

# ASSESSMENT POLICY & PROCEDURES



## CANTERBURY BOYS HIGH SCHOOL

### HSC Assessment Handbook 2025

NAME

Course Requirements for the completion of the Higher School Certificate

***HSC Assessment Policy and Procedures 2025***

**Canterbury Boys' High School**

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# YEAR 12 ASSESSMENT POLICY & PROCEDURES 2023

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# Introduction

Congratulations! If you are reading this you have successfully completed Year 11 and are undertaking the HSC in 2025.

If you have friends or family who have completed Year 12 successfully, you will understand the academic workload that Year 12 brings. Some of you are already reaping the rewards of hard work and I congratulate those of you who have excelled in your Year 11 studies.

There is also a proportion of students who need to greatly increase their effort and follow the guidance of teachers as specified in their Preliminary report. These comments are important; especially if you do not need an ATAR, as your report comments may be the path to an apprenticeship, parttime work or entry to further study. The most employable people are those who follow our Learning Habits and are prepared, productive, polite, have excellent attendance and commit themselves positively. I cannot stress enough the importance of a positive mindset as you enter Year 12.

Remember that parents, teachers, your Year Adviser and the Careers Adviser are all excellent resources to support your journey. Your Year Adviser and the Careers Adviser are available to assist you if you have any concerns or problems regarding your Higher School Certificate, the Australian Tertiary Admission Rank (ATAR) or whether your pattern of study best suits the career path you wish to take. It is most important to keep your Year Adviser up to date with changes to your study. They will provide you with support if you are experiencing any problems that may affect your studies.

It is important to remind you that you must:

- Always apply yourself diligently and complete/submit all assessment tasks on time and in compliance with NESA guidelines. Including submission, illness and misadventure, plagiarism and appeals
- Realise that **assessment tasks are worth 50% of your HSC mark**. This is to reward effort and skills that cannot be tested in the HSC examination. Therefore, they are very important.

It is also important to be advised that:

- This handbook is the ultimate guide. Become familiar with it and keep a hard copy
- Remember to abide by 'All My Own Work'- never give someone your work to copy. You will also receive zero marks for plagiarism
- If you are struggling, ask for help.

**Student assessment provides evidence for making judgement about student achievement. It also allows students to be aware of their progress towards meeting outcomes and helps teachers plan for effective teaching and learning.**

Higher School Certificate assessment tasks can occur between Term 4 2024 and Term 3 2025. **This booklet contains important information about your HSC assessment.** Its purpose is to communicate the policies, procedures and rules in relation to internal assessment in Stage 6 at Canterbury Boys High School. It seeks to provide contextual clarification of the rules and processes specified by the NSW Education Standards Authority (hereby referred to as NESA). It also contains the assessment schedule for all Year 12 HSC courses at Canterbury Boys High School.

A planner is provided on page 69, complete it and use it for planning and studying purposes. Familiarise yourself with each relevant course schedule and seek clarification from your class teacher or the Head Teacher of the course **before** the task is attempted.

Excellent attendance is essential for success. If you are going to be absent for an extended period of time, you must seek approval from the Principal, however, extended leave for Year 12 students is unlikely to be approved unless in extenuating circumstances.

HSC school-based assessment in Year 12 rewards consistent, diligent performance. Assessment tasks may assess aspects of the course that are not examined in the Higher School Certificate examination. Not every piece of work completed will be part of the “assessment” mark: Some work is set to practise skills so that the students can see how well they understand the topic. Students are required to be diligent and complete all tasks presented to them. **All set work should be regarded as an essential course requirement**, even when it is not included as an assessment task.

We wish you every success with your studies.

R Dummett  
**Principal**

M Webster  
**Deputy Principal**

J Riordan  
**Year 12 Year Adviser**

# General information about the HSC

## The Higher School Certificate

The Higher School Certificate (HSC) is the highest educational credential in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Years 11 and 12 at secondary school. To be eligible, students must meet both Preliminary and HSC course requirements and sit the state-wide HSC examinations. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment.

## Eligibility for the HSC

The rules and requirements for HSC eligibility are governed by NESA and are published in the Assessment, Certification and Examination (ACE) Manual. To be eligible for the HSC, students must:

- Meet the HSC minimum standard in Literacy and Numeracy
- Satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- Attend a government school, an accredited non-government school, a NESA-recognised school outside NSW, or a TAFE college
- Complete HSC: All My Own Work (or its equivalent) before submitting any work for Preliminary or HSC courses, unless a student is only entered for Year 11 and Year 12 Life Skills courses
- Satisfactorily complete courses in the patterns of study that are detailed in the following section
- Satisfactorily completed at Preliminary level any subject you study at Higher School Certificate level
- Sit for and make a serious attempt at the required HSC exams.

## Pattern of Study

To qualify for the HSC, a student must satisfactorily complete:

- A Preliminary pattern of study that includes at least 12 units
- An HSC pattern of study that includes at least 10 units

Both patterns of study must include:

- At least 6 units from Board Developed Courses
- At least 2 units of a Board Developed Course in English, or English Studies
- At least 3 courses of 2 units value or greater (either Board Developed or Board Endorsed Courses)
- At least 4 subjects

## HSC Record of Achievement

HSC results are available in the Students Online account and sent to students by email and SMS in December. Students can also download and print their full credentials from Students Online in December. Hard copies of the testamur (certificate) are sent in the mail in January the following year. Samples can be viewed on NESA's HSC Credentials page.

The first page of the Record of Achievement will list your results in each HSC course you completed. For Board Developed Courses with an external HSC exam, these results will report your achievement against standards that clearly describe your level of knowledge, skills and understanding. These reports will show you:

- The performance bands
- What a typical student knows and can do at each achievement level
- A graph of the mark distribution for the course.

If you are not eligible for an HSC and are leaving school, you may still receive a Record of School Achievement (hereby referred to as RoSA). Your RoSA will show your results in all Year 10, 11 and 12 courses that you completed. If you are not eligible for a RoSA, you will receive a Transcript of Study listing your results.

## **Performance Bands**

Student performance in each HSC course is measured against defined standards. HSC marks for each course are divided into bands and each band aligns with a description of a typical performance by a student within that mark range. The performance bands and descriptions give meaning to the HSC mark. For a 2-unit course, Band 6 indicates the highest level of performance, and the minimum standard expected is 50:

- Band 6 = 90 – 100 marks
- Band 5 = 80 – 89 marks
- Band 4 = 70 – 79 marks
- Band 3 = 60 – 69 marks
- Band 2 = 50 – 59 marks
- Band 1 = 0 – 49 marks

Each band is aligned to what a student at that level of performance typically knows, understands and can do. The 'average' performance in most courses is usually a mark in the mid-70s (Band 4). Band 1 indicates that a student has not met enough of the course outcomes for a report to be made. Band 1 includes marks ranging from 0 to 49. For an Extension course, the bands are E4 (highest level of performance) to E1

## **HSC Minimum Standards**

Students need to meet a minimum standard of literacy and numeracy to receive the HSC. Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means students will have the [level of skills](#) necessary for success after school.

Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN.

Students master basic skills at different stages so there are multiple opportunities available for students to understand what to expect and pass the minimum standard online tests, from Year 10 until a few years after Year 12. Some students will be eligible for disability provisions for the minimum standards tests, or an exemption from the HSC minimum standard requirement.

## **Students Online**

Students Online provides students in Years 10, 11 and 12 with useful information about senior school study, particularly on assessment, examinations and results, and how the HSC works. Year 10, 11 and 12 students in NSW are eligible for a Students Online account. The email address students have provided to NESA through their Confirmation of Entry along with the NESA Student Number are needed to activate the account.

Go to <https://studentsonline.nesa.nsw.edu.au>



**Education Standards Authority** **STUDENTS ONLINE**  
for NSW students in Years 10 to 12

HOME MY ACCOUNT HELP CONTACT US ABOUT

## About Students Online

Students Online is your source for information about your [senior school study](#), from Year 10 to the HSC.

Find information about school-based [assessment](#), [HSC exams](#) and [results](#), including grades, how the HSC works, preparing for exams and more. Log in with your Student Number and PIN to access your personal study details.

Students Online is developed and delivered by the [NESA](#).

### Your account – My Details

My Details is where you will find your personal study details, including your:

- contact details
- course enrolments
- grades and HSC marks
- personal HSC timetable
- HSC assessment ranks.

**Login**

Login below or [activate your account now](#)

Student Number:

PIN:

I'm not a robot

reCAPTCHA  
Privacy - Terms

**LOG IN**

[Trouble logging in?](#)  
[Forgot your PIN?](#)  
[Your security](#)

Click on activate your account now

**Education Standards Authority** **STUDENTS ONLINE**  
for NSW students in Years 10 to 12

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**Account activation**

## Activate your Students Online account

Access your enrolment details see your accumulating results and download your credential with your Students Online account. All NSW high school students in years 10, 11 and 12 are eligible for an account.

Submit your details below. Your NESA Student Number will be displayed and you will also be sent an email to the address your school has supplied to NESA. Open the link in your email and enter your NESA Student Number to create your six-digit PIN.

If you have issues activating your account, contact your school to check how your details, particularly your given name and email address, are officially recorded.

**Activate my account**

School: \*

Proceed to answer all the questions and submit. Once you have done this you will be asked to go to the email you have registered at your school. Click the link provided in the email. Then follow the prompts.

If there are any difficulties, refer to the <https://studentonline.nesa.nsw.edu.au/help> page or see the NESA Coordinator, Ms Giameos.

## Disability Provisions

Disability provisions are approved by NESA to provide students who have a permanent or temporary disability with practical support in the Higher School Certificate examinations. Regardless of the nature of the disability, the provisions granted will be solely determined by the implications for the student's functioning in an examination situation.

Schools are responsible for any decisions made at school level to offer provisions to students with a disability in course work, assessment tasks and in-school tests. NESA can offer no guarantee that school-determined provisions will apply in the Higher School Certificate examinations, as each application is individually assessed to ensure consistency and equity.

To apply for provisions, schools must submit an online application to NESA through Schools Online. This application tells us which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments. Decisions on applications will be communicated to the school through Schools Online and the school will communicate this decision to the student.

Students and parents/caregivers are strongly advised to consult <https://www.nsw.gov.au/education-and-training/nesa/hsc/disability-provisions> for more information about Disability Provisions.

If you wish to apply for disability provisions you should do so as soon as possible. Ask the Deputy Principal or Learning and Support Teacher about lodging an application with NESA.

Disability provisions are not available:

- as compensation for difficulties in undertaking a course or preparing for the test and/or
- for lack of familiarity with the English language.

The school will provide students with their 'time to rest' provisions **within their own classroom** during in-class assessments. During examination periods, students will be provided with small group supervision.

# The School's Responsibilities

Canterbury Boys High School has developed an assessment program for each course. The school's responsibilities include providing information to students in relation to the following:

1

**Number of tasks** - Identifying a minimum number of tasks that will be used to measure students' achievement in each syllabus component. Three to four tasks of various types (e.g. formal examinations, practical tests, oral tests), including the Trial HSC exam, are sufficient to assess the components of a 2-unit course. For 1-unit courses, two to three tasks are sufficient

2

**Weightings** - Allocating weightings to each of the tasks in accordance with the component weightings and the school's judgement of the relative importance of each task. The minimum weighting for an individual task is 10%. The maximum weighting for an individual task is 40%. Only one task may be a formal written examination with a maximum weighting of 30%.

3

**Scheduling tasks** - Scheduling the assessment tasks for Year 12 courses, being mindful of the demands these tasks will place on students and teachers.

4

**Written advice to students** - Providing students with written advice about the school's requirements for assessment in each course. This is generally provided to students 2 weeks prior to a task.

5

**The advice given to students must include:**

- i. The components and their weightings as specified in the assessment and examination materials on the NSW Education Standards Authority website
- ii. The general nature of each assessment task
- iii. A schedule of when assessment tasks are planned to take place. In addition, there must be provision for adequate notice of the precise timing of each assessment task
- iv. The weight value of each task in relation to the total weighted mark for the course
- v. Details of administrative arrangements associated with each task
- vi. Details of the school's policy on malpractice in assessment tasks
- vii. Details of the procedures to be implemented if tasks produce invalid or unreliable results. Note that the results of assessment tasks that have been completed by the students generally cannot be discarded

6

**Appropriate procedures: Marking, recording, reporting.**

Marking of assessment tasks will be completed in accordance with the prescribed marking criteria. Students will be provided with their raw mark for each assessment task. Each student should receive clear feedback on their performance in every task. This feedback should indicate the student's attainment in the task relative to the outcomes and the student's relative position within the school group (rank order sheet published).

# The Student's Responsibilities

Students have a range of responsibilities in relation to the successful attainment of the HSC credential. These include:

1

## **FAMILIARITY WITH ASSESSMENT POLICY**

You must be familiar with the assessment policies set out in this book for each subject you take.

2

## **ATTENDANCE**

Attend school, be aware of due dates for assessment tasks and complete tasks on time. If you are absent from school, you must check with your teachers to see if any assessment tasks have been set on the first day of your return to school.

3

## **PUNCTUALITY**

Be on time for assessment tasks as you will not be given an extension of time. If you are late to any task held in school time or at the beginning of the day, then the Deputy Principal or the Principal must verify that you have a legitimate reason for being late and give you a note to that effect.

4

## **ATTENDANCE ON DAY OF TASK**

Be present for all in-school assessment tasks. Students who are absent on the day of the task must provide a doctor's certificate or other evidence explaining this absence. See Section 5 of this booklet: *Absence on the day of a task* for further information. You must sit for, or submit, a minimum of 50% of all assessment tasks on the due day.

5

## **HAND IN TASKS**

Submit any take home assessment task on time. Work will only be accepted from the student themselves. If you are absent on the day a hand-in task is due, contact your teacher to inform them of your absence. Submit the task on **your first day back at school**. You must then see the Head Teacher/Deputy Principal to apply for Illness/Misadventure on your return to school.

6

## **SATISFACTORY COMPLETION OF COURSE**

Meet the requirements to satisfactorily complete all courses.  
See Section: Satisfactory Completion of a Course

7

#### **NOTIFICATION OF CLASHES FOR OTHER SCHOOL BUSINESS**

Notify your teacher and Head Teacher of any assessment problems in advance, e.g. clash of dates with an excursion or knockout team. You must discuss this situation with the Head Teacher of the subject that has the assessment task and apply for an alternative task time before the due date.

8

#### **ILLNESS/MISADVENTURE AT TIME OF ASSESSMENT**

If you come to school and become ill on the day of an assessment task, or, have suffered a misadventure immediately prior to the day of an assessment task, **you must inform the Deputy Principal on the day of the task prior to the completion of the task.** You may **not** apply for Illness/Misadventure **after** the assessment. Illness/Misadventure forms must then be submitted to the Deputy Principal, supported by a doctor's certificate, upon your return to school.

9

#### **KNOWN ILLNESSES**

If you are a student with a known illness that is documented with the Deputy Principal and/or the School Counsellor, you can negotiate an extension only at the time of the issuing of the task.

10

#### **CHECKING OF TASKS**

Check the marking of each task when it is returned to you. Check your assessment rank when it is given to you.

12

#### **PROLONGED ABSENCES**

Some prolonged absences, for example, a holiday overseas, cannot be considered and could lead to you not meeting outcomes in that subject. You must seek approval from the Principal before you take your leave.

# Assessment Task Procedures

1

## NOTIFICATION OF TASK

You will be given at least **two weeks' notice in writing** of any assessment task. All of the class will be asked to sign a "record of issue/collection of task" form stating the date and time of day the task is due.

In exceptionally rare circumstances, a change to a course assessment schedule may need to be made. The Head Teacher of the course, after consulting with the Deputy Principal, will inform all students affected in writing of the change. Sufficient time will be given to students to complete their work by the new due date/s

2

## SUBMISSION OF DRAFTS

Students may submit draft work for marking. Students need to liaise with their teachers to negotiate the cut-off for when drafts will be accepted by teachers.

3

## COMPLETION OF ASSESSMENT

Assessment tasks must be submitted, or undertaken, on the due date. A zero mark will be awarded for work submitted late or if a student is absent and no exceptional circumstances exist for the late submission or absence.

4

## WORK PLACEMENT, KNOCKOUT SPORT AND OTHER SCHOOLS ACTIVITIES

If you are completing compulsory work placement you will not be disadvantaged. If there is sufficient time prior to commencing work placement the task can be submitted early. It is your responsibility to notify your teacher and Head Teacher once you are aware that you will be on work placement when the task is due. A new date may be set by the Head Teacher which should be recorded on the "record of issue/collection" form.

If you are involved in knockout sport or other school-based activity, you must notify your teacher and Head Teacher as soon as you are aware of the clash of dates. Permission to attend the knockout game will be at the discretion of the Head Teacher and Head Teacher Science/PDHPE. You may be given the option of completing the task prior to competing in the knockout game or, if it is a research task, you need to arrange for it to be handed in to your teacher on the required day.

5

## RETURNING OF A MARKED TASK

On the day you receive a marked task back, teachers will provide you with your task and feedback. It is your responsibility **at that time to:**

- Check marks have been correctly added and match the marks given by the teacher
- Ask questions about the marking of a question if you are concerned or confused.

## 6

### **APPEALS**

Any complaints or questions about assessment procedure should be made in the first place to the classroom teacher. Further appeals may be made to the Head Teacher of the appropriate faculty and then to the school's review panel.

The request for review must be made within three days of the issue of assessment ranks. The way marks were awarded by the teacher for assessment tasks will not be subject to review.

The school review panel will consist of the Deputy Principal, the Head Teacher concerned, and the NESA coordinator.

The Year Adviser may act as student advocate in these cases. A student who is dissatisfied with the school's review procedures may appeal to NESA.

# Absence on the day of Assessment Tasks

1

Every endeavour should be made to come to school on the day of an **Assessment**. However, if you are ill or have a misadventure occur, **contact your teacher or the Head Teacher of the faculty by 8.40am** (through email or a phone call) on the day of task to let them know that you will be absent and the reason for this absence.

2

Obtain a Doctor's Certificate or other documentation to explain your absence. This Doctor's Certificate must be obtained on the day of the task, not in retrospect. If you are also absent in the days after the task, your Doctor's Certificate must cover these absences as well. Medical certificates must be issued by a qualified medical practitioner, preferably your family doctor or specialist. **A medical certificate that merely states you were unfit for work/study is insufficient. Specific reasons must be supplied.**

3

On the morning of your return to school, prior to 8.40am, you must see the Deputy Principal with your Doctor's Certificate and ask for an **Illness/Misadventure Application** form. You are then to complete this form in consultation with the DP.

4

You will be required to undertake any missed task in consultation with the Head Teacher of the relevant faculty. The date and time of this task will be determined by the Head Teacher. You will be required to complete this task regardless of the success or otherwise of your Illness/Misadventure Application.

5

The Illness/Misadventure Application will go to a panel, and either be accepted or declined. If it is accepted, you will be awarded a mark for the task. If the application is declined, you will be awarded zero mark for this task. Students may appeal against the panel's decision by lodging an **ASSESSMENT APPEAL FORM** with the Principal within one (1) week of the initial determination.

7

Computer and technology issues: Students are strongly advised to prepare work that will be handed in using an online program such as Google Docs. Computer and associated technology malfunction without evidence of "work in progress" is not a reason for late submission. "Lost work" without a backup copy will not be accepted as a reason for late submission.



# Satisfactory Completion of a Course

1

For a student to satisfactorily complete a course, NESAs requires the principal to have sufficient evidence that you have:

- (a) Followed the course developed or endorsed by NESAs; *and*
- (b) Applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; *and*
- (c) Achieved some or all of the course outcomes.

2

To have successfully “*followed the course developed or endorsed by NESAs*”, you must:

- Have both excellent overall school attendance and subject attendance.
- Complete a significant amount of non-assessable work such as class work, homework, practical work and other learning tasks the teacher has assigned.

3

To have successfully “*applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school*”, you must:

- Complete all assessments.
- Complete experiences specified in the syllabus, e.g. fieldwork, oral presentations, assignments or practical work
- Make a genuine attempt for all tasks
- Complete a significant amount of non-assessable work such as class work, homework, practical work and other learning tasks the teacher has assigned to prepare for assessments and exams.

4

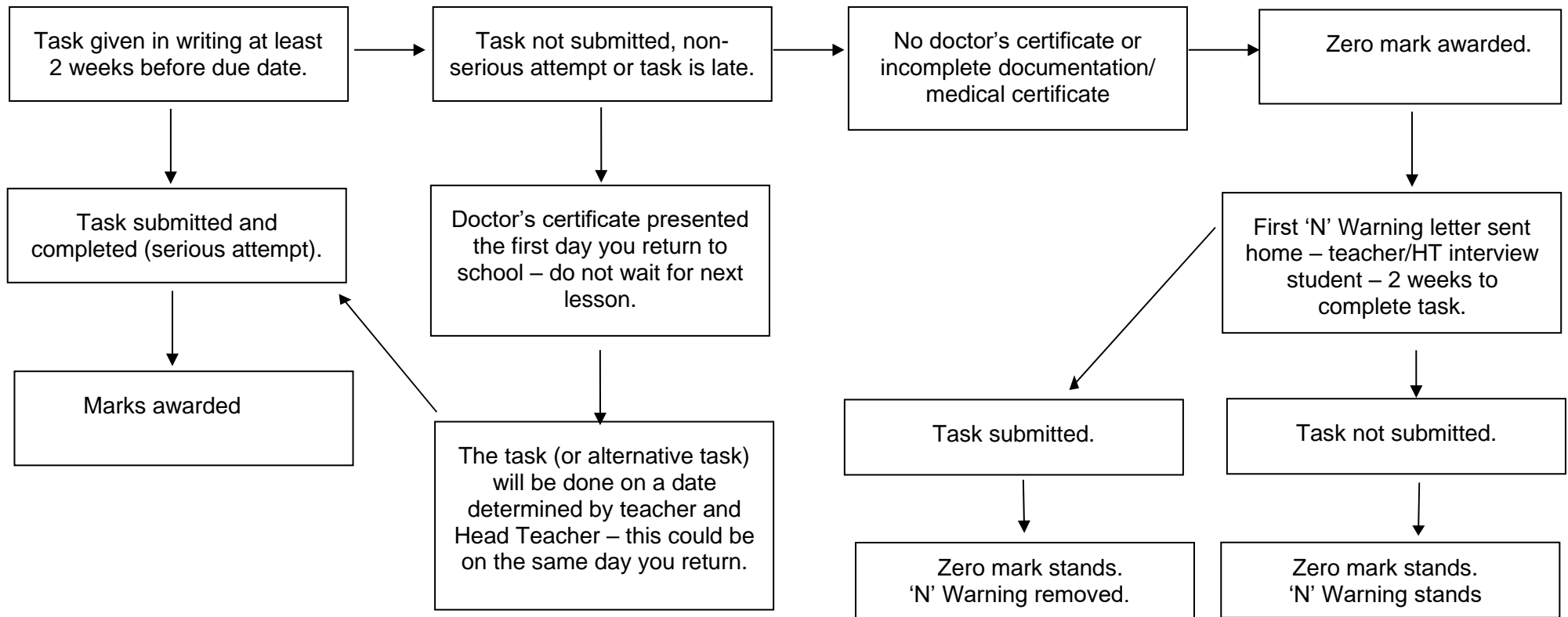
To have successfully “*achieved some or all of the course outcomes*”, you must:

- Have demonstrated the capacity to achieve some of the course outcomes through the completion of both formal and informal assessment.
- Have both excellent overall school attendance and subject attendance.

6

- A failure to meet these requirements will see N Warning letters sent to students and their parents/carers.
- Students will be given the opportunity to correct the problem indicated on the N-Warning Letter.
- Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course and an N Determination may be issued.

# N Determination Procedures Flow Chart



If two N Warning letters are sent for any course, the deputy principal interviews student and contacts parents.  
 If a third N Warning is sent for any course, the principal contacts parents to discuss the N-Determination process in detail.  
 Failure to improve and complete outstanding tasks may result in an N Determination.

# Cheating or Malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice.

**Malpractice, including plagiarism, will limit your marks for the task or examination, and will jeopardise your results.**

Each student's mark will be determined by the quality of the work produced by the student only. Any component of a student's work that has been written, created or developed by others (including artificial intelligence) must be acknowledged in accordance with NESAs subject specific documentation. General teaching and learning do not require formal acknowledgement.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- Submitting work produced or contributed to by artificial intelligence (such as Chat GPT) and presenting this work as their own
- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date, and
- assisting another student to engage in malpractice

Students involved in malpractice in relation to any assessment task will be referred to the Head Teacher of the relevant subject and then the Deputy Principal. They will review each case of malpractice on its merits, considering all the issues, in order to arrive at a fair conclusion and make recommendations to the Principal. In the case of suspected malpractice, the onus is on the student to provide evidence that all unacknowledged work is entirely their own.

Such evidence might include but is not limited to the student:

- Providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas.
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills. Students suspected of malpractice will be required to demonstrate that all unacknowledged work is entirely their own.

All students who are found to have engaged in malpractice will be recorded in NESAs Register of Malpractice, as required by their guidelines. Malpractice will also result in an N Warning letter and zero marks awarded for the task. Students and their parents/carers may appeal the decision by submitting an Appeal HSC Assessment Task form in writing to the Principal.

## Serious and Non-Serious Attempts

Students should enter an assessment task knowing they MUST make a genuine effort at the task or exam. NESAs Rules and Procedures describe the requirements that students make a serious attempt to answer the examination questions – failure to do so is called a non-serious attempt or a non-attempt.

A student’s task or exam is considered a non-attempt if there is no evidence of academic engagement with the task or exam. Students are required to attempt a range of question types throughout the examination paper and must satisfactorily attempt all sections. It is not sufficient to answer multiple choice questions only. Merely rewriting the question is not considered to be an adequate attempt at the paper.

A non-serious attempt includes where the students write frivolous or objectionable material in response to the questions. If a student is identified as providing non-serious or non-attempts they will be asked to justify why they should receive a result in the task or course concerned. Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded.

## Invalid and Unreliable Tasks

In exceptionally rare circumstances, formal assessment tasks may be deemed invalid or unreliable. In these cases, students will be informed in writing.

One or more of the following may occur, as appropriate:

- only part of the task will be marked
- an additional task or questions may be set and combined with the original marks
- a new task and due date will be issued.

The first preference of Canterbury Boys High School is that actual student work is used in determining a student’s understanding of course content, the achievement of outcomes, and their rank order in the course.

## Approved Equipment for Assessment/Exams

Only approved equipment can be used in Preliminary and HSC assessments and examinations.

It is the student’s responsibility to ensure they know what equipment is permitted. Mobile phones, smartwatches and other electronic devices are not permitted in examinations.

The scientific calculators in the link below are approved for use in the 2022 Higher School Certificate examinations. The examinations in which scientific calculators are permitted are listed in the <https://www.nsw.gov.au/education-and-training/nesa/hsc/rules-and-procedures/approved-calculators>

A full list of the equipment required for each subject in the HSC Exams can be found at this link: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam->

## [equipment-list](#)

Instruction booklets or cards (eg reference cards) on the operation of calculators are NOT permitted in the examination room. Candidates are expected to familiarise themselves with the calculator's operation beforehand.

Calculators must have been switched off for entry into the examination room.

# CBHS Homework Policy

The main purpose of homework is to support learning. Research indicates that homework will only achieve this purpose if it is well-planned and meaningful. At Canterbury Boys High School, we strongly believe that it is important for all boys to have homework designed to meet specific learning goals. The amount of homework and time spent on it should vary with the student's age and developmental level.

## Time expectations for homework

The teacher will indicate the time that most students should require for the completion of the task which is assigned. The following are our recommended guidelines. They aim to ensure that neither too much nor too little homework is given on most nights.

Students who are absent from class or do not complete classwork in a timely manner will be responsible for catching-up missed work in their own time.

## Year 12

2 - 3 hours per night. Weekend work will be required regularly to keep on top of HSC course demands and assessments. Holiday revision is normal for most students and many use vacation time on long-term assessment tasks.

## Guidelines for Students

- Homework is an important part of your learning and you should make it a priority to complete all homework as well as you can.
- Get organised by using a diary to record all the work you are given. This will help you to plan the books you need to take home and the time you will need to do the work each night.
- If you have a valid problem with getting your work done, bring a note from your parents or discuss it with your teacher at the start of the lesson eg exceptional family commitments, co-curricular and extra-curricular activities, feeling unwell, work is too difficult, and you need help etc. Your teacher will be as understanding as possible.
- Ask your teacher in advance for an extension of time. Discuss problems with your teacher, who will be pleased to see that you are interested in doing as well as you can.

For more information go to <https://education.nsw.gov.au/policy-library/policies/pd-2002-0003>

## The Homework Centre

The Homework Centre runs every Monday and Thursday afternoon in the School Library from 3:30-4:45pm. The Homework Centre is free and supervised by a staff member. The Homework Centre is designed to assist those who need help with their homework or study.

Students may come and do their own study or homework. Students can use the Centre as required – it is not a permanent commitment and students are not required to stay the full time.

# Information and Advice

## **Advice on assessment is available from:**

- The Deputy Principal
- The Head Teacher of the faculty concerned
- Your classroom teacher
- The Careers Adviser
- Your Year Adviser

It is most important to keep your Year Adviser up to date with changes to your study. They will provide you with support if you are experiencing any problems that may affect your studies.

## **Information is located:**

- NESA website –<https://educationstandards.nsw.edu.au/wps/portal/nesa/home>
- Rules and Procedures for Higher School Certificate Candidates - NESA booklet issued to each student
- HSC Assessment Policy and Procedures – spare copies with the Year Adviser and Deputy Principal and on school website
- Faculty Assessment Schedules

## **Vocational Education and Training (VET):**

Students have three opportunities to successfully complete a competency or cluster assessment task.

If a student wishes to appeal a decision they must:

1. first obtain a copy of the Student Assessment Appeal form for VET courses
2. then follow the school review and appeals process.

# Frequently Asked Questions

1. What must I do to have satisfactorily completed a course?

NESA expects students to have:

- a) Followed the course developed or endorsed by the Board; and
- b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) Achieved some or all of the course outcomes

In simple terms, you must complete all assessment tasks, hand in class work on time and be present at school. If you continually hand in work late, truant, are absent without justification or your behaviour affects your studies or that of others, you will not satisfy the criteria of applying yourself “with diligence and sustained effort”.

2. What do the terms internal and external assessment mean?

Internal assessment refers to assessment tasks designed and conducted by the school.

External assessment refers to the HSC examinations, which are designed and conducted by NESA. In Year 12, internal assessment contributes 50% of your HSC mark and the HSC examination contributes the other 50% of your HSC mark.

3. What do the terms “examination”, “in-class” and “hand-in” assessment task mean?

An “examination” is one that is held in an examination period under examination conditions and draws from most or all content areas, topics or modules of the syllabus. An “in-class assessment task” is one that requires you to be present at school in order to complete, such as topic tests, presentations, performances and submissions of major works. “Hand-in assessment tasks” are those that are completed at home and submitted by a designated due date and time.

4. How do I know when I have an assessment task?

The HSC Assessment Handbook 2023 outlines the weeks in which tasks are due for ALL courses. You will receive an Assessment Task Notification for each task with a specific due date at least 2 weeks before the task is due.

5. What happens if I am not present when an assessment task is issued?

It is your responsibility to obtain the task from your teacher. Extensions will not be granted based on the task not being received.

6. Why do I have to sign the Assessment Task Notification cover sheet when I submit my assessment task?

This is your declaration that the task is all your own work. It is a record showing your submission of the task. You must ensure that you sign it, as you will need that as evidence that you have submitted the task. Without this receipt, you will not have proof of your submission should it be required.

7. What happens if I have a valid reason for being unable to submit an assessment task on time?

You must complete and submit the APPLICATION FOR AN ALTERNATIVE ASSESSMENT TASK form before the task is due to apply for the task to be rescheduled or for an extension of the due date.

8. What happens if I am absent the day a task is due?

Every effort must be made to submit the task on that day. If it is not submitted or attempted in the case of an examination or in-class task, then you must contact the school on the day by phone: 02 9798 8444 or email: [canterburb-h.schools@det.nsw.edu.au](mailto:canterburb-h.schools@det.nsw.edu.au) and apply for Illness/ Misadventure. In the case of illness, you must obtain a Medical Certificate completed by the medical practitioner.

9. What happens if I do not submit a task or sit an examination?

You will be awarded zero marks (pending illness/Misadventure decision) for that task and an N-warning letter will be issued as a supportive measure to ensure that you complete the task.

10. What happens if I do not make a serious attempt in an assessment task or examination?

You will be awarded zero marks for the task, an N-warning letter will be issued and you will be required to re-attempt the task.

11. What does “non-serious attempt” mean?

This includes very poor attempts that contain an insufficient amount of work in which to assess a student’s work or the use of derogatory remarks, obscene language and graffiti (e.g. drawing on an examination paper).

12. What happens if my application for the rescheduling of a task or an extension to the due date of a task is rejected?

You will be required to submit the task by the due date.

13. What happens if my application for illness/misadventure is rejected?

If it was submitted late, you will be awarded zero marks. If it has not been attempted, you must attempt the task.

14. Can I appeal the decision of an application for reschedule, extension or illness/misadventure or if I have been found guilty of malpractice?

Yes. You will need to complete the Appeal HSC Assessment Task Form and provide evidence that will be considered.



# Misadventure Procedures

The **Application for Alternative Assessment Task/Time** letter should be used when a student cannot meet a deadline for a valid reason such as conflicting school commitments. Any application of an extension of time is required **before** the task due date.

If you know you are going to be absent for any period of time, seek approval from the Deputy Principal first.

If there is a valid reason for the non-completion of a task, an **Application for Illness/ Misadventure for HSC Assessment Task** form needs to be completed. The form and all supporting documentation is to be submitted to the Deputy Principal on the first day back after the absence, otherwise a zero mark will be awarded. The application will go to a panel for a recommendation to be made to the Principal.

An appeal about the panel's decision can be made using the **HSC Assessment Appeal Form**. This form must be given to the Principal within 3 days of being informed of the decision.



# APPLICATION FOR ILLNESS AND MISADVENTURE FOR HSC ASSESSMENT TASK

## SECTION A PERSONAL DETAILS

Given name: \_\_\_\_\_ Family name: \_\_\_\_\_  
Parent/Carer Name: \_\_\_\_\_ Contact Number : \_\_\_\_\_

## SECTION B ASSESSMENT TASK DETAILS

Name of Subject/Course: \_\_\_\_\_ Teacher: \_\_\_\_\_  
Head Teacher: \_\_\_\_\_ Original Due Date: \_\_\_\_\_  
Assessment Task Description:  
\_\_\_\_\_  
\_\_\_\_\_

## SECTION C DETAIL OF ILLNESS/MISADVENTURE

Explain, in detail, the reason you were unable to submit the assessment task by the due date OR the reason you believe your performance in the assessment was affected.  
Clearly indicate whether you are applying for ILLNESS or MISADVENTURE consideration.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## SECTION D SUPPORTING EVIDENCE

Complete either section **D1** or **D2** based on the supporting evidence you are supplying.

### **D.1: Independent evidence of Illness (e.g. Doctor's Certificate)**

Name of Doctor/Health professional supplying the Medical Certificate: \_\_\_\_\_  
Address of Practice: \_\_\_\_\_  
Phone Number of Practice: \_\_\_\_\_ Date of Consultation : \_\_\_\_\_  
Reason provided by Doctor: \_\_\_\_\_  
\_\_\_\_\_  
Dates student was unavailable for school: \_\_\_\_\_

**NOTE: ATTACH ORIGINAL DOCTOR'S CERTIFICATE**

\_\_\_\_\_

**D.2: Evidence of Misadventure (e.g. Family emergency)**

Type of misadventure: \_\_\_\_\_ Date of misadventure event: \_\_\_\_\_

Type of supporting evidence included:

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**NOTE: ATTACH SUPPORTING EVIDENCE SIGNED BY PARENT/CARER**

**SECTION E STUDENT DECLARATION**

*I declare that I have read the information in the HSC Assessment Information Booklet relating to Illness/Misadventure applications. I declare that the information provided on this form is correct and complete, and that the evidence supporting this application is authentic. I understand that the NESAs Review Panel may discuss this application with me. The panel may ask for further evidence and may investigate the legitimacy of the documentation provided. I understand that submission of incorrect or false information will affect my application for illness/misadventure consideration.*

Student name: \_\_\_\_\_ Student Signature: \_\_\_\_\_

Parent/Carer Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**SECTION F HEAD TEACHER RESPONSE**

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**NOTE: ATTACH ASSESSMENT NOTIFICATION, TASK AND OTHER RELEVANT DOCUMENTATION**

**SECTION G NESAs REVIEW PANEL RECOMMENDATION**

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NESA Review Panel Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

**SECTION H DECISION**

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Deputy Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## APPLICATION FOR ALTERNATIVE ASSESSMENT TASK/TIME HSC ASSESSMENT TASK

**When a student is aware that they are unable to sit or hand in any assessment task** due to illness or individual circumstances they must apply on this form for special consideration as outlined in the School Assessment Policy. Failure to comply may result in a zero mark for that assessment task. This form is to be given to the **Head Teacher** of the subject concerned **prior to the deadline of the task.**

### SECTION A PERSONAL DETAILS

Given name: \_\_\_\_\_ Family name: \_\_\_\_\_

Parent/Carer Name: \_\_\_\_\_ Contact Number : \_\_\_\_\_

### SECTION B ASSESSMENT TASK DETAILS

Name of Subject/Course: \_\_\_\_\_ Teacher : \_\_\_\_\_

Head Teacher: \_\_\_\_\_ Original Due Date: \_\_\_\_\_

Assessment Task Description:

\_\_\_\_\_  
\_\_\_\_\_

Reason for non-attendance or inability to hand in task:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supporting Documentation:

\_\_\_\_\_  
\_\_\_\_\_

**NOTE: ATTACH SUPPORTING EVIDENCE SIGNED BY PARENT/CARER**

### SECTION C STUDENT DECLARATION

*I declare that I have read the information in the HSC Assessment Information Booklet. I declare that the information provided on this form is correct and complete, and that the evidence supporting this application is authentic. I understand that the NESR Review Panel may discuss this application with me. The panel may ask for further evidence and may investigate the legitimacy of the documentation provided. I understand that submission of incorrect or false information will affect my application for alternative task/time consideration.*

Student name: \_\_\_\_\_ Student signature: \_\_\_\_\_

Parent/Carer signature: \_\_\_\_\_ Date: \_\_\_\_\_

**SECTION D HEAD TEACHER RESPONSE**

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Head Teacher signature: \_\_\_\_\_ Date Received: \_\_\_\_\_

**SECTION E NESAS REVIEW PANEL RECOMMENDATION**

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NESA Review Panel Coordinator: \_\_\_\_\_ Date : \_\_\_\_\_

**SECTION F DECISION**

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Deputy Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## APPEAL FORM HSC ASSESSMENT TASK

This document must be submitted to the principal within one (1) week of a student receiving his assessment results.

### SECTION A PERSONAL DETAILS

Given name: \_\_\_\_\_ Family name: \_\_\_\_\_

Parent/Carer Name: \_\_\_\_\_ Contact Number: \_\_\_\_\_

### SECTION B ASSESSMENT TASK DETAILS

Name of Subject/Course: \_\_\_\_\_ Teacher : \_\_\_\_\_

Head Teacher: \_\_\_\_\_ Original Due Date: \_\_\_\_\_

Assessment Task Description:

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### SECTION C BASIS OF APPEAL

Explain in detail the reasons for your appeal:

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**NOTE: ATTACH SUPPORTING EVIDENCE SIGNED BY PARENT/CARER**

### SECTION D STUDENT DECLARATION

*I declare that I have read the information in the HSC Assessment Information Booklet. I declare that the information provided on this form is correct and complete, and that the evidence supporting this application is authentic. I understand that the NESR Review Panel may discuss this application with me. The panel may ask for further evidence and may investigate the legitimacy of the documentation provided. I understand that submission of incorrect or false information will affect my application.*

Student name: \_\_\_\_\_ Student signature: \_\_\_\_\_

Parent/Carer signature: \_\_\_\_\_ Date: \_\_\_\_\_

**SECTION E HEAD TEACHER RESPONSE**

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Head Teacher signature: \_\_\_\_\_ Date Received: \_\_\_\_\_

**NOTE: ATTACH SUPPORTING EVIDENCE**

**SECTION F NESAS REVIEW PANEL RECOMMENDATION**

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NESA Review Panel Coordinator: \_\_\_\_\_ Date : \_\_\_\_\_

**SECTION G PRINCIPAL'S DECISION**

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Principal's Signature: \_\_\_\_\_

## **Subject Scope and Sequences**

The Scope and Sequence for each course is a guide only and is subject to change depending on circumstance.



## Ancient History – Scope and Sequence HSC 2025

### Term 4 2024

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Cities of Vesuvius: Pompeii and Herculaneum									
<b>Outcomes</b>	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9, AH12-10									
<b>Tasks</b>									Assessment Task #1	

### Term 1 2025

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Ancient Societies: Spartan Society to the Battle of Leuctra 371 BC									
<b>Outcomes</b>	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9									
<b>Tasks</b>									Assessment Task #2	

### Term 2 2025

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Historical Period: The Greek World 500-440 BC									
<b>Outcomes</b>	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9									
<b>Tasks</b>								Assessment Task #3		

### Term 3 2025

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Personalities in their Times: The Near East Xerxes			Trial Exam		Personalities in their Times: The Near East Xerxes			Revision	
<b>Outcomes</b>	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9			AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10		AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10				
<b>Tasks</b>				Assessment Task #4						

## Biology – Scope and Sequence HSC 2025

### Term 4 2024

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Module 7 – Infectious disease- treatment, prevention, control of infectious diseases; the role of the human immune system and its response to infection.									
<b>Outcomes</b>	BIO 11/12-1, BIO 11/12-2, BIO 11/12-3, BIO 11/12-4, BIO 11/12-5, BIO 11/12-6, BIO 11/12-7, BIO 12-14									
<b>Tasks</b>								Assessment Task #1	Assessment Task #1	

### Term 1 2025

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Module 5 – Heredity - reproduction and inheritance patterns in plants and animals; role of DNA in polypeptide synthesis									
<b>Outcomes</b>	BIO 11/12-1, BIO 11/12-3, BIO 11/12-4, BIO 11/12-5, BIO 11/12-6, BIO 11/12-7, BIO12-12									
<b>Tasks</b>									Assessment Task #2	

### Term 2 2025

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Module 6 – Genetics- genetic change, including mutations, environmental pressure, uses of biotechnology. Processes of inheritance and evolution.								Module 8 – Non infectious disease	
<b>Outcomes</b>	BIO 11/12-1, BIO 11/12-3, BIO 11/12-4, BIO 11/12-6, BIO 11/12-7, BIO12-13								BIO 12-15	
<b>Tasks</b>							Assessment Task #3			

### Term 3 2025

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Module 8 – Non infectious disease - non-infectious diseases, disorders including their causes and effects on human health			Trial Exam		Module 8 – Non infectious disease			Revision	
<b>Outcomes</b>	BIO 11/12-3, BIO 11/12-4, BIO 11/12-5, BIO 11/12-6, BIO11/12-7, BIO 12-15			BIO 11/12-4, BIO 11/12-5, BIO 11/12-6, BIO11/12-7, BIO 12-12, BIO 12-13, BIO 12-14, BIO 12-15		BIO 11/12-3, BIO 11/12-4, BIO 11/12-5, BIO 11/12-6, BIO11/12-7, BIO 12-15				
<b>Tasks</b>				Assessment Task #4						

## Business Studies – Scope and Sequence HSC 2025

### Term 4 2024

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Marketing								Operations	
<b>Outcomes</b>	H1, H2, H4, H5, H9								H1, H4, H7, H8, H9	
<b>Tasks</b>								Assessment Task #1		

### Term 1 2025

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Operations								Finance	
<b>Outcomes</b>	H1, H4, H7, H8, H9								H2, H6, H8, H9, H10	
<b>Tasks</b>									Assessment Task #2	

### Term 2 2025

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Finance								Human Resources	
<b>Outcomes</b>	H2, H6, H8, H9, H10								H1, H2, H3, H4, H5, H6, H9	
<b>Tasks</b>								Assessment Task #3		

### Term 3 2025

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Human Resources			Trial Exam		Human Resources			Revision	
<b>Outcomes</b>	H1, H2, H3, H4, H5, H6, H9			H1, H2, H3, H4, H5, H6, H7, H8, H9, H10		H1, H2, H3, H4, H5, H6, H9				
<b>Tasks</b>				Assessment Task #4						

## Chemistry – Scope and Sequence HSC 2025

### Term 4 2024

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Equilibrium and Acid Reactions									Acid/Base Reactions
<b>Outcomes</b>	CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12									
<b>Tasks</b>										

### Term 1 2025

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Acid/Base Reactions									Organic Chemistry
<b>Outcomes</b>	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-5 CH12-13									
<b>Tasks</b>										

### Term 2 2025

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Organic Chemistry									Applying Chemical Ideas
<b>Outcomes</b>	CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12									a
<b>Tasks</b>										

### Term 3 2025

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Applying Chemical Ideas			Trial Exam		Applying Chemical Ideas				Revision
<b>Outcomes</b>	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-7 CH12-15									
<b>Tasks</b>				Assessment Task #4						

### Term 4 2024

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Civil Structure									
<b>Outcomes</b>	H1.1, H2.1, H3.1, H3.2, H3.3, H4.1, H4.3, H5.1, H6.1, H6.2									
<b>Tasks</b>										Assessment Task #1

### Term 1 2025

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Personal and Public Transport									
<b>Outcomes</b>	H1.2, H2.1, H3.1, H3.2, H3.3, H4.2, H4.3, H5.1, H6.1, H6.2									
<b>Tasks</b>								Assessment Task #2		

### Term 2 2025

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Aeronautical Engineering									
<b>Outcomes</b>	H1.1, H1.2, H2.2, H3.1, H3.2, H3.3, H4.1, H4.3									
<b>Tasks</b>								Assessment Task #3		

### Term 3 2025

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Telecommunications			Trial Exam		Telecommunications				
<b>Outcomes</b>	H1.1, H1.2, H2.2, H3.2, H4.1, H4.3, H5.2, H6.2			H1.1, H1.2, H2.1, H3.2, H4.2, H5.1, H6.1, H6.2		H1.1, H1.2, H2.2, H3.2, H4.1, H4.3, H5.2, H6.2				
<b>Tasks</b>				Assessment Task #4						

## English Advanced – Scope and Sequence HSC 2025

### Term 4 2024

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Common Module: Texts and Human Experiences Selected Poetry by Kenneth Slessor									
<b>Outcomes</b>	EA12-1, EA12-2, EA12-7									
<b>Tasks</b>								Assessment Task #1	Assessment Task #1	

### Term 1 2025

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Module A: Textual Conversations William Shakespeare "King Richard III" AND Al Pacino 'Looking for Richard'									Module C
<b>Outcomes</b>	EA12-1, EA12-6, EA12-8, EA12-9									
<b>Tasks</b>									Assessment Task #2	

### Term 2 2025

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Module C: The Craft of Writing Noel Pearson 'Eulogy for Gough Whitlam' AND Gwen Harwood 'Father and Child'								Module B	
<b>Outcomes</b>	EA12-1, EA12-4, EA12-5								EA12-1, EA12-2, EA12-3, EA12-4, EA12-6, EA12-9	
<b>Tasks</b>								Assessment Task #3		

### Term 3 2025

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Module B Critical Study of Literature Kazuo Ishiguro "An Artist of the Floating World"			Trial Exam		Module B Critical Study of Literature Kazuo Ishiguro "An Artist of the Floating World"				Revision
<b>Outcomes</b>	EA12-1, EA12-2, EA12-3, EA12-4, EA12-6, EA12-9			EA12-1, EA12-2, EA12-3, EA12-4, EA12-6, EA12-9		EA12-1, EA12-2, EA12-3, EA12-4, EA12-6, EA12-9				
<b>Tasks</b>				Assessment Task #4						

## English Standard – Scope and Sequence HSC 2025

### Term 4 2024

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Common Module: Texts and Human Experiences Selected Poetry by Kenneth Slessor									
<b>Outcomes</b>	EN12-1, EN12-2, EN12-7									
<b>Tasks</b>								Assessment Task #1	Assessment Task #1	

### Term 1 2025

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Module A: Language, Culture and Identity Rob Sitch "The Castle"									Module C
<b>Outcomes</b>	EN12-1, EN12-6, EN12-8, EN12-9									
<b>Tasks</b>									Assessment Task #2	

### Term 2 2025

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Module C: Craft of Writing Paul Keating 'Funeral Service of the Unknown Australian Soldier' AND Judith Wright 'The Surfer'								Module B	
<b>Outcomes</b>	EN12-1, EN12-4, EN12-5,								EA12-1, EA12-2, EA12-3, EA12-4, EA12-6, EA12-9	
<b>Tasks</b>								Assessment Task #3		

### Term 3 2025

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Module B: Close Study of Literature Mark Haddon 'The Curious Incident of the Dog in the Night-time'			Trial Exam		Module B: Close Study of Literature Mark Haddon 'The Curious Incident of the Dog in the Night-time'				Revision
<b>Outcomes</b>	EN12-1, EN12-2, EN12-3, EN12-4, EN12-6, EN12-9			EN12-1, EN12-2, EN12-3, EN12-4, EN12-6, EN12-9		EN12-1, EN12-2, EN12-3, EN12-4, EN12-6, EN12-9				
<b>Tasks</b>				Assessment Task #4						

## Enterprise Computing – Scope and Sequence HSC 2025

### Term 4 2024

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Data Science / Enterprise Computing Project									
<b>Outcomes</b>	EC-12-01, EC-12-02, EC-12-03, EC-12-04, EC-12-05, EC-12-06, EC-12-07, EC-12-08, EC-12-09, EC-12-10, EC-12-11									
<b>Tasks</b>										

### Term 1 2025

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Data Visualisation / Enterprise Computing Project									
<b>Outcomes</b>	EC-12-01, EC-12-02, EC-12-03, EC-12-04, EC-12-05, EC-12-06, EC-12-07, EC-12-08, EC-12-09, EC-12-10, EC-12-11									
<b>Tasks</b>										

### Term 2 2025

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Intelligent Systems / Enterprise Computing Project									
<b>Outcomes</b>	EC-12-01, EC-12-02, EC-12-03, EC-12-04, EC-12-05, EC-12-06, EC-12-07, EC-12-08, EC-12-09, EC-12-10, EC-12-11									
<b>Tasks</b>										

### Term 3 2025

<b>Week</b>	1	2	3	4	5	6	7	8	9	10	
<b>Module</b>	Enterprise Computing Project			Trial Exam		Enterprise Computing Project		Revision			
<b>Outcomes</b>	EC-12-01, EC-12-02, EC-12-03, EC-12-04, EC-12-05, EC-12-06, EC-12-07, EC-12-08, EC-12-09, EC-12-10, EC-12-11										
<b>Tasks</b>				Assessment Task #4							



## Food Technology – Scope and Sequence HSC 2025

### Term 4 2023

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	The Australian Food Industry									
<b>Outcomes</b>	H1.2, H1.4, H3.1									
<b>Tasks</b>									Assessment Task #1	

### Term 1 2024

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Food Manufacture									
<b>Outcomes</b>	H1.1, H4.2									
<b>Tasks</b>									Assessment Task #2	

### Term 2 2024

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Food Product Development									
<b>Outcomes</b>	H1.3, H4.1									
<b>Tasks</b>									Assessment Task #3	

### Term 3 2024

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Contemporary Nutrition Issues			Trial Exam		Contemporary Nutrition Issues			Revision	
<b>Outcomes</b>	H2.1, H3.2, H5.1			H1.1, H1.2, H1.3, H1.4, H2.1, H3.1, H3.2, H5.1		H2.1, H3.2, H5.1				
<b>Tasks</b>				Assessment Task #4						

## Legal Studies – Scope and Sequence HSC 2025

### Term 4 2024

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Crime									
<b>Outcomes</b>	H4, H6, H7, H8, H9									
<b>Tasks</b>									Assessment Task #1	

### Term 1 2025

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Human Rights									
<b>Outcomes</b>	H1, H2, H3, H9, H10									
<b>Tasks</b>									Assessment Task #2	

### Term 2 2025

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	World Order									
<b>Outcomes</b>	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10									
<b>Tasks</b>								Assessment Task #3		

### Term 3 2025

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Family			Trial Exam		Family			Revision	
<b>Outcomes</b>	H1, H2, H3, H4, H5, H6, H9			H1, H2, H3, H4, H5, H6, H7, H8, H9, H10		H1, H2, H3, H4, H5, H6, H9				
<b>Tasks</b>				Assessment Task #4						

## Mathematics Advanced – Scope and Sequence HSC 2025

### Term 4 2024

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Functions Graphing Techniques F2				Calculus C2.1, C2.2			Calculus C3.1, C3.2		
<b>Outcomes</b>	MA12-1, MA12-9, MA12-10				MA12-3, MA12-6, MA12-9, MA12-10					
<b>Tasks</b>									Assessment Task #1	

### Term 1 2025

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Trigonometric Functions and Graphs T3 T3			Statistical Analysis S3.1		Statistical Analysis S3.2		Calculus C4.1		
<b>Outcomes</b>	MA12-1, MA12-5, MA12-9, MA12-10			MA12-8, MA12-9, MA12-10			MA12-3, MA12-7, MA12-9, MA12-10			
<b>Tasks</b>									Assessment Task #2	

### Term 2 2025

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Calculus C4.2					Statistical Analysis S2.1		Statistical Analysis S2.2		
<b>Outcomes</b>	MA12-3, MA12-7, MA12-9, MA12-10					MA12-8, MA12-9, MA12-10				
<b>Tasks</b>									Assessment Task #3	

### Term 3 2025

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Financial Mathematics M1.2, M1.3			Trial Exam		Financial Mathematics M1.1, M1.4				
<b>Outcomes</b>	MA12-2, MA12-4, MA12-9, MA12-10			MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10		MA12-2, MA12-4, MA12-9, MA12-10				
<b>Tasks</b>				Assessment Task #4						

## Mathematics Standard 2 – Scope and Sequence HSC 2025

### Term 4 2024

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Simultaneous Linear Relationships A4.1			Non-Right-Angled Trigonometry M6			Ratios and Rates M7			Revision
<b>Outcomes</b>	MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10			MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10			MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10			
<b>Tasks</b>									Assessment Task #1	

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### Term 1 2025

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Networks N2			Investments and Loans F4				Bivariate Data Analysis S4		
<b>Outcomes</b>	MS2-12-8, MS2-12-9, MS2-12-10			MS2-12-5, MS2-12-9, MS2-12-10				MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10		
<b>Tasks</b>									Assessment Task #2	

### Term 2 2025

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Annuities F5			Non-Linear Relationships A4.2				Normal Distribution S5		
<b>Outcomes</b>	MS2-12-5, MS2-12-9 MS2-12-10			MS2-12-1, MS2-12-6, MS2-12-9, MS2-12-10				MS2-12-2, MS2-12-7, MS2-12-9, MS2-12-10		
<b>Tasks</b>									Assessment Task #3	

### Term 3 2025

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Critical Path Analysis N3			Trial Exam		Revision				
<b>Outcomes</b>	MS2-12-8, MS2-12-9, MS2-12-10			Entire course including Year 11						
<b>Tasks</b>				Assessment Task #4						

## Mathematics Standard 1 – Scope and Sequence HSC 2025

### Term 4 2024

Week	1	2	3	4	5	6	7	8	9	10	
<b>Module</b>	Types of Relationships A3.1			Right-Angled Trigonometry M3						Revision	
<b>Outcomes</b>	MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10			MS1-12-3, M12-12-4, MS1-12-9, MS1-12-10							
<b>Tasks</b>									Assessment Task #1		

### Term 1 2025

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Networks and Paths N1.1		Networks and Paths N1.2			Scale Drawings M5		Types of Relationships A3.2		
<b>Outcomes</b>	MS1-12-8, MS1-12-9, MS1-12-10		MS1-12-8, MS1-12-9, MS1-12-10			MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10		MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10		
<b>Tasks</b>									Assessment Task #2	

### Term 2 2025

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Investments F2			Depreciation and Loans F3				Statistical Analysis S3.1		
<b>Outcomes</b>	MS1-12-5, MS1-12-9, MS1-12-10			MS1-12-5, MS1-12-9, MS1-12-10				MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10		
<b>Tasks</b>									Assessment Task #3	

### Term 3 2025

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Statistical Analysis S3.2		Revision	Trial Exam		Statistical Analysis S3.2 cont.	Rates M4			Revision
<b>Outcomes</b>	MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10			Entire course including Year 11			MS1-12-3, MS1-12-9, MS1-12-10			
<b>Tasks</b>				Assessment Task #4						

## Mathematics Extension 1 – Scope and Sequence HSC 2025

### Term 4 2024

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Vectors V1.1				Further Operations with Vectors V1.2				Proof by Mathematical Induction P1	
<b>Outcomes</b>	ME12-2, ME12-6, ME12-7								ME12-1, ME12-6, ME12-7	
<b>Tasks</b>									Assessment Task #1	

### Term 1 2025

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Trigonometric Equations T3				Binomial Distributions S1.1			Normal Approximation S1.2		
<b>Outcomes</b>	ME12-3, ME12-6, ME12-7				ME12-5, ME12-6, ME12-7			ME12-5, ME12-6, ME12-7		
<b>Tasks</b>									Assessment Task #2	

### Term 2 2025

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Further Calculus Skills C2					Solids of Revolution C3.1				
<b>Outcomes</b>	ME12-1, ME12-4, ME12-6, ME12-7									
<b>Tasks</b>									Assessment Task #3	

### Term 3 2025

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Differential Equations C3.2		Revision	Trial Exam		Differential Equations C3.2		Projectile Motion V1.3		Revision
<b>Outcomes</b>	ME12-1, ME12-4, ME12-6, ME12-7			Entire course including Year 11		ME12-1, ME12-4, ME12-6, ME12-7		ME12-2, ME12.6, ME12-7		
<b>Tasks</b>				Assessment Task #4						

## Music – Scope and Sequence HSC 2025

### Term 4 2024

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	An instrument and it's repertoire									
<b>Outcomes</b>	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11									
<b>Tasks</b>									Assessment Task #1	

### Term 1 2025

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Music for small ensembles									
<b>Outcomes</b>	H1, H3, H7, H9, H10, H11									
<b>Tasks</b>									Assessment Task #2	

### Term 2 2025

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Students' choice									
<b>Outcomes</b>	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11									
<b>Tasks</b>						Assessment Task #3				

### Term 3 2025

<b>Week</b>	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	HSC Preparation			Trial Exam		HSC Preparation				
<b>Outcomes</b>	H1, H2, H3, H4, H5, H6, H7, H8			H1, H2, H3, H4, H5, H6, H7, H8		H1, H2, H3, H4, H5, H6, H7, H8				
<b>Tasks</b>				Assessment Task #4						

## PDHPE – Scope and Sequence HSC 2025

### Term 4 2024

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Sports Medicine							Core 2: Factors affecting performance		
<b>Outcomes</b>	H1, H2, H4, H5, H9							H7, H8, H9, H10, H11, H16, H17		
<b>Tasks</b>									Assessment Task #1	

### Term 1 2025

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Core 2: Factors affecting performance							Core 1: Health priorities in Australia		
<b>Outcomes</b>	H7, H8, H9, H10, H11, H16, H17							H1, H2, H3, H4, H5, H6, H14, H15, H16		
<b>Tasks</b>									Assessment Task #2	

### Term 2 2025

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Core 1: Health priorities in Australia							Improving Performance		
<b>Outcomes</b>	H2, H6, H8, H9, H10							H7, H8, H9, H10, H16		
<b>Tasks</b>									Assessment Task #3	

### Term 3 2025

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Improving Performance			Trial Exam		Revision				
<b>Outcomes</b>	H7, H8, H9, H10, H16			H1, H2, H3, H4, H5, H6, H7, H8, H9, H10						
<b>Tasks</b>				Assessment Task #4						



## Physics – Scope and Sequence HSC 2025

### Term 4 2024

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Module 5 – Advanced Mechanics						Module 6 - Electromagnetism		Module 8 – From the Universe to the Atom	
<b>Outcomes</b>	PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH12-12						PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH12-13		PH11/12-1, PH11/12-5, PH11/12-6, PH11/12-7, PH12-15	
<b>Tasks</b>							Assessment Task #1			

### Term 1 2025

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Module 6 - Electromagnetism							Module 7 – The Nature of Light		
<b>Outcomes</b>	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH12-13							PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-7, PH12-14		
<b>Tasks</b>							Assessment Task #2			

### Term 2 2025

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Module 7 – The Nature of Light				Module 8 – From the Universe to the Atom		Module 7	Module 8 – From the Universe to the Atom		
<b>Outcomes</b>	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-7, PH12-14				PH11/12-1, PH11/12-5, PH11/12-6, PH11/12-7, PH12-15			PH11/12-1, PH11/12-5, PH11/12-6, PH11/12-7, PH12-15		
<b>Tasks</b>			Assessment Task #3							

### Term 3 2025

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Module 8 – From the Universe to the Atom			Trial Exam		Revision				
<b>Outcomes</b>	PH11/12-1, PH11/12-5, PH11/12-6, PH11/12-7, PH12-15			PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH12-12, PH12-13, PH12-14, PH12-15						
<b>Tasks</b>				Assessment Task #4						

## Visual Arts– Scope and Sequence HSC 2024

### Term 4 2024

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Artmaking – Initial experimentation and development of BOW and Visual Diary Art Criticism and Art History – Art History (including case studies)									
<b>Outcomes</b>	H1, H4, H7, H10									
<b>Tasks</b>									Assessment Task #1 AM/AHAC	

### Term 1 2025

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Artmaking - Development of BOW and Visual Diary Art Criticism and Art History – Exploring the Self Identity through the Frames (including case studies)									
<b>Outcomes</b>	H1, H4, H5, H7, H9									
<b>Tasks</b>										Assessment Task #2 AM/AHAC

### Term 2 2025

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	Artmaking - Development of BOW and Visual Diary Art Criticism and Art History – Investigating Unconventional Art through the Conceptual Framework (including case studies)									
<b>Outcomes</b>	H1, H2, H3, H4, H5, H6									
<b>Tasks</b>										Assessment Task #3 AM/AHAC

### Term 3 2025

Week	1	2	3	4	5	6	7	8	9	10
<b>Module</b>	BOW Under Refinement, Written Documentation of Conceptual Framework, Relationships and Viewpoints, Includes Written Statement of BOW					Completion of BOW	Revision - Art Criticism, Written Response, Case Studies			
<b>Outcomes</b>	H1, H2, H3, H4, H5, H6			H7, H8, H9, H10		H1, H2, H3, H4, H5, H6				
<b>Tasks</b>				Assessment Task #4 AM/AHAC						

## **Subject Assessment Schedules**

**Ancient History  
Units: 2**

**HSC 2025**

Components (as per syllabus)	HSC Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 9 2024	Term 1, Week 9 2025	Term 3, Week 8 2025	Term 3, Weeks 4-5 2025
		<b>Core study Cities of Vesuvius</b>  Research and long response	<b>Ancient Societies Sparta</b>  Historical source analysis	<b>Historical Periods Greek Worlds 500-440 BC</b>  Multimodal Presentation	<b>Trial HSC Examination</b>  Examination
Knowledge and understanding of content	<b>40</b>	10	10	10	10
Source based skills	<b>20</b>		10		10
Historical inquiry and research	<b>20</b>	15		5	
Communication of historical understanding in appropriate forms	<b>20</b>		5	5	10
<b>TOTAL</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>
<b>Outcomes Assessed</b>		AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9, AH12-10	AH12-1, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9	AH12-1, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10

**Biology  
Units: 2**

**HSC 2025**

Components (as per syllabus)	HSC Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 8-9 2024	Term 1, Week 9 2025	Term 2, Week 7 2025	Term 3, Weeks 4-5 2025
		<b>Practical Investigation</b>  Module 7	<b>Model</b>  Module 5	<b>Depth Study</b>  Module 6	<b>Trial HSC Examination</b>  Modules 5, 6, 7 and 8
Skills in working scientifically	<b>60</b>	20	15	15	10
Knowledge and understanding of course content	<b>40</b>	5	5	10	20
<b>TOTALS</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>
<b>Outcomes Assessed</b>		BIO 11/12-1 BIO 11/12-2 BIO 11/12-3 BIO 11/12-4 BIO12-14	BIO 11/12-3 BIO 11/12-4 BIO 11/12-5 BIO 11/12-6 BIO 11/12-7 BIO 12-12	BIO 11/12-3 BIO 11/12-4 BIO 11/12-5 BIO 11/12-6 BIO 11/12-7 BIO 12-13	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

**Business Studies**  
**Units: 2**

**HSC 2025**

Components (as per syllabus)	HSC Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 8 2025	Term 1, Week 9 2025	Term 2, Week 8 2025	Term 3, Weeks 4-5 2025
		<b>Stimulus Marketing Report</b>	<b>Research Report- In Class Response</b>	<b>Short answer/skills analysis</b>	<b>Trial HSC Examination</b>
		Marketing	Operations	Financial Management	
Knowledge and understanding of course content	<b>40</b>	10	5	10	15
Stimulus based skills	<b>20</b>		5	10	5
Inquiry and research	<b>20</b>	15			5
Communication of business information, ideas and issues in appropriate forms	<b>20</b>		10	5	5
<b>TOTALS</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>
Outcomes Assessed		H1,2,4,5,9	H1,4,7,8,9	H 2,6,8,9,10	H1,2,3,4,5,6,7,8,9,10

**Chemistry  
Units: 2**

**HSC 2025**

Components (as per syllabus)	HSC Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 8 2024	Term 1, Week 10 2025	Term 2, Week 6 2025	Term 3, Weeks 4-5 2025
		Research Task	Depth Study	Practical Investigation	Trial HSC Examination
		Module 5	Module 6	Module 7	Modules 5, 6 and 7
Skills in working scientifically	<b>60</b>	10	20	10	10
Knowledge and understanding of course content	<b>40</b>	10	5	15	20
<b>TOTALS</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
<b>Outcomes Assessed</b>		CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-5 CH11/12-7 CH12-13	CH11/12-2 CH11/12-3 CH11/12-5 CH11/12-7 CH12-14	CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14

**Engineering Studies**  
**Units: 2**

**HSC 2025**

Components (as per syllabus)	HSC Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 10 2024	Term 1, Week 8 2025	Term 2, Week 8 2025	Term 3, Weeks 4-5 2025
		<b>Civil Structures Truss Analysis and Report (group task)</b>	<b>Personal and Public Transport Materials</b>	<b>Aeronautical Engineering Materials Research</b>	<b>Trial HSC Examination</b>
Knowledge and understanding of course content	<b>60</b>	20	10	20	15
Knowledge and skills in research, problem solving and communication related to engineering practice	<b>40</b>	5	10	5	15
<b>TOTALS</b>	<b>100</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>
<b>Outcomes Assessed</b>		H1.2, H3.1, H3.2, H3.3, H5.1, 6.1, H6.2	H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H6.1, and H6.2	H1.1, H1.2, H2.2, H3.1, H3.2, H3.3, H4.1, H4.3, H 6.1, H5.2	H1.1, H1.2, H2.1, H3.2, H4.2, H5.1, H6.1, H6.2



**English Advanced  
Units: 2**

**HSC 2025**

Components (as per syllabus)	HSC Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4, Weeks 8 & 9 2024	Term 1, Week 9 2025	Term 2, Week 8 2025	Term 3, Weeks 4-5 2025
		<b>Multimodal Presentation</b>  Texts and Human Experiences	<b>Essay</b>  Module A: Textual Conversations	<b>In Class Creative Response</b>  Module C: Craft of Writing	<b>Trial HSC Examination</b>  All Modules
Knowledge and understanding of course content	<b>50</b>	15	15	10	10
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50</b>	10	10	15	15
<b>TOTALS</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>
<b>Outcomes Assessed</b>		EA12-1, EA12-2, EA12-7	EA12-1, EA12-4, EA12- 5,	EA12-1, EA12-6, EA12- 8, EA12-9	EA12-1, EA12-2, EA12- 3, EA12-4, EA12-6, EA12-9

**English Standard**

## Units: 2

## HSC 2025

Components (as per syllabus)	HSC Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4, Weeks 8 & 9 2024	Term 1, Week 10 2025	Term 2, Week 8 2025	Term 3, Weeks 4-5 2025
		<b>Multimodal Presentation</b>  Texts and Human Experiences	<b>Essay</b>  Module A: Language, Culture and Identity	<b>In Class Creative Response</b>  Module C: Craft of Writing	<b>Trial HSC Examination</b>  All Modules
Knowledge and understanding of course content	<b>50</b>	15	15	10	10
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50</b>	10	10	15	15
<b>TOTALS</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>
<b>Outcomes Assessed</b>		EN12-1, EN12-2, EN12-7	EN12-1, EN12-6, EN12-8, EN12-9	EN12-1, EN12-4, EN12-5,	EN12-1, EN12-2, EN12-3, EN12-4, EN12-6, EN12-9

## Enterprise Computing

## Units: 2

## HSC 2025

Components (as per syllabus)	HSC Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 9 2024	Term 1, Week 9 2025	Term 2, Week 9 2025	Term 3, Weeks 4-5 2025
		Data Science Task	Data Visualisation Task	Individual Enterprise Computing Project	Trial HSC Exam
Knowledge and understanding of course content	50	10	10	15	15
Knowledge and skills in the practical application of the content	50	10	10	15	15
<b>TOTALS</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>
<b>Outcomes Assessed</b>		EC-12-02, EC-12-04, EC-12-05	EC-12-01, EC-12-05, EC-12-06, EC-12-11	EC-12-06, EC-12-07, EC-12-08, EC-12-09, EC-12-10, EC-12-11	EC-12-01, EC-12-02, EC-12-03, EC-12-04, EC-12-05, EC-12-06, EC-12-07, EC-12-08, EC-12-09, EC-12-10, EC-12-11

## Food Technology

## Units: 2

HSC 2025

### Legal Studies

Components (as per syllabus)	HSC Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 9 2024	Term 1, Week 9 2025	Term 2, Week 9 2025	Term 3, Weeks 4-5 2025
		<b>Australian Food Industry Report and Practical Task</b>	<b>Food Manufacturing Case Study and Practical Task</b>	<b>Food Product Development Research and Practical Task</b>	<b>Trial HSC Examination</b>
Knowledge and understanding of course content	<b>40</b>	10		10	20
Knowledge and skills in designing, researching, analysing and evaluating	<b>30</b>	NA	10	10	10
Skills in experimenting with and preparing food by applying theoretical concepts	<b>30</b>	10	10	10	
<b>TOTALS</b>	<b>100</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>
<b>Outcomes Assessed</b>		H1.1, H1.2, H1.4, H3.1	H1.1, H4.2, H5.1	H1.3, H2.1, H4.1, H5.1	H1.1, H1.2, H1.3, H1.4, H2.1, H3.1, H3.2, H5.1

## Units: 2

## HSC 2025

Components (as per syllabus)	HSC Weighting %	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		Term 4, Week 9 2024	Term 1, Week 9 2025	Term 3, Week 8 2025	Term 3, Weeks 4-5 2025
		<b>Research and Extended Response</b>	<b>Skills Analysis</b>	<b>Stimulus Extended Response</b>	<b>Trial HSC Examination</b>
		Crime	Human Rights	World Order	Crime Human Rights World Order Family
Knowledge / understanding	<b>40</b>	10	10	10	10
Stimulus based skills	<b>20</b>		10		10
Research	<b>20</b>	15	5		
Communication	<b>20</b>			10	10
<b>TOTALS</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>
<b>Outcomes Assessed</b>		H4, H6, H7, H8, H9	H1, H2, H3, H9, H10	H1, H2, H3, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10

**Mathematics Advanced**  
**Units: 2**

**HSC 2025**

Components (as per syllabus)	HSC Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 9 2024	Term 1, Week 9 2025	Term 2, Week 9 2025	Term 3, Weeks 4-5 2025
		<b>Written Assessment</b>  F2, C2, C3 Graphing techniques, Differentiation of logarithmic, exponential, and trigonometric functions, Rules of differentiation, The first and second derivatives, Applications of the derivatives	<b>Written Assessment</b>  T3, S3 Trigonometric functions and graphs, Continuous random variables, The normal distribution	<b>Written Assessment</b>  C4, S2 The anti-derivative, Area and the definite integral, Data (grouped and ungrouped) and Summary Statistics	<b>Trial HSC Examination</b>  Whole course F2, T3, C2, C3, C4, M1, S2, S3
Understanding, Fluency and Communication	<b>50</b>	10	15	15	15
Problem Solving, Reasoning and Justification	<b>50</b>	10	10	10	15
<b>TOTALS</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
<b>Outcomes Assessed</b>		MA12-1 MA12-3 MA12-6 MA12-9 MA12-10	MA12-1 MA12-5 MA12-8 MA12-9 MA12-10	MA12-3 MA12-7 MA12-8 MA12-9 MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10

**Mathematics Standard 2**

**Units: 2**

**HSC 2025**

Components (as per syllabus)	HSC Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 9 2024	Term 1, Week 9 2025	Term 2, Week 9 2025	Term 3, Weeks 4-5 2025
		<b>Written Assessment</b>  A4.1 Simultaneous Linear Relationships M6 Non-Right-Angled Trigonometry M7 Ratios and Rates	<b>Written Assessment</b>  MS-N2 Networks and F4 Investments and Loans	<b>Written Assessment</b>  S4 Bivariate Data Analysis  F5 Annuities  A4.2 Non-Linear Relationships	<b>Trial HSC Examination</b>  Assessing Year 11 and Year 12 Content
Understanding, Fluency and Communication	<b>50</b>	10	15	15	15
Problem Solving, Reasoning and Justification	<b>50</b>	10	10	10	15
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
<b>Outcomes Assessed</b>		MS2-12-1 MS2-12-3 MS2-12-4 MS2-12-6 MS2-12-9 MS2-12-10	MS2-12-5 MS2-12-8 MS2-12-9 MS2-12-10	MS2-12-1 MS2-12-2 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-9 MS2-12-10	All Year 11 outcomes  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

**Mathematics Standard 1**  
**Units: 2**

**HSC 2025**

Components (as per syllabus)	HSC Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 9 2024	Term 1, Week 9 2025	Term 2, Week 9 2025	Term 3, Weeks 4-5 2025
		Written Assessment	Written Assessment	Written Assessment	Trial HSC
		MSA-3 Types of Relationships and MS-M3 Right-angled triangles	MS-N1 Networks and Paths (N1.1): Networks and Shortest paths	MSA-3.2: Graphs of practical situations, MS-M5 Scale Drawings, MS-F2 Investment and MS-F3 Depreciation and Loans	Assessing Year 11 and Year 12 Content except MS-M4 Rates
Understanding, Fluency and Communication	<b>50</b>	10	15	15	15
Problem Solving, Reasoning and Justification	<b>50</b>	10	10	10	15
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
<b>Outcomes Assessed</b>		MS1-12-1, MS1-12-3, MS1-12-4, MS1-12-6, MS1-12-9, MS1-12-10	MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-9, MS1-12-10	All Year 11 outcomes 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



**Mathematics Extension  
Units: 1**

**HSC 2025**

		<b>Task 1</b> Term 4, Week 9 2024	<b>Task 2</b> Term 1, Week 9 2025	<b>Task 3</b> Term 2, Week 9 2025	<b>Task 4</b> Term 3, Weeks 4-5 2025
Components (as per syllabus)	HSC Weighting %	<b>Written Assessment</b> ME-V1.1 Vectors and ME-V1.2 Further Operations with Vectors	<b>Written Assessment</b> ME-P1 Proof by Mathematical Induction, ME-T3 Trigonometric Equations, and ME-S1.1 Binomial Distributions	<b>Written Assessment</b> ME-S1.2 Normal Approximation, ME-C2 Further Calculus Skills, and ME-C3.1 Solids of Revolution	<b>Trial HSC Examination</b>  Whole Course
Understanding, Fluency and Communication	<b>50</b>	10	15	15	15
Problem-Solving, Reasoning and Justification	<b>50</b>	10	10	10	15
<b>TOTAL</b>	<b>100</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>
<b>Outcomes Assessed</b>		ME12-2 ME12-6 ME12-7	ME12-1, ME12-3, ME12-5, ME12-6, ME12-7	ME12-1, ME12-4, ME12-5, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6 ME12-7

**Music**  
**Units: 2**

**HSC 2025**

Components (as per syllabus)	HSC Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 9 2024	Term 1, Week 9 2025	Term 2, Week 6 2025	Term 3, Week 4-5 2025
		<b>Core Musicology</b>  viva voce  Elective (Perf/Comp/Mus)	<b>Core Performance</b>  Elective (Perf/Comp/Mus)	<b>Core Composition Portfolio</b>  Elective (Perf/Comp/Mus)	<b>Trial HSC Examination</b>  formal written, aural examination, presentation of 3 electives
Musicology	<b>10</b>	10			
Performance	<b>10</b>		10		
Composition	<b>10</b>			10	
Aural Skills	<b>25</b>				25
Electives	<b>45</b>	10	10	10	15
<b>TOTAL</b>	100	<b>20</b>	<b>20</b>	<b>20</b>	<b>30</b>
<b>Outcomes Assessed</b>		H4, H5, H6, H7, H11	H1, H3, H7, H9, H10, H11	H3, H4, H5, H6, H7, H8, H10	H1, H2, H3, H4, H5, H6, H7, H8

**Personal Development Health and Physical Education**

**Units: 2**

**HSC 2025**

Components (as per syllabus)	HSC Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 9 2024	Term 1, Week 9 2025	Term 2, Week 9 2025	Term 3, Weeks 4-5 2025
		<b>Interactive ICT Task</b>	<b>Research and Written Task</b>	<b>Source Analysis</b>	<b>Trial HSC Examination</b>
		Option 1 - Sport Medicine	Core Topic 2 - Factors Affecting Performance	Core Topic 1 - Health Priorities in Australia	Core Topic 1 & 2 Option 1 & 2
Knowledge and understanding of course content	<b>40</b>	10	10	10	10
Skills in critical thinking, research, analysis and communicating	<b>60</b>	15	15	10	20
<b>TOTALS</b>	<b>100</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>
<b>Outcomes Assessed</b>		H8, H13, H16, H17	H7, H8, H9, H10, H11, H16, H17	H1, H2, H3, H4, H5, H14, H15, H16	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17

**Physics  
Units: 2**

**HSC 2025**

Components (as per syllabus)	HSC Weighting %	Task 1	Task 2	Task 3	Task 4
		Term 4, Week 7 2024	Term 1, Week 6 2025	Term 2, Week 3 2025	Term 3, Weeks 4-5 2025
		<b>Take home Assessment</b>  Projectile, Rotational and Gravitational Dynamics	<b>Depth Study</b>  Measure the Efficiency of a Transformer	<b>Practical Examination</b>  Diffraction and Interference	<b>Trial HSC Examination</b>
Skills in Working Scientifically	<b>60</b>	9	21	15	15
Knowledge and understanding	<b>40</b>	6	14	10	10
<b>TOTALS</b>	<b>100</b>	<b>15</b>	<b>35</b>	<b>25</b>	<b>25</b>
<b>Outcomes Assessed</b>		PH11/12-6 PH11/12-7 PH12-12	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-13 PH12-14	PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-14	PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-12 PH12-13 PH12-14 PH12-15

**Visual Arts  
Units: 2**

**HSC 2025**

Components (as per syllabus)	HSC Weighting %	Task 1 Term 4, Week 9 2024		Task 2 Term 1, Week 10 2025		Task 3 Term 2, Week 10 2025		Task 4 Term 3, Weeks 4-5 2025	
		Art Criticism and Art History: Written response;  Overview of Art Historical practices and Contemporary practices.	Artmaking: Development of the Body of Work:  VAPD documenting initial artmaking experimentation and investigations of selected artists' practice.	Art Criticism and Art History: Written response;  Explanation of how the frames provide for different orientations to critical and historical investigations of art	Artmaking: Development of the Body of Work:  VAPD documenting initial artmaking experimentation and investigation, analysis of artmaking practice through the frames, research and comparative analysis of student practice and selected artists' practice	Art Criticism and Art History: Written response;  Explanation of the roles and relationships between the agencies in the conceptual framework through artists and artworks	Artmaking: Development of the Body of Work  Submission of artworks under development, VAPD including a written account of artmaking practice through the artwork/audience relationship.	Art Criticism and Art History: HSC Trial Examination  Art Criticism and Art History Written Examination	Artmaking: Resolving the Body of Work  Artworks undergoing refinement, VAPD including curation of works for HSC submission with written artist statement.
Artmaking	50		10		10		10		20
Art Criticism & Art History	50	10		10		10		20	
<b>TOTALS</b>	<b>100</b>	<b>20</b>		<b>20</b>		<b>20</b>		<b>40</b>	
<b>Outcomes Assessed</b>		H7, H10	H1, H4	H7, H9	H1, H4, H5	H7, H8, H10	H1, H2, H3, H4, H5	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6

# Assessment Schedule Planner 2024/25

Enter the details of your assessment tasks for 2022/23 on this calendar and use it for planning purposes.

	Week	Monday	Tuesday	Wednesday	Thursday	Friday
Term 4 2024	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
Term 1 2025	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
	11					
Term 2 2025	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
Term 3 2025	1					
	2					
	3					
	4	<b>HSC TRIAL EXAMS</b>				
	5	<b>HSC TRIAL EXAMS</b>				
	6					
	7					
	8					
	9					
	10					

