteria	Response options
includes all the content from the current syllabus	<ul style="list-style-type: none"> meets requirements revise the course outline using the current syllabus revise the course outline to remove content that is not in the current syllabus revise the course outline to include all content from the current syllabus
provides an appropriate timing for the delivery of the syllabus content	<ul style="list-style-type: none"> meets requirements revise the course outline to provide an appropriate timing of delivery of the syllabus content
provides an appropriate sequence for the delivery of the syllabus content	<ul style="list-style-type: none"> meets requirements revise the course outline to provide an appropriate sequence of delivery of the syllabus content

Each assessment outline will be reviewed using the following criteria.

Assessment outline criteria	Response options
uses the assessment types specified in the current syllabus	<ul style="list-style-type: none"> meets requirements revise the assessment outline using the assessment types specified in the assessment table of the current syllabus
uses assessment type weightings that conform to the assessment table in the syllabus	<ul style="list-style-type: none"> meets requirements revise the assessment outline to meet the assessment type weightings specified in the assessment table of the current syllabus revise the assessment outline to ensure assessment task weightings add to the assessment type weighting revise the assessment outline to ensure assessment type weightings add up to 100 revise the assessment outline to ensure assessment task weightings add up to 100 revise the assessment outline to ensure all assessment task weightings are a minimum of 5%*
includes an appropriate number of tasks	<ul style="list-style-type: none"> meets requirements revise the assessment outline to ensure that the number of assessment tasks of each assessment type is consistent with syllabus requirements decrease the number of assessment tasks to avoid overassessment revise the assessment outline to ensure that the total number of assessment tasks is no greater than eight*
provides a representative sampling of the syllabus content	<ul style="list-style-type: none"> meets requirements revise the assessment outline to provide a representative sampling of the syllabus content revise the assessment outline to remove assessment of content that is not in the current syllabus

Assessment outline criteria	Response options
includes a general description of the nature of the task and a brief description of the syllabus content for each task	<ul style="list-style-type: none"> • meets requirements • revise the assessment outline to include a description of the syllabus content for each task • revise the assessment outline to include a description of the nature of each task
indicates appropriate timing of the assessment tasks	<ul style="list-style-type: none"> • meets requirements • 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)
is consistent with the course outline	<ul style="list-style-type: none"> • meets requirements • revise the assessment outline to ensure that the scheduling of the assessment tasks matches the sequence of delivery in the course outline • revise the course outline and/or the assessment outline to ensure consistency with the naming of each assessment task • revise the course outline and/or the assessment outline to ensure consistency with the timing of each assessment task • revise the course outline and/or the assessment outline to ensure consistency with the language used for each assessment task

*Applies to Years 11 and 12 syllabuses introduced from 2022.

Preparation for uploading files

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

The files to be uploaded can be either a **Microsoft Word document** or a **PDF**.

Note: the SDA software will not accept files larger than 3 MB.

Larger files can be reduced before uploading. The following link provides one way of reducing file size: 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 below include **.pdf**, **.doc** and **.docx**, which are the acceptable formats.

Description of document	Convention	Example
A Word document for a 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 a 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 a 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 a 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 a 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

Note: there are no spaces in the file names.

Checklist for teachers

#	Activity	Check
1.	Check that there are two documents for each course: a course outline and an assessment outline. Note: 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</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 5).	<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 5).	<input type="checkbox"/>
5.	Check that two files have been provided for each course.	<input type="checkbox"/>
6.	Check that all files are less than 3MB in size.	<input type="checkbox"/>

Section 2: Actioning reports

Following the completion of the audit process the school coordinator will provide a copy of the report DOA005 – School Report Detailed for the relevant course to the teacher/HoLA.

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, the options selected by the reviewer in the middle column and, if relevant, a feedback comment by the reviewer to assist the teacher to identify the change/s needed in the document in the right-hand column. The options are either **Meets requirements** (meaning that no action is needed) or a statement that details the action/s that need to be taken to meet the Authority’s requirements. A statement marked in red indicates major non-compliance and the urgent action/s that need to be taken to meet the Authority’s requirements. A statement marked in blue indicates the action/s that need to be taken to meet the Authority’s requirements.

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

For example:

The course outline		
is based on all the content of the current syllabus	Revise the course outline to include all content from the current syllabus	Please remove the Unit 3 and Unit 4 marketing content as it is no longer in the current syllabus. As well, ensure that the Skills content is included in the course outline. See the sample course outline for how this might be done.
	Revise the course outline to remove content that is not in the current syllabus	Please remove the Unit 3 and Unit 4 marketing content as it is no longer in the current syllabus. As well, ensure that the Skills content is included in the course outline. See the sample course outline for how this might be done.
provides an appropriate timing for the delivery of the syllabus content	Meets requirements	
provides an appropriate sequence for the delivery of the syllabus content	Meets requirements	

The assessment outline		
uses the assessment types specified in the syllabus	Revise the assessment outline using the assessment types specified in the assessment table of the current syllabus	Ensure that the Science inquiry task 4 matches the description for this task type as provided in the syllabus.
uses assessment type weightings which conform to the assessment table in the syllabus	Meets requirements	
includes an appropriate number of tasks	Meets requirements	
provides a representative sampling of the syllabus content	Revise the assessment outline to provide a representative sampling of the syllabus content	Consider reducing Unit 3 assessment and increasing Unit 4 assessment to achieve a more equitable allocation of marks across the two units.
Includes a general description of the nature of the task and a brief description of the syllabus content for each task	Revise the assessment outline to include a description of the nature of each task	For tasks 2 and 6 please provide a brief description that informs students of the nature of the task. For example, for task 2 'students are required to conduct research to develop a water management plan to improve water quality and availability and to explain how it will improve sustainability of the agricultural production system'.
indicates appropriate timing of the assessment tasks	Meets requirements	
is consistent with the course outline	Revise the course outline and/or the assessment outline to ensure consistency with the timing of each assessment task	Task 4 is scheduled for Term 2 Week 2 in the CO but Term 2 Week 4 in the AO. Please reconcile this difference.

Teachers should discuss the report with the relevant HoLA and review the documents against the report provided by the school coordinator.

Note: if the teacher is unable to identify the required action from the report DOA005, contact with the Principal Consultant for the course should only be made by the HoLA (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 amendments to the documents.

Course outline

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

Assessment outline

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

Options	Explanatory notes
<ul style="list-style-type: none"> revise the assessment outline using the assessment types specified in the assessment table of the current syllabus 	<p>Ensure that:</p> <ul style="list-style-type: none"> all assessment types are included assessment types match those in the syllabus assessment types have not been combined the correct title for each assessment type is used the task/s reflect the description of the assessment type in the syllabus.
<ul style="list-style-type: none"> revise the assessment outline to meet the assessment type weightings specified in the assessment table of the current syllabus revise the assessment outline to ensure assessment task weightings add up to the assessment type weighting in the current syllabus revise the assessment outline to ensure assessment type weightings add up to 100 revise the assessment outline to ensure assessment task weightings add up to 100 	<p>Ensure that:</p> <ul style="list-style-type: none"> assessment task weightings are included assessment type weightings are included assessment type and task weightings match the assessment table in the syllabus assessment type and assessment task weightings add up to 100.

<ul style="list-style-type: none"> • revise the assessment outline to ensure that the number of assessment tasks of each type meets the requirement of the current syllabus • decrease the number of assessment tasks to avoid overassessment 	<p>Ensure that:</p> <ul style="list-style-type: none"> • each assessment type is assessed at least once over the year/pair of units or as specified in the syllabus • for English, a speaking/listening assessment is included at least once for the pair of units (or once for a single unit where only one is being studied) • special requirements for specific courses have been met • exercise completion is not included as an assessment task • multiple tasks/types are not covered in one assessment task.
<ul style="list-style-type: none"> • revise the assessment outline to provide a representative sampling of the syllabus content • revise the assessment outline to remove assessment of content that is not in the current syllabus 	<p>Ensure that:</p> <ul style="list-style-type: none"> • multiple assessment tasks do not assess the same content • all content areas are assessed • all content assessed is in the syllabus • syllabus content is listed (text references are not used to describe content).
<ul style="list-style-type: none"> • revise the assessment outline to include a description of the syllabus content for each task • revise the assessment outline to include a description of the nature of each task 	<p>Ensure that:</p> <ul style="list-style-type: none"> • syllabus content is indicated in task descriptions.
<ul style="list-style-type: none"> • 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) 	<p>Ensure that:</p> <ul style="list-style-type: none"> • timing for all assessments is included • semester/term and week are specifically indicated in the assessment outline.
<ul style="list-style-type: none"> • revise the assessment outline to ensure that the scheduling of the assessment tasks matches the content delivery in the course outline • revise the course outline and/or the assessment outline to ensure consistency with the naming of each assessment task • revise the course outline and/or the assessment outline to ensure consistency with the timing of each assessment task • revise the course outline and/or the assessment outline to ensure consistency with the language used for each assessment task 	<p>Ensure that:</p> <ul style="list-style-type: none"> • timing for all assessments is included • semester/term and week are specifically indicated in the assessment outline • assessment tasks are administered after the relevant content has been taught • task numbers, titles or content do not differ • timing of assessments does not differ • task weightings do not differ.

Checklist for teachers

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

#	Activity	Check
1.	Amend the document or, in some cases, create a new document.	<input type="checkbox"/>
2.	Provide students with access to the amended/new document.	<input type="checkbox"/>
3.	Explain to the students that amendments have been made to the previous document.	<input type="checkbox"/>
*	Amended documents should not be re-uploaded to SIRS2.	<input type="checkbox"/>

Summary

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

Appendix 1: Principal Consultant contacts

ARTS

Course	Principal Consultant	Phone	Email
Year 11 Dance ATAR	Max Leech	9273 6740	Max.Leech@scsa.wa.edu.au

HEALTH AND PHYSICAL EDUCATION

Course	Principal Consultant	Phone	Email
Year 12 Physical Education Studies ATAR	Dino Manalis	9273 67356	Dino.Manalis@scsa.wa.edu.au

HUMANITIES AND SOCIAL SCIENCES

Course	Principal Consultant	Phone	Email
Year 12 Agribusiness ATAR	Christopher Doohan	9273 6766	Christopher.Doohan@scsa.wa.edu.au
Year 12 Ancient History ATAR	Annette Moon	9273 6789	Annette.Moon@scsa.wa.edu.au
Year 12 Modern History ATAR	Crystal Wieringa	9273 6778	Crystal.Wieringa@scsa.wa.edu.au
Year 11 Careers and Employability General	Frances van Oyen	9273 6359	Frances.VanOyen@scsa.wa.edu.au
Year 12 Religion and Life Foundation	David Byrne	9273 6711	David.Byrne@scsa.wa.edu.au
Year 11 Aboriginal and Intercultural Studies ATAR	Carolyn Fleischer	9273 6735	Carolyn.Fleischer@scsa.wa.edu.au
Year 11 Humanities and Social Sciences in Action General	Meredith Beaton	9273 6779	Meredith.Beaton@scsa.wa.edu.au

LANGUAGES

Course	Principal Consultant	Phone	Email
Year 12 Indonesian: Background Language ATAR	Lisa Djanegara	9273 6382	Lisa.Djanegara@scsa.wa.edu.au
Year 12 Punjabi: Background Language ATAR	Harpreet Kaur	9442 9434	Harpreet.Kaur@scsa.wa.edu.au
Year 12 Punjabi: Second Language ATAR	Harpreet Kaur	9442 9434	Harpreet.Kaur@scsa.wa.edu.au
Year 12 Tamil: Background Language ATAR	Harpreet Kaur	9442 9434	Harpreet.Kaur@scsa.wa.edu.au
Year 12 Tamil: Second Language ATAR	Harpreet Kaur	9442 9434	Harpreet.Kaur@scsa.wa.edu.au

SCIENCE

Course	Principal Consultant	Phone	Email
Year 12 Agricultural Science and Technology ATAR	Allan Knight	9273 6792	Allan.Knight@scsa.wa.edu.au
Year 12 Human Biology General	Julie Weber	9273 6381	Julie.Weber@scsa.wa.edu.au
Year 12 Science in Practice General	Julie Weber	9273 6381	Julie.Weber@scsa.wa.edu.au

TECHNOLOGIES

Course	Principal Consultant	Phone	Email
Year 12 Engineering Studies ATAR	Ian Wilson	9273 6380	Ian.Wilson@scsa.wa.edu.au