

Six-week HSC maths recovery planner

A diagnostic, teaching, practice and next-action cycle

curriq | Evidence-led teaching intervention scaffold

Verified 3 August 2026. The 2026 HSC uses the applicable 2017 mathematics syllabus; the 2024 syllabuses are first examined in the 2027 HSC. Verify current sources and local requirements before use.

Plan from a small diagnostic

Field	Entry
Course, HSC year and syllabus	[Course] [2026 uses applicable 2017 syllabus / first HSC 2027 uses 2024 syllabus]
Students / group	[Use approved identifiers; store securely]
Three observable priorities	1. [] 2. [] 3. []
Evidence used	[Recent work, diagnostic, task item, teacher observation]
Protected course coverage	[Learning that must continue while priorities are retaught]

Six-week sequence

Week	Teaching focus	Student action	Evidence	Review / next move
1	Diagnose precise gaps and preserve strengths	Complete short mixed diagnostic; explain methods	Item-level baseline	Choose no more than three priorities
2	Rebuild prerequisite knowledge	Worked examples, retrieval and immediate correction	Exit checks	Continue, fade scaffold or reteach
3	Connect prerequisite to course problems	Complete matched routine and connected items	Annotated work sample	Check method selection
4	Interleave and increase independence	Mixed sets with delayed feedback	Accuracy and error pattern	Select exam-style focus
5	Practise under realistic constraints	Timed course-appropriate section; correct errors	Time, marks and corrections	Plan final reteach
6	Retest and hand over next actions	Parallel check; explain changed strategy	Baseline comparison	Document next three actions

Course triage prompts

Course	High-leverage evidence to inspect	Protect while repairing	Do not do
Standard 2	Algebra, units, proportional reasoning, financial interpretation, statistics and networks	Required course content plus short mixed retrieval	Replace all remaining learning with repeated whole papers
Advanced	Algebraic fluency, functions, trigonometry, derivative/integral decisions, modelling and statistics	Connections between representations and written conclusions	Call every error a calculus gap
Extension 1	Proof structure, exact manipulation, vectors, advanced calculus and distribution reasoning	Coordination with Advanced pacing and prerequisite repair	Teach Extension repair as an isolated parallel course
Extension 2	Proof plans, complex-number representations, integration choices, vectors and mechanics assumptions	Rigorous written arguments and connected unfamiliar problems	Trade all proof feedback for more question volume

Weekly lesson record

Date	Priority	Retrieval	Explicit teaching	Practice	Check / next action
[]	[]	[]	[]	[]	[]

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[]	[]	[]	[]	[]	[]
[]	[]	[]	[]	[]	[]

Interpret with care

- A six-week plan is teaching advice, not a NESA-mandated intervention or guarantee of performance.
- Do not replace required course learning with repeated testing.
- Use comparable evidence, not the same memorised questions, for the final check.
- Escalate attendance, wellbeing or course-completion concerns through approved school processes.

Official sources

NESA mathematics curriculum: <https://www.nsw.gov.au/education-and-training/nesa/curriculum/mathematics>

Official HSC papers:

<https://www.nsw.gov.au/education-and-training/nesa/curriculum/hsc-exam-papers/mathematics-advanced>

Curriculum reform timeline:

<https://www.nsw.gov.au/education-and-training/nesa/about/strategies-and-reforms/curriculum-reform/timeline>

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