



# Coonabarabran High School

## Assessment Handbook Year 12

# 2024-2025

Student/Parent Information

# **STUDENTS AND PARENTS SHOULD KEEP THIS HANDBOOK FOR REFERENCE.**

## **INTRODUCTION**

This booklet contains information about the regulations governing the Higher School Certificate, as well as the Assessment Schedule for subjects offered at Coonabarabran High School for the HSC in 2025.

While these regulations, determined by the NSW Education Standards Authority (NESA - replacing the Board of Studies), allow for flexibility in programs of study in both the Year 11 and Year 12 courses, students must also satisfy the NSW Department of Education & Training requirements, eg. sport and school requirements, assessment schedules, uniform, behaviour and attendance. Students and parents are encouraged to read the following information carefully.

Queries regarding any of the following information should be addressed to:

- The teacher-in-charge of NSW Education Standards Authority (NESA) communications  
- Mrs H Frewin
- Your Year Advisers – Ms Hawkins, Dr Armstrong
- The Careers Adviser – Mrs H Frewin

Students will receive, on their HSC, two distinct marks for each course. One will be a Scaled Examination Mark, the other a moderated School Assessment mark, compiled from achievement in a number of set assessment tasks in Year 12. The two marks contribute equally to the Australian Tertiary Admission Ranking (ATAR), which determines entry to courses at universities.

This document outlines the general principles, purposes and rules of the Assessment Scheme, and itemises, subject by subject, more specific requirements.

## **OVERVIEW**

The Year 12 course will start in Term 4 of 2024 and finish at the end of Term 3 of 2025. Students must have satisfied course requirements in Year 11 before they can commence their Year 12 study in that course. The Principal has the authority to deny a student continuation to Year 12 in any given subject if that student has received an "N" determination on the grounds of lack of satisfactory application in Year 11.

## PATTERN OF STUDY

To qualify for the HSC students must follow a pattern of study in Year 12 which includes:

- at least 10 units of which 6 units must be from Board-Developed courses in Year 12
- at least two units from a Board-Developed course in English
- three courses of 2 units value or greater (either Board-Developed or Board-Endorsed courses)
- at least 4 subjects
- no more than 6 units of courses in Science can contribute to the 10 HSC units required for the award of the Higher School Certificate.

## SATISFACTORY COMPLETION OF A COURSE

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- (a) **followed** the course developed or endorsed by the Authority;
- (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.

## ATTENDANCE AND APPLICATION

For students in Year 11 and Year 12, principals may determine an appropriate attendance pattern which will allow each student to achieve the outcomes of each course studied. At Coonabarabran High School **85% attendance** is required in any **particular course** in order that course completion criteria may be met.

Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.

The Principal will give students early warning of the consequences of absences in terms of course completion criteria. To complete a course of study for the HSC you must have a satisfactory record of application (effort).

## AUSTRALIAN TERTIARY ADMISSION RANKING

The Australian Tertiary Admission Ranking (ATAR) is based on the aggregate of scaled marks in ten eligible units of satisfactorily completed Board Developed Courses comprising:

- your 2 units of English
- your next best 8 remaining eligible units

## **THE 'N' DETERMINATION**

You will receive an 'N' determination in a course if you do not:

- a) follow the course developed or endorsed by the Authority; and/or
- b) apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and/or
- c) achieve some or all of the course outcomes.

If the principal determines that you are in danger of not completing a course satisfactorily, you will be warned in writing in time for you to correct the problem and satisfactorily complete the course. A minimum of two course-specific warnings must be issued prior to a final Non-Completion of a Course Determination being made.

If your performance is unsatisfactory in a course, you will receive an 'N' beside the course on your Record of Achievement Part A and this may mean that you are not eligible for the award of a Higher School Certificate.

You have the right to appeal against an 'N' determination. Appeals against 'N' determination should be lodged with your principal, who will advise you of the date by which your appeal must be submitted.

## **ACCUMULATION OVER UP TO FIVE YEARS**

Students may accumulate Year 12 courses over a period of a maximum of five years. The five year period will commence in the first year the student attempts a Year 12 course examination. It will apply regardless of whether the student defers his/her studies for one or more years during the five year period.

Year 12 courses may, but need not be, accumulated within this period.

## **REPEATING A COURSE**

A candidate may repeat one or more Year 12 courses but must do so within the five year accumulation period. The mark to be included in the calculation of the student's ATAR would be the mark received in the latest examination attempted, regardless whether or not the mark was higher than any previous attempt(s).

## **PRIOR LEARNING AND CREDIT TRANSFER**

If you believe that you are eligible for Recognition of Prior Learning, seek advice from your subject teacher.

You can claim advanced standing if you have previously completed a similar course and it has not already been counted towards a school-based qualification.

You can also claim advanced standing if you have already developed skills in the industry area covered by this course - either through employment within the industry or through another life experience.

## **STUDY WITH AN OUTSIDE TUTOR**

Students whose preferred program of study is not available at Coonabarabran High School may undertake studies with an outside tutor or through Distance Education.

## **ASSESSMENT**

Coonabarabran High School's Year 12 Assessment procedures are in line with those detailed by the NSW Education Standards Authority.

You are required to complete school-based assessment tasks for each Board Developed Year 12 course you study. This applies to all school and TAFE students, regardless of the number of units attempted.

School-based assessment counts for 50% of your overall mark in each course, and is reported on your Higher School Certificate Record of Achievement.

School-based assessment tasks are designed to measure performance in a wider range of objectives than may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects.

The assessment requirements for each Board-Developed course are set out in each syllabus.

## **SCHEDULING OF TASKS**

An indication of when tasks will be scheduled is included in the Subject Outlines later in this booklet.

A calendar will be kept, upon which specific dates for tasks will be recorded by all class teachers. They should ensure that students do not accumulate too many tasks at once.

Assessment tasks will not be due, or take place in the two week period before the HSC Trial examinations.

## **NOTIFICATION OF ASSESSMENT TASKS**

Assessment tasks will be clearly designated and notice of the due date will be given to students at least **TWO** weeks in advance.

The details of the task will be given via a Notification of Assessment Task form (see example at the end of handbook). This form should be attached to the front of the Assessment Task when it is submitted, to allow for the marker to give mark, rank and comment.

## **ASSESSMENT METHODS**

It is envisaged that the methods used in the various assessments tasks could include both formal test situations and less formal, but none the less systematic, observations of student performance.

In a particular subject these may involve some of the following:

- (i) written, practical and/or oral/aural tests;
- (ii) class and/or home assignments including essays and practical tasks;
- (iii) projects of varying degrees of length and complexity;
- (iv) oral presentations; and/or
- (v) field study reports and evaluations.

In addition, observations of participation in individual and group activities relating to the course, including class discussions and fieldwork, may be considered appropriate for inclusion in the Assessment.

## **GRADING**

Schools are responsible for awarding each student who completes a Stage 6 course a grade to represent that student's achievement. The grade is reported on the student's **HSC Record of Achievement**.

Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved.

Students with special education needs may require adjustments to assessment activities to enable access to the task and an equitable opportunity to demonstrate what they know and can do.

Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW. Teachers moderate their judgements by comparing work samples for their students with samples aligned to grades A to E. Work samples aligned to grades are used to support a clear understanding of the achievement standards at each grade level. These samples can be accessed via syllabuses for the learning areas on the NESA website.

### **Common Grade Scale**

The Common Grade Scale shown below should be used to report student achievement in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

**A** The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

**B** The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

**C** The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

**D** The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

**E** The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

## **CHEATING & PLAGIARISM**

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated and is 'the wrongful attempt to pass off another's . . . work as one's own' or 'the act of copying without permission or acknowledgement'.

Some examples of cheating and plagiarism include:

- copying, buying, stealing or borrowing part or all of someone else's work, and presenting it as your own
- submitting work created partially or entirely through the use of AI resources
- using material directly from books, journals, CDs or the internet without acknowledging the source
- submitting work that contains a large and unacknowledged contribution from another person, such as a parent, coach, tutor or author
- paying someone to write or prepare material that is associated with a task, such as drafts, process diaries, logs and folios.

In line with our school's assessment policy, cheating or plagiarism may result in a zero mark and as required by NESA may be formally reported to the malpractice register (Board of Studies NSW, Honesty in HSC Assessment Rules and Procedures). Students must complete the compulsory "All My Own Work" Course prior to confirmation of enrolment in the Year 11 course.

Any student who feels that he/she has been wrongly accused of plagiarism or cheating may appeal against the zero assessment allocated by writing a full account to the Principal who will decide on the merits of the appeal.

## **STUDENT REPORTS**

The first report of the Year 12 course will be issued at the conclusion of Term 1. This report will detail at least current ranking in the course, an assessment mark, and a comment regarding progress in the course.

The final report for the Year 12 course will be issued as close as possible to the completion of the Assessment Schedule. This report will include an examination mark, an assessment rank, teacher comments and whether the student has met the requirements of each course for Year 12.

Interim reports to both students and parents will be issued during the year if students are not meeting requirements of a course. These reports must be taken as a warning that unless the situation is redressed, the student faces failure to meet requirements of the Year 12 course.

- The Assessment submitted by schools for a particular course is intended to measure their students' achievement relative to each other by the end of the course in Year 12. They will be based on achievements measured throughout the course.
- The use of achievement measures throughout the course is seen as serving three purposes:
  - (a) It enables consideration to be given to aspects of the course, the attainment of which can best be demonstrated over time, eg. practical, research, oral skills;
  - (b) It caters for any "self-contained" elements such as fieldwork which occurs as an isolated part of the course; and
  - (c) It increases the accuracy of the final assessment of the students' achievements by utilising multiple measures.

## **HOW THE ASSESSMENT PROGRAM IS DETERMINED**

The Year 12 Assessment encompasses all syllabus objectives other than those relating to the development of subjective values, attitudes and interests. It will include that content and those objectives currently measured by the external examination, as well as others



which are inappropriate for testing at such an examination.

The NSW Education Standards Authority (NESA) has developed syllabuses for each of its courses. These guides specify the components and/or aspects of the course which will count towards each student's Assessment. The syllabus also outlines the weightings given to each of the components. These specifications for each subject are mandatory requirements to be fulfilled by all schools in the state.

The school, however, determines the various tasks such as tests, assignments, projects and other student tasks on which their Assessments are based and the marks to be allocated to each task consistent with weightings specified in the syllabus.

It is a mandatory requirement that students should know:

- what is to be assessed;
- how it will be assessed;
- when it will be assessed; and
- the relative value of each task.

Appropriate detailed information relating to Assessment tasks in each subject will be given to students in written form by the subject faculty concerned.

Assessment Schedules for all courses in Year 12 are set out at the end of this policy statement. Each schedule indicates the number and broad nature of tasks set, the relative value of each task and the approximate dates on which the tasks will be due.

## **SUBMISSION/COMPLETION OF TASK**

Unless the assessment is completed under examination conditions, assessment tasks, regardless of the degree of completion, must be submitted by 9.00 am on the due date and accompanied by the CHS Assessment Cover Sheet Declaration (Years 11-12) - refer final page. For all hand-in-assessment tasks, students should complete them using Google Docs, as shared by individual classroom teachers, or as otherwise directed by individual teachers.

## **EXAMINATION ROOM PROCEDURES**

- You must sit at the desk as directed by the exam supervisor. The position of the desk may vary from session to session according to the accommodation and the requirements of the examination.
- You must remove your watch and place it in clear view on the examination desk.
- It is your responsibility to make sure that the correct examination paper has been provided for the course you have entered. When asked to do so by the supervisor, you must also check your examination papers to make sure that there are no pages missing.
- Reading time for examination papers is as follows:

- i. 10 minutes of reading and familiarisation time for Paper 1 of the examination in all 2-unit English courses
- ii. 10 minutes of reading time for all written Language examinations for Beginners, Heritage, Background Speakers and Extension courses, and for Continuers courses in modern languages
- iii. 5 minutes of reading time for all other written examinations.

During reading time, you must not write, use any equipment including highlighters, or annotate your examination paper in any way. For examinations in which dictionaries are permitted, you may consult your dictionary during reading time.

• You **must**:

- a) read the instructions on the examination paper, as well as all questions, carefully. Presiding officers and supervisors are not permitted to interpret examination questions or instructions relating to questions.
- b) write your examination centre number and student number on all writing booklets, special answer booklets and answer sheets, unless that information is pre-printed.
- c) write clearly, preferably with black pen. While blue pen is also acceptable, black pen is easier for markers to read. Pencil may be used only where specifically directed.
- d) make sure that you write your answers in the correct answer booklets. If you write an answer in the wrong booklet, tell the supervisor, and write a note on the front and back of both booklets stating that an answer has been written in the wrong booklet. Do not rewrite your answers, but ensure you label and hand in all parts of your answers.
- e) stop writing immediately when told to do so by the supervisor.
- f) arrange completed answers according to the supervisor's instructions and wait for the supervisor to collect them.
- g) complete the Student Completion Record listing the number of examination booklets used during the examination. This must be checked and countersigned by the supervisor before you leave the examination desk.

You must **NOT**:

- a) begin writing until instructed to do so by the presiding officer or supervisor.
- b) write your name or your school's name on writing booklets, answer booklets or sheets, or use any other names, symbols or marks that identify or distinguish you in any way from other students.
- c) leave the examination room during the exam, except in an emergency. If you have to leave and want to return and resume the examination, you must be supervised while you are absent from the examination room.

## CONDUCT DURING EXAMINATIONS

- You must follow the day-to-day rules of Coonabarabran High School. Failure to observe these rules may result in zero marks for the examination, no result for the course, or non-award of a Higher School Certificate. Your principal has the discretion to require all students at your school to remain in the examination room until the end of each examination.
- The presiding officer and examination supervisors are in charge of students:
  - a) when assembling before an examination
  - b) during the examination
  - c) after the examination until all students have left.

You must follow the supervisors' instructions at all times, including if there is a disruption such as a blackout.

- You must behave in a polite and courteous manner towards the supervisors and other students.
- You must **NOT**:
  - a) take a mobile phone or programmable watch or device into the examination room
  - b) take any electronic device, including a digital media player or electronic tablet, into the examination room, unless approved by the NSW Education Standards Authority (NESA)
  - c) speak to any person other than a supervisor during an examination
  - d) behave in any way likely to disturb the work of any other student or upset the conduct of the examination
  - e) attend an examination while under the influence of alcohol or illegal drugs
  - f) take into the examination room, or refer to during the examination, any books or notes, the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable
  - g) smoke in the examination room
  - h) eat in the examination room, except as approved by the presiding officer, eg for diabetic students
  - i) take any writing booklets, whether used or not, from the examination room. Examination question papers may be removed at the end of the examination only if they are not to be used as answer booklets.
- If you do not follow these rules, or if you cheat in the examinations in any way, you may be asked to leave the examination room, and you will be reported to the NSW Education Standards Authority. The penalty may be cancellation of the course concerned, or of all courses, and as a consequence you may be ineligible for a Higher School Certificate.
- If you do not make a serious attempt at an examination, you may not receive a result in that course and may not be eligible for the award of the HSC. Students are

required to attempt a range of question types throughout the examination paper. Simply attempting multiple-choice questions is not sufficient for an attempt to be considered serious. Supervisors of marking will bring to the Authority's attention examination answers that contain frivolous or objectionable material.

<p style="text-align: center;"><b>FAILURE TO SUBMIT A TASK BY THE DUE DATE WITHOUT A VALID EXCUSE MAY RESULT IN A ZERO MARK FOR THAT TASK</b></p>
---------------------------------------------------------------------------------------------------------------------------------------------------

There are occasionally special circumstances where a student cannot hand a task in by the set date due to illness or other very exceptional reasons. In this case the faculty Head Teacher confers with the Principal and the Year Adviser as to whether alternative arrangements are made.

Applications for extensions must be made by the student **IN WRITING** on the appropriate form. (See sample at end of handbook).

- It must be submitted to the appropriate **HEAD TEACHER**.
- It must be submitted at the earliest possible opportunity **BEFORE** the due date for an extended task or on the date of return if absent for an in-school task.
- The Principal may reject any extension application which is deemed to be unsatisfactory.

If a student misses an in-school task, an opportunity may be given to undertake the task or a similar one within a reasonable period of the due date. Provided a **VALID REASON** for absence is substantiated as determined by the relevant Head Teacher, Deputy Principal or Principal.

Parents/Guardians will be notified in writing when a student fails to submit/complete an Assessment task.

The school must be notified at the earliest opportunity of a student's inability to submit a task.

Medical certificates may be required where illness is cited as the reason for not submitting a task by the due date.

The NSW Education Standards Authority requires that students make a 'serious attempt' to answer examination questions and complete assessment tasks - failure to do so is called a 'non-attempt'.

Coonabarabran High School, with support from the Authority, considers a student's assessment to be a non-attempt if there is insufficient evidence of academic engagement. For example, students are required to attempt a range of question types throughout an exam paper. It is insufficient to answer multiple-choice questions only. Also, merely re-writing the question is not considered to be an adequate attempt. Non-serious attempts include frivolous or offensive material. The consequences may be significant and may include not receiving a mark for the task or exam.

## **MALPRACTICE**

Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It includes:

- Copying, buying, stealing or borrowing part or all of someone else's work and presenting it as their own.
- Using material directly from books, electronic media, or the internet without acknowledging the source.
- Submitting work that contains a large and unacknowledged contribution from another person such as a parent, tutor, coach or author.
- Making use of AI resources in preparing any task without direct instruction.
- Breaching school examination rules.
- Contriving false explanations to gain an unfair advantage for late work.
- Reusing materials previously submitted in a prior assessment task.

If the school becomes aware of any form of malpractice in Year 12 assessments it will:

- Convene an Assessment Review Panel comprising two members of the school executive and the NESA contact officer.
- Review the case where malpractice is suspected, considering all evidence in order to make a recommendation to the Principal.

During any investigation into suspected malpractice the school will ensure:

- Procedural fairness is accorded to the student at all times.
- The student has the opportunity to have a support person present during the interview
- The sources of information are investigated thoroughly and all claims substantiated.
- Evidence is preserved in its original state.
- Confidentiality is maintained by all parties.
- Parents are informed if the student is under 18 years.
- The student has the opportunity to present mitigating circumstances which should be considered.
- Records are kept of interviews.
- The student will be informed by the Principal of the panel's findings and the basis for the school's decision.
- The Principal will make a decision after considering the Assessment Review Panel's recommendations. The Principal may decide to impose a penalty for the malpractice.
- The student will have the right of appeal in the first instance to the Principal.

- The student may then appeal the process undertaken by the school to the NSW Education Standards Authority.
- In line with our school's assessment policy, cheating or plagiarism may result in a zero mark and as required by the NSW Education Standards Authority (NESA) may be formally reported to the malpractice register (*NSW Education Standards Authority, Honesty in HSC Assessment Rules and Procedures*).

## **SATISFACTORY STUDY**

For all courses, the Principal is required to certify that each student's progress has been satisfactory before a Higher School Certificate can be awarded.

The NSW Education Standards Authority expects students to undertake all Assessment tasks set. The minimum requirement is that students make a genuine attempt at Assessment tasks which contribute in excess of 50% of available marks. Where a candidate fails to complete Assessment tasks totalling in excess of 50% of the final course Assessment mark, the Principal **MUST** certify that the course has **NOT BEEN STUDIED SATISFACTORILY**.

Students are assessed on actual performance not potential performance. Assessment marks cannot be modified to take into account possible effects of illness or misadventure.

On an individual task, students may appeal the result awarded only, and this must occur within 7 days of the marked task being received by them. The appeal may be based only on process, *not on teacher judgement*.

The procedure is as follows:

- the student must immediately inform the course teacher
- the teacher consults with the Head Teacher who makes an adjustment if the appeal is upheld.
  - If the student remains dissatisfied, an appeal may be made *in writing* to the school's Appeals Committee, which makes a ruling after consideration of process. The Principal informs the student of the outcome of the appeal.

Students who do not comply with the Assessment requirement of a course or courses will have neither an Examination mark nor an Assessment mark reported for those courses. This may mean that the student will not then be eligible for the award of a Higher School Certificate, depending upon the number of units in which this occurs.

## **REVIEW TIMEFRAME**

Appeals for review must be made within 7 days of the receipt of the assessment result, with the exception of VET subjects, where an appeal must be lodged within 5 working days

from the date of the receipt of the assessment result.

## **REPORTING AND ORDER OF MERIT**

NSW Education Standards Authority rules state that students should not be told of their Assessment marks submitted by the school.

At two stages throughout the course students will be told their cumulative Assessment ranking. This is their position relative to all students taking the particular subject course, up to that point in time. It is based upon performance in all the designated tasks since the beginning of the assessment period.

A student may seek a review of his/her Assessment rank only if his/her position differs significantly from expectations gained from information on performance in course Assessment tasks. Note that such review relates only to a student's **position** in the group, not to teachers' judgements of the worth of individual performance on Assessment tasks, ie not to any marks or grades awarded through the course. The Head Teacher of the relevant course should be approached in the first instance.

The school must inform students of the outcome of the review of their assessment rank and advise them of the provisions for subsequent appeal to the NSW Education Standards Authority. However, should a student decide to appeal against a ranking in a particular subject, the NSW Education Standards Authority will only consider appeals based on whether or not the conduct of the review was proper in all respects.

**COONABARABRAN HIGH SCHOOL  
YEAR 11/YEAR 12 COURSE ASSESSMENT TASK  
APPLICATION FOR EXTENSION/POSTPONEMENT**

NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_

SUBJECT: \_\_\_\_\_ TEACHER: \_\_\_\_\_

ASSESSED TASK: \_\_\_\_\_

DUE DATE: \_\_\_\_\_ DATE OF APPLICATION: \_\_\_\_\_ NOW DATE: \_\_\_\_\_

REASON FOR APPLICATION:

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

**NOTE:** Appropriate evidence should accompany this application eg Doctor's Certificate.

Student's Signature \_\_\_\_\_ Parent's signature: \_\_\_\_\_

Extension recommended / not recommended – Teachers Signature: \_\_\_\_\_

Extension recommended / not recommended - HT's Signature: \_\_\_\_\_

Extension Approved / Not Approved - DP/Principal's Signature: \_\_\_\_\_



## 2024 - 2025 YEAR 12 ASSESSMENT SCHEDULE

Understanding Assessment tasks:

<b>TASK</b>	<b>WEIGHT</b>	<b>DATE</b>
Task Name <i>NESA Syllabus Outcomes Assessed</i>	Percentage of overall assessment	Due Date

<b>ENGLISH ADVANCED</b>		
<b>TASK</b>	<b>WEIGHT</b>	<b>DATE</b>
Multimodal (Texts and Human Experiences) <i>EN 12.1, EN 12.2, EN 12.3, EN 12.4, EN 12.6, EN 12.7</i>	20%	Term 4 Week 10
Half Yearly Examination (Module B, T.H.E) <i>EN 12.1, EN 12.3, EN 12.4, EN 12.5, EN 12.7, EN 12.8</i>	20%	Term 1 Week 9
Composing and Reflective (Module C) <i>EN 12.1, EN 12.4, EN 12.5, EN 12.9</i>	20%	Term 2 Week 5
Essay (Module A) <i>EN 12.1, EN 12.3, EN 12.5, EN 12.7, EN 12.8</i>	15%	Term 3 Week 1
<b>Trial HSC Examination</b> <i>EN 12.1, EN 12.3, EN 12.4, EN 12.5, EN 12.6, EN 12.7, EN 12.8, EN 12.9</i>	<b>25%</b>	<b>Term 3 Week 4/5</b>

<b>ENGLISH STANDARD</b>		
<b>TASK</b>	<b>WEIGHT</b>	<b>DATE</b>
Multimodal (Texts and Human Experiences) <i>EA 12.1, EA 12.2, EA 12.3, EA 12.4, EA 12.6, EA 12.7</i>	20%	Term 4 Week 10
Half Yearly Examination (Module B, T.H.E) <i>EA 12.1, EA 12.3, EA 12.4, EA 12.5, EA 12.7, EA 12.8</i>	20%	Term 1 Week 9
Composing and Reflective (Module C) <i>EA 12.1, EA 12.4, EA 12.5, EA 12.9</i>	20%	Term 2 Week 5
Essay (Module A) <i>EA 12.1, EA 12.3, EA 12.5, EA 12.6, EA 12.8</i>	15%	Term 3 Week 1
<b>Trial HSC Examination</b> <i>EA 12.1, EA 12.3, EA 12.4, EA 12.5, EA 12.6, EA 12.7, EA 12.8, EA 12.9</i>	<b>25%</b>	<b>Term 3 Weeks 4/5</b>

<b>ENGLISH STUDIES</b>		
<b>TASK</b>	<b>WEIGHT</b>	<b>DATE</b>
Multimodal (Texts and Human Experiences) <i>ES 12-1, ES 12-2, ES 12-3, ES 12-4, ES 12-6, ES 12-7</i>	20%	Term 4 Week 10
Speech (We are Australian) <i>ES 12-1, ES 12-3, ES 12-4, ES 12-5, ES 12-6, ES 12-7, ES 12-8, ES 12-9</i>	30%	Term 1 Week 9
Crime Fiction Narrative (The Big Screen) <i>ES 12-1, ES 12-2, ES 12-3, ES 12-7, ES 12-8, ES 12-9, ES12-10</i>	20%	Term 2 Week 9
Portfolio (All Modules) <i>ES 12-1, ES 12-2, ES 12-3, ES 12-4, ES 12-5, ES 12-6, ES 12-9, ES 12-10</i>	30%	Term 3 Week 6
<b>CHS Does not offer a HSC Examination in English Studies</b>		

<b>AGRICULTURE</b>		
<b>TASK</b>	<b>WEIGHT</b>	<b>DATE</b>
Product Study Research Task <i>H3.1, H3.2, H3.3, H3.4</i>	20%	Term 4 Week 10
Half Yearly Examination <i>H2.1, H2.2, H5.1</i>	20%	Term 1 Week 9
Plant Production Sustainability Assessment Task <i>H 1.1, H 2.1, H 3.4</i>	<b>30%</b>	Term 2 Week 5
<b>TRIAL HSC Examination</b> <i>H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1</i>	30%	<b>Term 3</b> <b>Week 4/5</b>

<b>BIOLOGY</b>		
<b>TASK</b>	<b>WEIGHT</b>	<b>DATE</b>
Research Task (Module 8) <i>B 12-3, B 12-5, B 12-7, B 12-15</i>	20%	Term 4 Week 8
Topic Test (Module 5) <i>B 12-4, B 12-5, B 12-6, B 12-6, B 12-7, B 12-12</i>	20%	Term 1 Week 9
Depth Study (Module 7) <i>B 12-1, B 12-2, B 12-3, B 12-6, B 12-7, B 12-14</i>	30%	Term 2 Week 9
<b>Trial HSC Examination</b> <i>B 12-1, B 12-2, B 12-3, B 12-4, B 12-5, B 12-6, B 12-7, B 12-12, B 12-13, B 12-14, B 12-15</i>	<b>30%</b>	<b>Term 3</b> <b>Weeks 4/5</b>

<b>BUSINESS STUDIES</b>		
<b>TASK</b>	<b>WEIGHT</b>	<b>DATE</b>
Timed Writing Task <i>H2, H5, H6, H8, H9</i>	20%	Term 4 Week 8
Half Yearly Examination <i>H1, H4, H5, H8, H10</i>	20%	Term 1 Week 9
In-class Research Task <i>H3, H5, H7, H8, H9</i>	30%	Term 2 Week 7
<b>TRIAL HSC Examination</b> <i>H1, H2, H4, H6, H10</i>	<b>30%</b>	<b>Term 3 Week 4/5</b>

<b>CHEMISTRY</b>		
<b>TASK</b>	<b>WEIGHT</b>	<b>DATE</b>
Research Task (Module 7) <i>CH 12-5, CH 12-6, CH 12-7, CH 12-14</i>	20%	Term 4 Week 10
Topic Test (Module 5) <i>CH 12-4, CH 12-5, CH 12-6, CH 12-7, CH 12-12</i>	20%	Term 1 Week 9
Depth Study (Module 6) <i>CH 12-1, CH 12-2, CH 12-3, CH 12-5, CH 12-6, CH 12-7, CH 12-13</i>	30%	Term 2 Week 9
<b>Trial HSC Examination</b> <i>CH 12-1, CH 12-2, CH 12-3, CH 12-4, CH 12-5, CH 12-6, CH 12-7, CH 12-12, CH 12-13, CH 12-14, CH 12-15</i>	<b>30%</b>	<b>Term 3 Weeks 4/5</b>

<b>COMMUNITY &amp; FAMILY STUDIES</b>		
<b>TASK</b>	<b>WEIGHT</b>	<b>DATE</b>
Case Study: Parenting and Caring <i>H 2.1, H 2.2, H 3.4</i>	25%	Term 4 Week 7
Half Yearly Examination <i>H2.3, H 3.2, H 3.3, H 5.1, H 7.2</i>	25%	Term 1 Week 9
Independent Research Project <i>H 4.1, H 4.2, H 6.1, H 7.3</i>	20%	Term 2 Week 4
<b>TRIAL HSC Examination</b> <i>H 1.1, H 3.1, H 5.2, H 6.2, H 7.1, H 7.4</i>	<b>30%</b>	<b>Term 3 Week 4/5</b>

<b>DESIGN &amp; TECHNOLOGY</b>		
<b>TASK</b>	<b>WEIGHT</b>	<b>DATE</b>
Major Design Project Proposal & Presentation <i>H 1.2, H 4.1, H 5.1, H 5.2</i>	10%	Term 4 Week 8
Innovative Design and Case Study <i>H 2.1, H 2.2, H 3.1, H 4.1, H 6.2</i>	20%	Term 1 Week 7
Half Yearly Examination <i>H 1.1, H 1.2, H 2.1, H 2.2, H 3.1, H 3.2, H 4.1, H 4.2, H 4.3, H 5.1, H 6.1, H 6.2</i>	10%	Term 1 Week 9
Major Design Project – Development <i>H 1.1, H 3.2, H 4.2, H 4.3, H 5.2, H 6.1</i>	20%	Term 2 Week 3
Major Design Project – Realisation & Evaluation <i>H 3.2, H 4.2, H 4.3</i>	20%	Term 3 Week 1
<b>TRIAL HSC Examination</b> <i>H 1.1, H 1.2, H 2.1, H 2.2, H 3.1, H 3.2, H 4.1, H 4.2, H 4.3, H 5.1, H 6.1, H 6.2</i>	<b>20%</b>	<b>Term 3 Week 4/5</b>

<b>EARTH &amp; ENVIRONMENTAL SCIENCE</b>		
<b>TASK</b>	<b>WEIGHT</b>	<b>DATE</b>
Case Study (Module 5) <i>EES 12-1, EES 12-3, EES 12-6, EES 12-7, EES 12-12</i>	25%	Term 4 Week 9
Topic Test (Modules 5 & 6) <i>EES 12-5, EES 12-7, EES 12-12, EES 12-13</i>	20%	Term 1 Week 9
Depth Study and Data Analysis (Module 8) <i>ESS 12-1, EES 12-2, EES 12-3, ESS 12-4, ESS 12-5, ESS 12-7, ESS 12-14</i>	25%	Term 2 Week 8
<b>Trial HSC Examination</b> <i>ESS 12-6, ESS 12-7, ESS 12-12, ESS 12-13, ESS 12-14, ESS 12-15</i>	<b>30%</b>	<b>Term 4 Weeks 4-5</b>

<b>ENGINEERING STUDIES</b>		
<b>TASK</b>	<b>WEIGHT</b>	<b>DATE</b>
Civil Structures <i>H 1.2, H 2.1, H 3.1, H 3.2, H 3.3, H 4.1, H 4.2, H 4.3, H 5.1, H 6.1, H 6.2</i>	20%	Term 4 Week 8
Half Yearly Examination <i>H 1.2, H 2.1, H 3.1, H 3.2, H 4.1, H 4.2, H 4.3, H 5.1, H 6.1, H 6.2</i>	25%	Term 1 Week 9
Aeronautical Engineering (Telecommunications) <i>H 1.1, H 1.2, H 2.2, H 3.1, H 3.2, H 3.3, H 4.1, H 4.3, H 5.2, H 6.1</i>	25%	Term 2 Week 9
<b>TRIAL HSC Examination</b> <i>H 1.1, H 1.2, H 2.1, H 2.2, H 3.1, H 3.2, H 3.3, H 3.4, H 4.1, H 4.2, H 4.3, H 5.1, H 5.2, H 6.1, H 6.2</i>	<b>30%</b>	<b>Term 3 Week 4/5</b>

<b>LEGAL STUDIES</b>		
<b>TASK</b>	<b>WEIGHT</b>	<b>DATE</b>
Human Rights: Portfolio <i>H3, H4, H7, H8, H9, H10</i>	20%	Term 4 Week 9
Half Yearly Examination (Human Rights & Crime) <i>H1, H2, H3, H6, H7, H9, H10</i>	30%	Term 1 Week 9
Family Law Timed Writing task <i>H1, H2, H3, H5, H6, H7, H9, H10</i>	20%	Term 2 Week 7
<b>TRIAL HSC Examination</b> <i>H1, H2, H3, H4, H5, H6, H7, H8, H9, H10</i>	<b>30%</b>	<b>Term 3 Week 4/5</b>

<b>MATHEMATICS ADVANCED</b>		
<b>TASK</b>	<b>WEIGHT</b>	<b>DATE</b>
Investigation/Project <i>MA 12-1, MA 12-5, MA 12-9, MA 12-10</i>	20%	Term 1 Week 6
Test <i>MA 12-1, MA12-3, MA12-6, MAA12-8, MA12-10</i>	25%	Term 1 Week 9
Class Test <i>MA 12-1, MA12-3, MA 12-4, MA 12-5, MA 12-6, MA 12-7, MA 12-10</i>	25%	Term 2 Week 8
<b>TRIAL HSC Examination</b> <i>MA 12-1, MA12-2, MA 12-3, MA 12-4, MA 12-5 MA 12-6, MA 12-7, MA 12-8, MA 12-9</i>	<b>30%</b>	<b>Term 3 Week 4/5</b>

<b>MATHEMATICS EXTENSION 1</b>		
<b>TASK</b>	<b>WEIGHT</b>	<b>DATE</b>
Investigation/Project <i>ME 12-5, ME 12-6, ME 12-7</i>	20%	Term 1 Week 7
Test <i>ME 12-1, ME 12-3, ME 12-4, ME 12-5</i>	25%	Term 1 Week 9
In-class task <i>ME 12-1, ME 12-2, ME 12-3, ME 12-4, ME 12-5</i>	25%	Term 2 Week 9
<b>Trial Examination</b> <i>ME 12-1, ME 12-2, ME 12-3, ME 12-4, ME 12-5, ME 12-7</i>	<b>30%</b>	<b>Term 3 Week 4/5</b>

<b>MATHEMATICS EXTENSION 2</b>		
<b>TASK</b>	<b>WEIGHT</b>	<b>DATE</b>
Topic Test <i>MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8</i>	25%	Term 4 Week 9
Test <i>MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-7, MEX12-8</i>	25%	Term 1 Week 9
Investigation/Project <i>MEX12-1, MEX12-5, MEX12-6, MEX12-7, MEX12-8</i>	20%	Term 2 Week 8
<b>Trial Examination</b> <i>MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8</i>	<b>30%</b>	<b>Term 3 Week 4/5</b>

<b>MATHEMATICS STANDARD 1</b>		
<b>TASK</b>	<b>WEIGHT</b>	<b>DATE</b>
Investigation/Project <i>MS1 12-3, MS1 12-5, MS1 12-9, MS 12-10</i>	20%	Term 1 Week 6
Test <i>MS1 12-2, MS 12-3, MS 12-4, MS 12-5, MS 12-10</i>	25%	Term 1 Week 9
In-class test <i>MS1 12-1, MS 12-4, MS 12-6, MS 12-7, MS 12-8</i>	25%	Term 2 Week 8
<b>Trial HSC Examination</b> <i>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 12-10</i>	<b>30</b>	<b>Term 3 Week 4/5</b>
<b>CHS Does not offer a HSC Examination in Mathematics Standard 1</b>		

<b>MATHEMATICS STANDARD 2</b>		
<b>TASK</b>	<b>WEIGHT</b>	<b>DATE</b>
Investigation/Project <i>MS2 12-3, MS2 12-5, MS2 12-9, MS2 12-10</i>	20%	Term 1 Week 6
Test <i>MS2 12-2, MS2 12-3, MS2 12-4, MS2 12-5, MS2 12-6, MS2 12-7, MS2 12-10</i>	25%	Term 1 Week 9
In-Class task <i>MS2 12-1, MS2 12-4, MS2 12-6, MS2 12-8</i>	25%	Term 2 Week 8
<b>Trial HSC Examination</b> <i>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 12-10</i>	<b>30%</b>	<b>Term 3 Week 4/5</b>

<b>Modern History</b>		
<b>TASK</b>	<b>WEIGHT</b>	<b>DATE</b>
Source Test <i>MH 12.1, MA 12.3, MH 12.5, MH 12.6</i>	10%	Term 4 Week 9
Research Extended Response <i>MH 12.2, MH 12.4, MH 12.8, MH 12.9</i>	25%	Term 1 Week 6
Half Yearly Examination <i>MH 12.1, MH 12.2, MH 12.5, MH 12.7</i>	15%	Term 1 Week 9
Historical Analysis <i>MH 12.3, MH 12.4, MH 12.7, MH 12.8</i>	20%	Term 2 Week 8
<b>TRIAL HSC Examination</b> <i>MH 12.1, MH 12.3, MH 12., MH 12.6, MH 12.7</i>	<b>30%</b>	<b>Term 2</b> <b>Week 4/5</b>

<b>MUSIC</b>		
<b>TASK</b>	<b>WEIGHT</b>	<b>DATE</b>
Musicology & Elective 1 <i>H1, H1, H6, H7, H9, 10</i>	25%	Term 4 Week 8
Composition and Elective 2 <i>H1, H3, H9, H10</i>	25%	Term 1 Week 7
Core Performance and Elective 3 <i>H1, H9, H10</i>	25%	Term 3 Week 2
<b>TRIAL HSC Examination</b> <i>H4, H6, H8</i>	<b>25%</b>	<b>Term 3</b> <b>Week 4/5</b>

<b>PERSONAL DEVELOPMENT, HEALTH &amp; PHYSICAL EDUCATION</b>		
<b>TASK</b>	<b>WEIGHT</b>	<b>DATE</b>
Core 1: Research Task <i>H 1, H 2, H 3, H 14</i>	25%	Term 4 Week 9
Core 2: Half Yearly Examination <i>H 4, H 9, H 15</i>	20%	Term 1 Week 9
Research Task <i>H 7, H 8, H 9</i>	25%	Term 2 Week 8
<b>TRIAL HSC Examination</b> <i>H 1, H 2, H 8, H 9, H 10, H 11, H 13</i>	<b>30%</b>	<b>Term 3</b> <b>Week 4/5</b>

<b>PHYSICS</b>		
<b>TASK</b>	<b>WEIGHT</b>	<b>DATE</b>
Depth Study Investigation (Advanced Mechanics) <i>PH 12-1, PH 12-3, PH 12-5, PH 12-6, PH 12-7, PH 12-12</i>	30%	Term 4 Week 9
Half Yearly Examination (Advance Mechanics, Electromagnetism) <i>PH 12-4, PH 12-5, PH 12-6, PH 12-7, PH 12-12, PH 12-13</i>	20%	Term 1 Week 9
Case Study, Stellar Spectra (Nature of Light, Universe to Atom, Working Scientifically) <i>PH 12-2, PH 12-4, PH 12-5, PH 12-7, PH 12-14, PH 12-15</i>	20%	Term 2 Week 6
<b>TRIAL HSC Examination</b> <i>PH 12-2, PH 12-4, PH 12-7, PH 12-14, PH 12-15</i>	<b>30%</b>	<b>Term 3 Week 4/5</b>

<b>SOCIETY AND CULTURE</b>		
<b>TASK</b>	<b>WEIGHT</b>	<b>DATE</b>
Class Test <i>H1, H3, H5, H9</i>	10%	Term 4 Week 8
Half Yearly Examination <i>H1, H4, H6, H9</i>	15%	Term 1 Week 9
Research Extended Response <i>H2, H3, H6, H9</i>	25%	Term 2 Week 3
In Class Extended Response <i>H3, H5, H7, H10</i>	20%	Term 2 Week 9
<b>TRIAL HSC Examination</b> <i>H1, H4, H5, H6, H9, H10</i>	<b>30%</b>	<b>Term 3 Week 4/5</b>

<b>SPORT, LIFESTYLE &amp; RECREATION</b>		
<b>TASK</b>	<b>WEIGHT</b>	<b>DATE</b>
Sports Application <i>H 1.3, H 2.1, H 2.2, H 2.3, H 2.4, H 3.1, H 3.2, H 3.3, H 3.4, H 4.1, H 4.2, H 4.3, H 4.4, H 5.2, H 5.3, H 5.4, H 5.5</i>	50%	Ongoing
Sports Administration <i>H 1.4, H 1.5, H 1.6, H 3.5</i>	20%	Term 2 Week 7
<b>TRIAL HSC Examination</b> <i>H 3.6, H 3.7, H 4.5, H 5.1</i>	<b>30%</b>	<b>Term 3 Week 4/5</b>



## VISUAL ARTS

<b>TASK</b>	<b>WEIGHT</b>	<b>DATE</b>
Timed Writing <i>H7, H8, H9, H10</i>	20%	Term 4 Week 9
Body of Work (1) and Portfolio <i>H1, H2, H3, H4, H5, H7, H8, H9, H10</i>	25%	Term 1 Week 6
Body of Work (2) and Portfolio <i>H2, H3, H5, H6, H7, H8, H9, H10</i>	25%	Term 2 Week 8
<b>TRIAL HSC Examination</b> <i>H3, H4, H5, H7, H8, H9, H10</i>	<b>30%</b>	<b>Term 3</b> <b>Week 4/5</b>

## 2024 - 2025 HSC ASSESSMENT SCHEDULE

	MONTH	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	LINES
<b>TERM 4 2024</b>	OCT	1	14/10/2024	15/10/2024	16/10/2024	17/10/2024	18/10/2024	NON ASSESS
	OCT	2	21/10/2024	22/10/2024	23/10/2024	24/10/2024	25/10/2024	NON ASSESS
	OCT	3	28/10/2024	29/10/2024	30/10/2024	31/10/2024	1/11/2024	NON ASSESS
	OCT	4	4/11/2024	5/11/2024	6/11/2024	7/11/2024	8/11/2024	NON ASSESS
	NOV	5	11/11/2024	12/11/2024	13/11/2024	14/11/2024	15/11/2024	NON ASSESS
	NOV	6	18/11/2024	19/11/2024	20/11/2024	21/11/2024	22/11/2024	1,3,5
	NOV	7	25/11/2024	26/11/2024	27/11/2024	28/11/2024	29/11/2024	2,4,6
	NOV	8	2/12/2024	3/12/2024	4/12/2024	5/12/2024	6/12/2024	1,3,5
	DEC	9	9/12/2024	10/12/2024	11/12/2024	12/12/2024	13/12/2024	2,4,6
	DEC	10	16/12/2024	17/12/2024	18/12/2024	Annual Holidays	Annual Holidays	1,3,5
<b>TERM 1 2025</b>	JAN		Annual Holidays	Annual Holidays	Annual Holidays	Annual Holidays	Annual Holidays	NON ASSESS
	FEB	3	10/2/2025	11/2/2025	12/2/2025	13/2/2025	14/2/2025	NON ASSESS
	FEB	4	17/2/2025	18/2/2025	19/2/2025	20/2/2025	21/2/2025	2,4,6
	FEB	5	24/2/2025	25/2/2025	26/2/2025	27/2/2025	28/2/2025	1,3,5
	MAR	6	3/3/2025	4/3/2025	5/3/2025	6/3/2025	7/3/2025	2,4,6
	MAR	7	10/3/2025	11/3/2025	12/3/2025	13/3/2025	14/3/2025	1,3,5
	MAR	8	17/3/2025	18/3/2025	19/3/2025	20/3/2025	21/3/2025	NON ASSESS
	MAR	9	24/3/2025	25/3/2025	26/3/2025	27/3/2025	28/3/2025	HALF YEARLY
	APR	10	21/3/2025	1/4/2025	2/4/2025	3/4/2025	4/4/2025	NON ASSESS
	APR	11	7/4/2025	8/4/2025	9/4/2025	10/4/2025	11/4/2025	NON ASSESS
<b>LINES</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>OFF-LINE</b>	
<b>YEAR 12 2025</b>	English Adv English Std English Studies	Maths Adv Maths Std Hospitality	Biology Business D&T Engineering SLR	History CAFS Ind Tech (Metal) Physics	Agriculture Chemistry Music Society	PDHPE Earth Legal Primary Ind Visual Art	Eng Ext 1  Math Ext 1  Hist Ext	

## 2024 - 2025 HSC ASSESSMENT SCHEDULE

	MONTH	WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	LINES
<b>TERM 2 2025</b>	APR	1	28/4/2025	29/4/2025	30/4/2025	1/5/2025	2/5/2025	NON ASSESS
	MAY	2	5/5/2025	6/5/2025	7/5/2025	8/5/2025	9/5/2025	2,4,6
	MAY	3	12/5/2025	13/5/2025	14/5/2025	15/5/2025	16/5/2025	1,3,5
	MAY	4	19/5/2025	20/5/2025	21/5/2025	22/5/2025	23/5/2025	2,4,6
	MAY	5	26/5/2025	27/5/2025	28/5/2025	29/5/2025	30/5/2025	1,3,5
	JUNE	6	2/6/2025	3/6/2025	4/6/2025	5/6/2025	6/6/2025	2,4,6
	JUNE	7	Kings Birthday	10/6/2025	11/6/2025	12/6/2025	13/6/2025	1,3,5
	JUNE	8	16/6/2025	17/6/2025	18/6/2025	19/6/2025	20/6/2025	2,4,6
	JUNE	9	23/6/2025	24/6/2025	25/6/2025	26/6/2025	27/6/2025	1,3,5
	JULY	10	30/6/2025	1/7/2025	2/7/2025	3/7/2025	4/7/2025	2,4,6
<b>TERM 3 2025</b>	JULY	1	21/7/2025	22/7/2025	23/7/2025	24/7/2025	25/7/2025	1,3,5
	JULY	2	28/7/2025	29/7/2025	30/7/2025	31/7/2025	1/8/2025	2,4,6
	AUG	3	2/8/2025	3/8/2025	4/8/2025	5/8/2025	6/8/2025	NON ASSESS
	AUG	4	11/8/2025	12/8/2025	13/8/2025	14/8/2025	15/8/2025	Trial HSC
	AUG	5	18/8/2025	19/8/2025	20/8/2025	21/8/2025	22/8/2025	Trial HSC
	AUG	6	25/8/2025	26/8/2025	27/8/2025	28/8/2025	29/8/2025	NON ASSESS
	SEPT	7	1/9/2025	2/9/2025	3/9/2025	4/9/2025	5/9/2025	
	SEPT	8	8/9/2025	9/9/2025	10/9/2025	11/9/2025	12/9/2025	
	SEPT	9	15/9/2025	16/9/2025	17/9/2025	18/9/2025	19/9/2025	
	SEPT	10	22/9/2025	23/9/2025	24/9/2025	25/9/2025	26/9/2025	
<b>LINES</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>OFF-LINE</b>	
<b>YEAR 12 2025</b>	English Adv English Std English Studies	Maths Adv Maths Std Hospitality	Biology Business D&T Engineering SLR	History CAFS Ind Tech (Metal) Physics	Agriculture Chemistry Music Society	PDHPE Earth Legal Primary Ind Visual Art	Eng Ext 1  Math Ext 1  Hist Ext	