

HENNESSY CATHOLIC COLLEGE YOUNG

Seek the Truth

Learn Dynamically.....
Live Spirituality.....
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Inspiring futures of hope



2019/2020

HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY

FORWARD

The material contained within this document is a reflection of current assessment policy and procedure throughout the State of NSW. To ensure that all students in all courses are treated justly, the following policy will relate to all assessment tasks in the HSC year.

This document also attempts to make clear the **separate responsibilities of the College** and the **student**. These responsibilities should be studied carefully and understood because of the significant implications they have for each student's Higher School Certificate course results.

PATTERNS OF STUDY

To qualify for the Higher School Certificate students must satisfactorily meet NESA requirements which include;

1. Preliminary Course pattern of study comprising at **least 12 units**; and
2. HSC pattern of study comprising of at **least 10 units**.

Students **MUST** sit for and make a serious attempt at the Higher School Certificate external examinations for all Category A subjects. Students may elect to sit Category B HSC examination subjects.

SATISFACTORY COMPLETION OF A COURSE

NESA states that:

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

- a) followed the course developed or endorsed by the NESA; and
- b) applied himself/ herself with diligence and sustained effort to set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the outcomes.

This means that students are expected to make a serious attempt at all assessment tasks, class work and examinations.

Failure to complete tasks which contribute in excess of 50% of the final assessment mark in a course may result in the Principal certifying that the course has not been satisfactorily studied for the purpose of the HSC.

In such cases an 'N determination' may be issued for that course.

PURPOSE OF ASSESSMENT

The Higher School Certificate requires completion of School Assessment within a Standards Referenced Framework. Assessment is in the process of gathering information and making judgements about student achievement.

A student's achievement is measured against specified standards of performance.

It is intended to provide an indication of a student's attainment based on:

- measurements obtained throughout the course rather than a single examination;
- assessment of the student's knowledge of the course and skills outcomes, including those which require a specific setting e.g. fieldwork, practical skills, research
- using multiple measures to increase the accuracy of the final assessment of the student's achievement.

More specifically, School Assessment is intended to:

- evaluate the extent to which students have met the stated outcomes of the course;
- provide information to rank the student's achievement for the purpose of the Higher School Certificate;
- provide a basis of reporting to parents /carers;
- provide students with honest and reliable information about their strengths and weaknesses and so provide students with direction for future learning;
- affirm students and provide encouragement and life skills such as setting goals, negotiating contracts, meeting deadlines, determining priorities, independent learning and self-sufficiency;

- provide information that will help students plan educational and vocational choices.

ASSESSMENT IN A STANDARDS REFERENCED FRAMEWORK

Quality assessment tasks in a standards referenced context involve tasks

- designed to focus on specific syllabus outcomes;
- clearly reflecting the outcomes being assessed;
- where students know the assessment criteria before undertaking the task;
- which include marking schemes that are linked to standards. These marking schemes use the language or syllabus outcomes and performance bands;
- where students obtain **meaningful feedback** about what they are able to do and how to improve performance;
- where the level of achievement determines ranking.

THE SCHOOL ASSESSMENT PROGRAM

This Handbook provides students with an overview of the Assessment Program for each course. The school-based Assessment Program will start during Term 4, 2019 and conclude by the end of Term 3, 2020. This Handbook contains general information on the nature, timing and weighting of assessment tasks in each course.

Students will be given more detailed information on each task with adequate notice (minimum of two school weeks) prior to the due date for each task. Students will be informed via Google classroom pages, of:

- the form of the task;
- the components of the tasks and their weightings;
- the due date and time of the task;
- the procedure for collection of the task.
- marking criteria

In very exceptional circumstances there may be a need to reset an assessment task or a component, change the nature of a task or the due date of a task. Students will be informed, in writing; of the changes as soon as possible after the decision is

made. The determination of the circumstances being exceptional will be the responsibility of the Assistant Principal - Teaching and Learning in consultation with appropriate staff.

PROCEDURE TO FOLLOW WHEN COMPLETING ASSESSMENT TASKS

Extension of Time

Extensions will be granted only in exceptional circumstances at the discretion of the KLA Leader and **Assistant Principal - Teaching and Learning**. Requests must be made at least one week **before** the due date of the task if possible. A letter of explanation and/or a medical certificate must accompany requests of extensions. Students must complete the appropriate form, which can be obtained from the **Assistant Principal - Teaching and Learning and on the Year 12 Google classroom page**.

PLEASE NOTE: a family vacation is not a valid reason for an extension or non-submission by the due date.

Submission of Assessment Tasks (excluding examination) by a due date

All assessment tasks should be completed or submitted on the due date (including specified time/period).

For those tasks requiring work to be submitted by a due date it is the **responsibility of the student** to ensure the following:

- the task must be submitted as **detailed** on the Assessment Notification Sheet.
- in general, hand-in tasks are to be submitted via Google classroom and/or Turnitin and must be a google doc (not word)
- failure to submit a task as prescribed on the assessment notification **will result in a mark of zero being applied to the task.**

The security of the task, prior to handing it in, **is the responsibility of the student**. Students should make and retain a copy of their work where feasible (for example, a photocopy, photograph or back up in the appropriate media).

Student Procedures for Absences on the Due Date of an Assessment Task

Absence on the day of a hand-in task is not accepted as a valid reason for non submission. **Students should make every effort to submit the task.** Should this not be possible and a student is absent on the day or part of the day that a task is to be completed or submitted, the following procedure must be followed:

1. On the morning of the task, the student or parent /carer must phone the school General Office and leave a message for the specific subject co-ordinator notifying them of the absence. The student must mention her/ his name, the task, the subject and the reason(s) for the absence.
2. See the **Assistant Principal - Teaching and Learning** on the **first** day of return to school to complete an **Illness / Misadventure Form**.
3. In the case of a hand-in task students must submit the task via Google classroom and/or Turnitin by the **first** day of their return to school.
4. In the case of an in-class assessment task, the student must report to the relevant KLA Leader on the **first** day of return to school, to organise an alternate date and time for completion of the task.

Students should be prepared to complete any task missed due to absence on their first day of return to school.

NOTE: Failure to follow steps 2-4 may result in a mark of zero being given for the task.

Non-Submission of Tasks

If a task is not submitted / completed by the due date and time a mark of **zero** will be given for the task unless there are grounds for an Illness / Misadventure Appeal to be substantiated.

Illness/ Misadventure

On the first day of return to school the student must report to the **Assistant Principal - Teaching and Learning** and complete an Illness / Misadventure Form. If they have genuine reasons for not completing or submitting an assessment task on the due date by the due time, students may be required to provide a Doctor's Certificate in the case of illness or a letter from parents/ carers in the case of a serious family matter. These are available on the **Hennessy Student Team Drive under Assessment and Forms.**

Students who are deemed to have a valid reason for not attending / submitting an assessment task on the due date, due to illness, misadventure or special circumstances, may be required to:

- Submit the task without penalty; or
- Be given the same task at a different time; or
- Be given a task of a similar nature. If a student is required to complete a substitute task it will be held as soon as practical on his or her return to school.

The final action to be taken will be decided by the Assistant Principal - Teaching and Learning in consultation with the relevant KLA Leader.

In circumstances where the completion of a task is not feasible or is unreasonable, or where the conditions of the missed task are difficult to duplicate, the Principal under advice from the Assistant Principal - Teaching and Learning may authorise the use of an estimate based on other appropriate evidence (see Exceptional Circumstances below).

Students may apply for consideration of illness or misadventure which occurs during a task. Should this occur please see the Assistant Principal - Teaching and Learning to complete appropriate documentation on the day of the assessment.

PARTIAL ABSENCE ON DUE DATE OF ASSESSMENT TASK

Where an assessment task is to be completed or submitted after the first period of the day, it is expected that students be in attendance for their normal school day as per their timetabled lessons. Students who arrive late to school on the day either to complete or submit an assessment task, will be permitted to complete or submit the task but will be given a **mark of zero** for the task unless appropriate documentation is provided to explain the partial absences.

PENALTIES RELATED TO ASSESSMENT TASKS

Students who are deemed **NOT** to have a valid reason for late submission / non attendance/ non submission of an assessment task will receive **a mark of zero**.

CLASH OF TASKS AND OTHER SCHOOL ACTIVITIES (eg work placement, excursions, sporting competitions)

When an assessment task clashes with other official school activities, it is **the responsibility of the student** to negotiate alternate arrangements with the KLA Leader and/or the Assistant Principal - Teaching and Learning at least one week **before the due date of the task**. This is particularly relevant to the issue of work placement in the VET courses. Failure to follow these procedures will result in the student receiving the same penalties as outlined in the section; 'Penalties related to assessment tasks'.

APPROVED LEAVE OF ABSENCE

In case of leave of absence which has been approved by the Principal it is the **responsibility of the student** to negotiate alternative arrangements with the KLA Leader and/or the Assistant Principal - Teaching and Learning before the absence takes place. **Failure to follow these procedures will result in the student receiving the same penalties as outlined in the section 'Penalties related to assessment tasks'.**

ASSESSMENT / EXAMINATION BLOCKS

All assessment procedure, previously stated, applies also to tasks scheduled in the school calendar Assessment Blocks.

- In the case of absence during an examination block, the student will be required to complete the assessment task/ examination at an agreed time and date, within the examination block if possible. This may be an alternate task.
- Students, who miss an exam during the entire Trial HSC Examination Block, may be given an estimate based on cumulative performance in the course assessment.
- In circumstances where the completion of a substitute task or multiple missed tasks is not feasible or is unreasonable, the Principal may authorise the use of an estimate based on other appropriate evidence on the advice of the Assistant Principal - Teaching and Learning.

NON-COMPLETION OF ASSESSMENT TASKS (subject to Principal's discretion)

Where a student fails to complete an assessment task without satisfactory explanation a mark of zero will be given to the task. In such a situation, students and parents will be notified in writing by the subject teacher via an N determination letter. This document will need to be sighted, signed and returned to the College. Copies of these notifications will be held by the student, KLA Leader and Assistant Principal - Teaching and Learning.

Failure to complete assessment tasks totalling 50% or more of the final assessment mark will result in the Principal certifying that the course has not been satisfactorily studied for the purpose of the Higher School Certificate. Students who do not comply with the assessment requirements in any course will have neither a moderated assessment mark nor an examination mark awarded for that course.

USE OF TECHNOLOGY

If students use audio-visual equipment or computer technology to present an assessment task the proper functioning of the software and associated equipment is **the responsibility of the student**.

Students who fail to submit assessment tasks because they were unable to retrieve the task from a computer for any reason eg. document lost or printer malfunctions, will result in the student receiving the same penalties as outlined in the section, 'Penalties related to assessment tasks'. This also applies to audio media, video media and other electronic devices.

Students are advised to keep all rough notes and resource work in case of equipment failure or loss. A back up of drafts (in your Google Drive folder) and hard copies of work should be made during the preparation of a task as these may be required to ensure against penalties being incurred.

MALPRACTICE

Honesty in Assessment – The Standard

The following standard sets out the NESA requirements concerning students submitting their own work in HSC assessment. Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with the standard.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

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 must be acknowledged in accordance with the NESA's subject- specific documentation. Use or inclusion of material from other sources, such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. Details can be found on the NESA's website.

Students found guilty of malpractice will also be placed on the Malpractice Register within the Schools Online function of NESA.

What constitutes malpractice?

All work presented in assessment tasks and HSC examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to you receiving zero marks for the task or examination, and will jeopardise your HSC results.

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

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs 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 your own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an HSC examination
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

In the case of suspected plagiarism, students will be required 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.*

– NESA HSC Rules and Procedures

Cases of malpractice, especially plagiarism or cheating, will result in a result of zero and the task will need to be re-submitted/completed to satisfy requirements for the internal assessment program. This includes any student who gives another student access to their work for the purposes of cheating. Students may also be placed on the Malpractice Register with NESA.

NON-SERIOUS ATTEMPT

NESA defines a non-serious attempt as any task, which contains any frivolous or objectionable material. If students are judged to have made a non-serious attempt in their assessment tasks they may render themselves ineligible for the award of a Higher School Certificate. Furthermore an N determination letter may be issued and the student will have to resubmit the task; however the original mark awarded will stand.

EXCEPTIONAL CIRCUMSTANCES

In exceptional and unforeseen circumstances, the school may require the student to do alternative tasks for missed assessments. These will form the basis of an estimate and will, where possible reflect the nature of the missed task type and cover the same outcomes. This is covered under the Principal's delegated authority.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

VET courses have been developed to provide students with the opportunity to gain credit towards their HSC as well as national vocational qualifications under the Australian Qualifications Framework (AQF). In order to gain credit towards the HSC, students must undertake a minimum of 70 hours of work placement and achieve some or all of the course content. In order to qualify for the award of Certificate II, students must be able to show competency in all units of work covered in their course.

The VET subjects at Hennessy Catholic College include Primary Industries – Horticulture, Hospitality Operations and Construction. For each of these courses, the mandatory 70 hours of work placement will be split up into 2 blocks of 35 hours each during the Preliminary and HSC years.

VET courses are competency based and typically, there are no marks awarded in competency based assessment. However, students are required to demonstrate their ability to carry out tasks measured against an industry standard and will be assessed as either 'competent' or 'not yet competent' by a qualified assessor. A variety of tools such as practical, written examination, research, presentation, demonstration and work placement assignments will be used to assess whether a student is competent. Students will be given a number of opportunities to demonstrate competency and when achieved, they will be signed off by the assessor into a student log book.

VET courses are categorised as B subjects by the NESA, which restricts the use of only 2 units of VET subjects in the ATAR calculation. Those students wishing to include one VET subject in their ATAR must sit for the HSC examination. The result obtained in the HSC exam will represent 100% of their mark for that VET subject. Other students may wish to withdraw from the optional HSC examination and if so need to advise the VET Leader. Withdrawing from the HSC examination has no impact on the eligibility of a student being awarded a Certificate II.

The College is required to give the NESA an estimated mark which is used in the case of accident or illness misadventure for those students sitting the HSC exam. The mark obtained in the Trial examination will be the main information used to determine this estimate mark.

VET COURSES – ASSESSMENT PROCEDURE

1. Students will be assessed for competency regularly throughout the course.
2. Students who are present for the task but who are assessed as not yet competent will be advised in writing of the details of another opportunity for them to demonstrate competency. In some circumstances this will involve a resubmit date.
3. Students who are absent for a task will be required to follow the submission policy and provide documentary evidence such as a medical certificate to the Assistant Principal – Teaching and Learning.

STUDENT APPEALS

At the time a task is returned, students may consult with teachers and where necessary the KLA Leader, if clarification is required about performance (marks, grades or comments) awarded to tasks. If a student then wishes to appeal they may appeal through the College; however all appeals need to be received by the Assistant Principal – Teaching and Learning **within ONE week of the return of the task** to the student. Students are required to fill out the appropriate appeals form available on **the Year 12 Google classroom page and the Student Drive**, which outlines the grounds for the appeal. The appeal panel will involve the relevant KLA Leader and Assistant Principal – Teaching and Learning.

Students have the right to appeal against their order of merit in any course. Students who consider that their placement in the order of merit for any course is incorrect based on the feedback of their performance during the course may seek a School Review. In such cases, students should submit a written appeal, together with documentary evidence, to the Assistant Principal – Teaching and Learning for analysis and recommendation.

The Assistant Principal – Teaching and Learning, relevant KLA Leader and subject teacher will conduct this review. The Review Committee will focus on the procedures for determining the final assessment not on the marks or grades awarded to tasks as part of this process. This review is in line with NESAs requirements.

Subsequent appeals may be made to the NESAs through the College. Details of the appeals process may be obtained from the Assistant Principal – Teaching and Learning.

REPORTING

Students will receive meaningful feedback on their performance in each assessment task. A Cumulative Assessment Ranking will be provided for each student in each course on the Mid Year and Final Report, based on the total of all weighted marks awarded in assessment tasks up to that time.

PARENT FEEDBACK

Parents are encouraged to contact the College at any time to discuss their child's progress.

There will be two opportunities for formal feedback during Parent / Teacher / Student conferences.

PRINCIPAL'S DISCRETION

All of the above procedures and policies may be altered in some way at the discretion of the Principal.

STUDENT RESPONSIBILITIES

Each student has the responsibility to:

1. Understand the NESA course requirements and procedures for each course of study.
2. Be familiar with, and fulfil the requirements of the School Assessment Policy as set out in this policy.
3. Attend school, be aware of due dates for assessment tasks and complete tasks on time.
4. Seek information about assessment tasks set in the case of absence.
5. Plan a study timetable that gives careful consideration to the requirements of assessment tasks in their overall pattern of study.
6. Discuss with the Year Coordinator and/or Assistant Principal – Teaching and Learning about due dates for assessment tasks if workloads seem unmanageable.
7. Discuss with subject teacher if unclear about any aspect of **a task**.

8. Be present to do all in-school assessment tasks. This means being present all day on the day a task is due.
9. Be on time for all assessment tasks.
10. Present work in a form specified, follow the directions of a task and ensure that all the work is of an acceptable standard.
11. Keep a personal record of the results of assessment tasks.
12. Apply themselves to the best of their ability to all coursework whether an assessment task, class work or homework.
13. Seek help / advice from teachers at times of difficulty, while being sensitive to the demands of a teacher's role.

STUDENT'S RIGHTS

Each student has the right to:

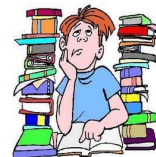
1. Be fully informed of the purpose of assessment.
2. Receive accurate and detailed information about NESA and School Policies regarding assessment for each course.
3. An overview of the assessment program for each course, detailing: the number of tasks, the form of tasks, the weight of the tasks and the components of the course being assessed by the task.
4. A detailed outline of the requirements of each assessment task usually two school weeks prior to the due date, detailing: form, task outcomes, component weightings, style, length, due date, submission details.
5. Consultation with teachers or subject co-ordinators if clarification is needed about marks, comments or grades awarded for tasks at the time that the task is returned.
6. Be aware of the process followed by teachers when an estimate is to be used to determine a mark for a task.
7. Meaningful feedback from teachers about performance in assessment tasks and class work.
8. Be listened to and be provided with well-informed advice when difficulties are experienced in achieving learning or assessment goals.
9. Privacy of results. Individual order of Merit should be given only to the student concerned. When order of Merit or scatter sheets are made public, only marks or ranks will be given, no student names. Assessment tasks will be returned to the student concerned and not to others to pass on to them.
10. Know the consequences of non-completion task in excess of 50% of the total assessment mark.
11. Apply for Special Provisions through the College to NESA.

KLA Leaders

Students may speak with their Subject Teacher, KLA Leader, Director of Studies or the Assistant Principal – Teaching and Learning at any time about curriculum or assessment matters. The list below provides the names of the teachers responsible for the various subjects.

KLA Leadership Team	Staff Member
Assistant Principal – Teaching and Learning	Mrs Sharon Hibbert
Director of Studies	Mr Andrew Fouracre
Religious Education Catholic Studies, Studies of Religion	Miss Caroline Devlin
English	Ms Patricia Stadtmiller
Mathematics	Ms Camille Carberry
Science Biology, Chemistry, Physics	Ms Rayleigh Keith
HSIE Ancient History, Modern History, History Extension, Business Studies, Legal Studies, Geography, Work Studies	Ms Megan Jasprizza
TAS IT Metal	Mr Mark Schmidt
VET Construction, Horticulture, Hospitality, Sports Coaching	Mr Mark Schmidt
Creative Arts Music, Visual Arts	Ms Marianne McLachlan
PDHPE Community and Family Studies, PDHPE	Ms Brooke McCann Mrs Janice Dunk
Diverse Learning Needs	Mrs Tracey Cullen

HSC ASSESSMENT SCHEDULES 2019-2020



KLA	SUBJECTS			
English	Ext 1 / Ext 2	Advanced	Standard	Studies
Maths	Extension 1	Mathematics	Standard 2	Standard 1
Religion	SOR2	SOR1	Catholic Studies	
HSIE	Ancient History	Business Studies	Geography	History Extension
	Legal Studies	Modern History	Work Studies	
Science	Biology	Chemistry	Investigat. Science	Physics
PDHPE	CAFS	PDHPE		
CAPA	Music	Visual Art		
TAS	IT Metal	Design & Tech		

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Minoan Society Presentation	The Augustan Age Research Essay	Agrippina Historical Analysis	Trial HSC Examination	
	Term 4 Week 7	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 4 and 5	
	<i>Outcomes Addressed</i> AH12-2, AH12-6, AH12-8, AH12-9	<i>Outcomes Addressed</i> AH12-1, AH12-3, AH12-5, AH12-9	<i>Outcomes Addressed</i> AH12-4, AH12-6, AH12-7, AH12-8	<i>Outcomes Addressed</i> AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10	
Knowledge and understanding of course content	10	10		20	40%
Historical skills in the analysis and evaluation of sources and interpretations			20		20%
Historical inquiry and research	10	10			20%
Communication of historical understanding in appropriate forms		5	5	10	20%
TOTAL	20	25	25	30	100%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Report	Depth Study	Investigation	Trial Exam	
	Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 4 and 5	
	Outcomes Addressed BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO 12 - 12 BIO11/12-1BIO11/12-2 BIO11/12-3BIO11/12-4 BIO11/12-5BIO11/12-6 BIO11/12-7	Nominated Knowledge Outcome (s) BIO11/12-1BIO11/12-2 BIO11/12-3BIO11/12-4 BIO11/12-5BIO11/12-6 BIO11/12-7	Outcomes Addressed BIO11/12-6, BIO11/12-7, BIO12 - 13 BIO11/12-1BIO11/12-2 BIO11/12-3BIO11/12-4 BIO11/12-5BIO11/12-6 BIO11/12-7	Outcomes Addressed BIO 12 - 15 BIO11/12-1BIO11/12-2 BIO11/12-3BIO11/12-4 BIO11/12-5BIO11/12-6 BIO11/12-7	
Knowledge and understanding of course content	10	5	5	20	40%
Skills in working scientifically	10	25	15	10	60%
TOTAL	20	30	20	30	100%

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Business Studies

Higher School Certificate

2019 / 2020

Component					Weighting
	Case Study	Business Report	Extended Response	Trial HSC Examination	
	Term 4 Week 9	Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 4 and 5	
	<i>Outcomes Addressed</i> H1, H5, H8, H9	<i>Outcomes Addressed</i> H2, H6, H8, H10	<i>Outcomes Addressed</i> H3, H4, H5, H7	<i>Outcomes Addressed</i> H1, H2, H3, H4, H5, H6, H9, H10	
Knowledge and understanding of course content	5	5	10	20	40
Stimulus based skills	5	10		5	20
Inquiry and research	5	5	10		20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20

TOTAL	20	25	25	30	100
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Catholic Studies

Higher School Certificate

2019 / 2020

Component	Task 1	Task 2	Task 3	Weighting
	Research report Living as a Christian	Digital Portfolio Spirituality and Prayer	Journal A Call to Action	
	Term 1 Week 4	Term 2 Week 7	Term 3 Week 3	
	<i>Outcomes Addressed</i> LC2, LC3	<i>Outcomes Addressed</i> SP1, SP2, SP4	<i>Outcomes Addressed</i> ACA1, ACA3, ACA4	
Knowledge and understanding of course content	10	10		20%
Source-based skills	10	10		20%
Investigation and research	5	10	15	30%
Communication of information, ideas and issues in appropriate forms	5	10	15	30%
TOTAL	30	40	30	100%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Report	Investigation	Depth Study	Trial Exam	
	Term 4 Week 7	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 4 and 5	
	<i>Outcomes Addressed</i> CH11/12-1, CH11/12-2, CH11/12-5, CH11/12-6, CH11/12-7 CH12-12	<i>Outcomes Addressed</i> CH11/12-2, CH11/12-3, CH11/12-5, CH12-13	Student Nominated Knowledge Outcome(s) CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-7 CH12-12 or CH12-13 or CH12-14 or CH12-15	<i>Outcomes Addressed</i> CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7 CH12-12, CH12-13, CH12-14, CH12-15	
Knowledge and understanding of course content	10	5	5	20	40%
Skills in working scientifically	10	15	25	10	60%
TOTAL	20	20	30	30	100%

CAFS

Higher School Certificate

2019 / 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Independent Research Project	Research Task	Practical simulation & written response	Trial HSC Examination	
	Term 4 Week 9	Term 1 Week 7	Term 2 Week 5	Term 3 Weeks 4 and 5	
	<i>Outcomes Addressed</i> H4.1, H4.2	<i>Outcomes Addressed</i> H1.1, H2.1, H2.2, H2.3, H3.2, H3.4, H5.1, H5.2, H6.1	<i>Outcomes Addressed</i> H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2 H5.1, H6.2	<i>Outcomes Addressed</i> H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2	
Knowledge and understanding of course content	5	10	10	15	40%
Skills in critical thinking, research methodology, analysing and communicating	15	15	15	15	60%
TOTAL	20	25	25	30	100%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Project Proposal Presentation	Innovation and Emerging Technology Case Study	Project Presentation and Evaluation	Examination	
	Term 1 Week 2	Term 1 Week 10	Term 2 Week 10	Term 3 Week 4/5	
	Outcomes Addressed H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2,	Outcomes Addressed H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H6.2, H7.1, H7.2	Outcomes Addressed H2.1, H3.3, H4.1, H6.2	Outcomes Addressed H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H6.2, H7.1, H7.2	
Knowledge and understanding of course content		20		20	40
Knowledge and skills in designing, managing, producing and evaluating design projects	20		30	10	60
TOTAL	20	20	30	30	100

English (Advanced)
Higher School Certificate
2019 / 2020

Component	Task 1	Task 2	Task 3	Task 5	Weighting
	Common Module Texts and Human Experiences MultiModal Presentation	Module A Textual Conversations Critical Response	Module C Craft of Writing Reflection and Creative Task	Trial HSC Examination	
	Term 4 Week 8	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 4 and 5	
	Outcomes Addressed EA12-2, EA12-6, EA 12-7	Outcomes Addressed EA12-5, EA12-8, EA12-9	Outcomes Addressed EA12-1, EA12-3, EA12-4	Outcomes Addressed EA12-1, EA12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9	
Knowledge and understanding of course content	10	15	10	15	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50%
TOTAL	20	25	25	30	100%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Common Module Texts and Human Experiences	Module A Language, Identity and Culture	Module C The Craft of Writing	Trial HSC Examination	
	Multimodal Presentation	Extended Analytical Response	Reflective and Creative Task		
	Term 4 Week 8	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 4 and 5	
	<i>Outcomes Addressed EN12-2, EN12-6, EN 12-7</i>	<i>Outcomes Addressed EN12-5, EN12-8, EN12-9</i>	<i>Outcomes Addressed EN12-1, En12-3, EN12-4</i>	<i>Outcomes Addressed En12-1, En1-2, En12-3, EN12-4, EN12-5, En12-6, EN12-7, EN12-8, En12-9</i>	
Knowledge and understanding of course content	10	15	10	15	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50%
TOTAL	20	25	25	30	100%

Component	Task 1	Task 2	Task 3	Task 4		Weighting
	Mandatory Common Module Texts and Human Experiences Multimodal Presentation (including related material)	Module I: Discovery and Investigations - English and the Sciences	Module F: MiTunes and text - English and the language of song	ATAR (HSC Exam) Students Trial HSC Examination	NON-ATAR (no HSC exam) Students In Class Portfolio Task	
	Term 4 Week 8	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 4 and 5	Term 3 Week 6	
	Outcomes Addressed ES12-1, ES12-2, ES12-4, ES12-6, ES12-7, ES12-8, ES12-9	Outcomes Addressed ES12-1, ES 12-2, ES12-4, ES12-6, ES12-9	Outcomes Addressed ES12-1, ES12-3, ES12-5, ES12-7, ES 12-9	Outcomes Addressed ES12-2, ES12-3, ES12-6, ES12-8, ES12-9		
Knowledge and understanding of course content	10	15	15	10		50%
Skills in: <ul style="list-style-type: none">comprehending textscommunicating ideasusing language accurately, appropriately and effectively	10	10	20	10		50%
TOTAL	20	25	35	20		100%

Component	Task 1	Task 2	Task 3	Weighting
	Imaginative (multi-modal presentation)	Critical Response with Related Text	Trial HSC Examination	
	Term 4 Week 11	Term 2 Week 7	Term 3 Weeks 4 and 5	
	<i>Outcomes Addressed EE12-1, EE12-2, EE12-4, EE12-5</i>	<i>Outcomes Addressed EE12-1, EE12-3, EE12-4</i>	<i>Outcomes Addressed EE12-1, EE12-2, EE12-3, EE12-4, EE12-5</i>	
Knowledge and understanding of complex texts and of how and why they are valued	20	15	15	50%
Skills in complex analysis, sustained composition and independent investigation	20	15	15	50%
TOTAL	40	30	30	100%

Component	Task 1	Task 2	Task 3	Weighting
	Viva Voce (including written proposal)	Literature review	Critique of the creative process	
	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
Skills in extensive independent research	15	20	15	50%
Skills in sustained composition	15	20	15	50%
TOTAL	30	40	30	100%

Geography

Higher School Certificate

2019 / 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Ecosystems At Risk	Urban Places	People and Economic Activity	Trial HSC Examination	
	Fieldwork Essay	Source Analysis Short Answer Responses	Extended Response		
	Term 4 Week 9	Term 1 Week 11	Term 2 Week 9	Term 3 Weeks 4 and 5	
	<i>Outcomes Addressed</i> H2, H5, H7, H10	<i>Outcomes Addressed</i> H3, H6, H9, H12	<i>Outcomes Addressed</i> H1, H4, H8, H11	<i>Outcomes Addressed</i> H1, H2, H3, H7, H10, H11, H13	
Knowledge and understanding of course content	5	10	10	15	40%
Geographical tools and skills	5	5		10	20%
Geographical inquiry and research, including fieldwork	5	5	10		20%
Communication of geographical information, ideas and issues in appropriate forms	5	5	5	5	20%
TOTAL	20	25	25	30	100%

Component	Task 1	Task 2	Task 3	Weighting
	Historical Process History Project	Essay History Project	Trial HSC Examination	
	Term 1 Week 5	Term 2 Week 10	Term 3 Weeks 4 and 5	
	<i>Outcomes Addressed</i> HE12-2 HE12-3 HE12-4	<i>Outcomes Addressed</i> HE12-1 HE12-2 HE12-3 HE12-4	<i>Outcomes Addressed</i> HE12-1 HE12-3 HE12-4	
Knowledge and understanding about significant historiographical ideas and processes	10	10	20	40%
Skills in designing, undertaking and communicating historical inquiry and analysis	20	30	10	60%
TOTAL	30	40	30	100%

Industrial Technology - Metal

Higher School Certificate

2019/ 2020

Component	Task 1	Task 2	Task3	Task 4	Weighting
	Designing and Planning	Industry Study	Progress Presentation	Examination	
	Term 4 Week 9	Term 1 Week 7	Term 2 Week 7	Term 3 Week 4/5	
	<i>Outcomes Addressed</i> H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2,	<i>Outcomes Addressed</i> H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H6.2, H7.1, H7.2	<i>Outcomes Addressed</i> H2.1, H3.3, H4.1, H6.2	<i>Outcomes Addressed</i> H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H6.2, H7.1, H7.2	
Knowledge and understanding of course content	5	10	5	20	40%
Knowledge and skills in the design, management, communication and production of a major project	10	15	25	10	60%
TOTAL	15	25	30	30	100%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Investigation	Depth Study	Presentation	Trial Examination	
	Term 4 Week 7	Term 1 Week 11	Term 2 Week 9	Term 3 Weeks 4 and 5	
	<i>Outcomes Addressed</i> INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-7, INS12-12	<i>Outcomes Addressed</i> INS11/12-1, INS11/12-2, INS11/12-4, INS11/12-7, INS12-13	<i>Outcomes Addressed</i> INS11/12-1, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS12-14	<i>Outcomes Addressed</i> INS11/12-1, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS12-14	
Knowledge & Understanding	10	5	5	20	40%
Working Scientifically	10	25	15	10	60%
TOTAL	20	30	20	30	100%

Legal Studies

Higher School Certificate

2019 / 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Family Essay	Crime Research Presentation	Human Rights Investigation	Trial HSC Examination	
	Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 4 and 5	
	<i>Outcomes Addressed</i> H4, H5, H6, H7, H9	<i>Outcomes Addressed</i> H1, H8, H9, H10	<i>Outcomes Addressed</i> H2, H3, H4, H9	<i>Outcomes Addressed</i> H1, H2, H3, H4, H5, H6, H7, H9, H10	
Knowledge and understanding of course content	10	5	5	20	40%
Analysis and evaluation		10	10		20%
Inquiry and research	5	5	10		20%
Communication of legal information, issues and ideas in appropriate forms	5	5		10	20%
TOTAL	20	25	25	30	100%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Financial Investigation	Applications of Curve Sketching Using Learning Logs	Topic Test Calculus and Functions	Trial HSC Examination	
	Term 4 Week 9	Term 1 Week 6	Term 2 Week 6	Term 3 Weeks 4 and 5	
	<i>Outcomes Addressed</i> MA12-1,MA12-2,MA12-4 ,MA12-9,MA12-10	<i>Outcomes Addressed</i> MA12-1,MA12-3,MA12-6 ,MA12-7,MA12-10	<i>Outcomes Addressed</i> MA12-3,MA12-5,MA12-6, MA12-7, MA12-10	<i>Outcomes Addressed</i> MA12-1 - MA12-10	
Understanding, fluency and communication	10	15	10	15	50%
Problem-solving, reasoning and justification	10	10	15	15	50%
TOTAL	20	25	25	30	100%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Binomial Theorem Exam incl. Learning Logs	Mathematical Induction - Oral Presentation	Applications of Calculus to the Physical World Topic Test	Trial HSC Examination	
	<i>Outcomes Addressed</i> <i>HE1, HE3</i>	<i>Outcomes Addressed</i> <i>HE2, HE7</i>	<i>Outcomes Addressed</i> <i>HE3, HE5, HE7</i>	<i>Outcomes Addressed</i> <i>All outcomes</i>	
Understanding, fluency and communication	10	15	10	15	50%
Problem-solving, reasoning and justification	10	15	10	15	50%
TOTAL	20	30	20	30	100%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Non-right Trigonometry <i>Learning Log + PS in class</i>	Investments & Loans <i>Topic Test</i>	Bivariate Data Analysis <i>Assignment</i>	Trial HSC <i>Examination</i>	
	Term 4 Week 9	Term 1 Week 6	Term 2 Week 6	Term 3 Weeks 4 and 5	
	<i>Outcomes Addressed</i> MS2-12-3 MS2-12-4 MS2-12-9 MS2-12-10	<i>Outcomes Addressed</i> MS2-12-5 MS2-12-10	<i>Outcomes Addressed</i> MS2-12-2 MS2-12-7 MS2-12-9 MS2-12-10	<i>Outcomes Addressed</i> All outcomes	
Understanding, fluency & communication	10	15	10	15	50%
Problem solving, reasoning & justification	10	5	20	15	50%
TOTAL	20	20	30	30	100%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Right-Angled Triangles <i>Learning Log + PS Question</i>	Investment <i>Comparison Investigation</i>	Bivariate Data Analysis <i>Assignment</i>	Trial HSC <i>Examination</i>	
	Term 4 Week 9	Term 1 Week 6	Term 2 Week 6	Term 3 Weeks 4 and 5	
	<i>Outcomes Addressed</i> MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	<i>Outcomes Addressed</i> MS1-12-5, MS1-12-9, MS1-12-10	<i>Outcomes Addressed</i> MS1-12-2, MS1-12-7, MS1-12-9, MS1-12-10	<i>Outcomes Addressed</i> <i>All outcomes</i>	
Understanding, fluency & communication	10	15	10	15	50%
Problem solving, reasoning & justification	10	5	20	15	50%
TOTAL	20	20	30	30	100%

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Modern History

Higher School Certificate

2019 / 2020

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Source analysis	Essay	Historical Analysis (Presentation)	Trial HSC Examination	
	Power and Authority in the Modern World 1919-1946	National Studies (USA 1919-1941)	Peace and Conflict (Conflict in Indochina 1954-1979)		
	Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 4 and 5	
	<i>Outcomes Addressed</i> MH12-2, MH12-3, MH12-6, MH12-7	<i>Outcomes Addressed</i> MH12-2, MH12-3, MH12-4, MH12-5, MH12-6	<i>Outcomes Addressed</i> MH12-2, MH12-6, MH12-7, MH12-8, MH12-9	<i>Outcomes Addressed</i> MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	
Knowledge and understanding of course content	10	10		20	40%
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5		20%
Historical inquiry and research		10	10		20%
Communication of historical understanding in appropriate forms			10	10	20%
TOTAL	20	25	25	30	100%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Composition and process Diary incorporating Aural Analysis Topic 1- JAZZ and Independent Study Topic Submission of composition or arrangement (hard copy and recording), Process Diary incorporating aural analysis of composition	Presentation of Performance and Viva Voce Topic 2 ROCK Solo or ensemble performance and in-class viva voce based on performance repertoire demonstrating an understanding of expressive techniques and features of the topic	Presentation and Submission: Elective Option for Topics 1 and 2 Presentation of performance and/or composition portfolio and/or musicology outline and viva voce	Trial HSC Examination Aural skills examination Presentation of elective performance or elective composition portfolio or elective musicology outline and viva voce based on Topic 3 AN INSTRUMENT AND ITS REPERTOIRE	
	Term 4 Week 8	Term 1 Week 7	Term 2 Week 6	Term 3 Weeks 4 and 5	
	Outcomes Addressed H2, H4, H5, H6, H7, H8	Outcomes Addressed H1, H2, H4, H5, H6	Outcomes Addressed H1-8*	Outcomes Addressed H1-8*	
Performance		10			10%
Composition	10				10%
Musicology		10			10%
Aural	10			15	25%
Electives			30	15	45%

TOTAL	20	20	30	30	100%
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PDHPE

Higher School Certificate

2018 / 2019

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Health Research Task	Analysis of factors affecting performance	Training and Performance Report	Trial HSC Examination	
	Term 4 Week 7	Term 1 Week 11	Term 2 Week 9	Term 3 Weeks 4 and 5	
	<i>Outcomes Addressed</i> H1,H2, H3, H4, H5, H14, H15, H16	<i>Outcomes Addressed</i> H1-H5, H7-H11, H14-17	<i>Outcomes Addressed</i> H7, H8, H9, H10, H11, P16, H17	<i>Outcomes Addressed</i> H1-H5, H7-H11, H14-17	
Knowledge and understanding of course content	10	10	10	10	40%
Skills in critical thinking, research, analysis and communicating	10	15	15	20	60%
TOTAL	20	25	25	30	100%

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Report	Investigation	Depth Study	Trial Examination	
	Term 4 Week 9	Term 1 Week 7	Term 2 Week 10	Term 3 Weeks 4 and 5	
	<i>Outcomes Addressed</i> PH11/12-1, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7 PH12-12	<i>Outcomes Addressed</i> PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-5, PH11/12-6, PH11/12-7 PH12-13 or PH12-14	Student Nominated Knowledge Outcome (s) PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7 PH12-12 or PH12-13 or PH12-14 or PH12-15	<i>Outcomes Addressed</i> PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7 PH12-12, PH12-13, PH12-14, PH12-15	
Knowledge and understanding of course content	10	5	5	20	40%
Skills in working Scientifically	10	15	25	10	60%
TOTAL	20	20	30	30	100%

Component	Task 1	Task 2	Task 3	Weighting
	Stimulus and Written Response/s	Research Task	Trial HSC Examination	
	Term 1 Week 4	Term 2 Week 7	Term 3 Weeks 4-5	
	<i>Outcomes Addressed</i> H1, H2, H3	<i>Outcomes Addressed</i> H7, H8, H9	<i>Outcomes Addressed</i> H4, H5, H6	
Knowledge and understanding of course content	10	15	15	40%
Source-based skills	10	10		20%
Investigation and research	10	10		20%
Communication of information, ideas and issues in appropriate forms		5	15	20%
TOTAL	30	40	30	100%

Studies of Religion II

Higher School Certificate

NOT RUNNING

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Stimulus and Written response	Source Based Analysis	Research Task	Trial HSC Examination	
	<i>Outcomes Addressed</i> H2, H8, H9	<i>Outcomes Addressed</i> H1, H4, H9	<i>Outcomes Addressed</i> H6, H7, H9	<i>Outcomes Addressed</i> H3, H8, H9	
Knowledge and understanding of course content	5	5	5	25	40%
Source-based skills	10	10			20%
Investigation and research		10	10		20%
Communication of information, ideas and issues in appropriate forms	5	5	5	5	20%
TOTAL	20	30	20	30	100%

Visual Arts		Higher School Certificate			2019 / 2020
Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Development of body of work - investigations of artmaking practice evident in VAPD including experiments with materials, written reflections and explanations, research about related artists practice	Art criticism and art history Case Study 2	Resolving the body of work-works under development; VAPD, written intentions, conceptual framework relationships and viewpoints including explanation of intention and the links between material and conceptual practice	Trial HSC (20%) Art criticism and art history- Case Study 4 (10%)	
	Term 4, Week 7	Term 1 Week 6	Term 3 Week 1	Term 3 Week 4/5	
	<i>Outcomes Addressed H1,H2,H3,H4</i>	<i>Outcomes Addressed H7,H8,H9,H10</i>	<i>Outcomes Addressed H1, H2, H3, H4, H5, H6</i>	<i>Outcomes Addressed H7,H8,H9, H10,</i>	
Art Making	15		35		50%
Art Criticism and History		20		30	50%
TOTAL	15	20	35	30	100%

Component	Task 1	Task 2	Task 3	Weighting
	Examination Workplace Communication	Research Project Personal Finances	Career Plan My Working Life	
	Term 4 Week 8	Term 1 Week 10	Term 2 Week 8	
	<i>Outcomes Addressed</i> 1, 2, 6, 7, 8, 9	<i>Outcomes Addressed</i> 5, 7, 9	<i>Outcomes Addressed</i> 1, 2, 3, 4, 5, 6	
Knowledge and Understanding	15	5	10	30%
Skills	15	25	30	70%
TOTAL	30	30	40	100%

HSC ASSESSMENT CALENDAR 2019 / 2020

Week	Date	Term 4, 2019	Date	Term 1, 2020
1	14 - 18 October		29 -31 Jan	
2	21 - 25 October		3 - 7 February	Design and Technology
3	28 Oct - 1 Nov		10 - 14 February	
4	4 - 8 November		17 - 21 February	SOR1 Catholic Studies
5	11 - 15 November		24 -28 Feb	History Extension
6	18 - 22 November		2 - 6 March	Visual Art Maths - Advanced, Standard 1/2
7	25 - 29 November	Investigating Science, PDHPE, Visual Art Chemistry, Ancient History	9 - 13 March	Business Studies, CAFS, Metal, Physics Music
8	2 - 6 December	English - Advanced, Standard, Studies Biology, Legal Studies, Music, Modern History, Work Studies	16 - 20 March	English - Advanced, Standard, Studies Biology, Legal Studies, Modern History,
9	9 - 13 December	CAFS, Physics, Metal, Business Studies Maths - Advanced, Standard 1/2	23 - 27 March	SYDNEY EXCURSION
10	16- 17 December	Geography English Ext 1	30 Mar - 3 April	Ancient History, Chemistry, Design And Technology Work Studies
11	-		6 - 10 April	Investigating Science,

				Geography, PDHPE
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Week	Date	Term 2, 2020	Date	Term 3, 2020
1	28 Apr - 1 May		21 - 24 July	Visual Art
2	4 - 8 May		27-31 July	
3	11 - 15 May		3– 7 August	Catholic Studies
4	18 - 22 May		10 - 14 August	TRIAL EXAMINATIONS
5	25 - 29 May	CAFS	17 - 21 August	TRIAL EXAMINATIONS
6	1 - 5 June	Maths - Advanced, Standard 1.2 Music	24 - 28 August	English Studies (non-ATAR students only)
7	9 – 12 June	SOR1, Catholic Studies Business Studies, Metal, English Extension 1	31 Aug - 4 Sept	
8	15 - 19 June	Biology, Legal Studies, Modern History, Work Studies Chemistry	7 - 11 Sept	
9	22 - 26 June	English - Advanced, Standard, Studies Investigating Science, Geography, PDHPE	14 -18 Sept	
10	29 Jun - 3 July	Ancient History, Design and Technology History Extension	20 - 25 Sept	

		Physics		
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