



Higher School Certificate Assessment Guide

***Information Explaining Assessment Procedures
at Woollooware High School***

**For courses to be
examined in 2026**

INTRODUCTION

Woollooware High School's assessment procedures comply with NESA policies and guidelines, specifically NESA's [Assessment Certification Examination](#) (ACE) Policy.

Assessment of a student's satisfactory progress in the Preliminary and Higher School Certificate courses is conducted through school-based procedures as outlined herein.

OBJECTIVES OF THE ASSESSMENT POLICY AND PROCEDURES

This policy seeks to maintain fair and equitable assessment processes by:

- Clearly communicating student responsibilities and school policy;
- Outlining an assessment schedule for every course taught at Woollooware High School;
- Giving specific details regarding each assessment task (including but not limited to the nature of task, topic/s assessed, outcomes assessed, weighting, and details regarding when the task is to be completed);
- Providing details regarding procedures for recording and reporting on student performance;
- Providing clear information on variations from standard practice (i.e. illness/misadventure procedures) and assessment review procedures.

It is the responsibility of the student to be aware of the assessment policy and procedures outlined below.

OVERVIEW OF ASSESSMENT PRACTICES

1. Students are expected to attempt all assessment tasks for all courses in which they are enrolled.
2. To give adequate notice to students, approximate dates and general schedules of tasks are provided in this booklet.
3. Should it become necessary to vary tasks from published dates, students will be advised of the change in writing as soon as the variation is known.
4. Teachers will provide students with a minimum of two weeks notice for each specific assessment task. This notice must be in the form of an official assessment notification, and must include: the task number, task weighting including specific weightings within the task, timing, outcomes assessed, the value and nature of the particular task and marking criteria. Where appropriate, marking guidelines will also be provided. All assessment notifications will be provided online.
5. Upon receiving the assessment notification, students must complete an online register, confirming their receipt of the notification.

6. Students will receive their marks and feedback in a timely manner. Students will also receive their rank for each task.

SATISFACTORY ATTEMPT AT COURSES

1. 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:
 - followed the course developed or endorsed by NESAs; and
 - applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
 - achieved some or all of the course outcomes.
2. NESAs will be notified when students satisfactorily complete a course.

UNSATISFACTORY ATTEMPT AT COURSES AND N DETERMINATION PROCESS

1. If a student is not meeting course requirements, they will be issued with a 'Non-completion Warning Letter' (otherwise known as a 'N' Warning Letter). A 'N' Warning Letter may be issued if:
 - a. a student does not submit, or is absent for, an assessment task;
 - b. a student has not demonstrated diligence and sustained effort in class;
 - c. a student makes a non-serious attempt at an assessment task;
 - d. malpractice occurs;
 - e. mandatory work placement hours are not completed in a VET Board Endorsed course or a School Developed Board Endorsed course.
2. If it is determined by the class teacher or Head Teacher that a student will receive a 'N' Warning Letter, a digital copy will be provided to the student and their parent/carer via email. The letter will outline:
 - a. the basis for the 'N' Warning Letter,
 - b. what must be undertaken in order to resolve it, and
 - c. the date by which it must be resolved.
3. To resolve an 'N' Warning Letter, NESAs requires students to satisfy all requirements outlined in the letter. However, students are not awarded marks for redeeming an assessment task for which they received a 'N' Warning Letter. A zero mark will be recorded.
4. If a student does not resolve a 'N' Warning Letter, they are at risk of formally receiving a 'Non-completion of Course Determination' ('N Determination'). For a Principal to issue a 'N Determination', the student must have:
 - a. minimum of TWO unresolved 'N' Warning Letters that reflect the school's concerns about the student not meeting the course completion criteria.

Students should also note that if they fail to attempt more than 50% of the course outcomes they are at risk of receiving a 'N Determination'.

5. Where a student has been given a 'Non-completion of Course Determination' in a HSC course, that course will not contribute to either the award of the Higher School Certificate or the award of an ATAR.
6. Any student who receives a 'N Determination' is entitled to appeal under NESA Policy and Procedures.

ASSESSMENT MARKS AND RANKS

The school will submit students' final assessment marks to NESA for each Board Developed course a student completes (excluding Life Skills and VET courses). The final assessment mark is calculated based on the cumulative results from the formal assessment tasks undertaken in Year 12. The marks submitted to NESA establish the rank order and reflect the relative differences between students' achievement in the course. The school will advise students of their final rank order, but is not permitted to inform students of their final, cumulative, school-based assessment mark as these marks will be moderated by NESA based on HSC examination performance. For more information on how NESA moderates, see the NESA website.

If the rank assigned by the school differs significantly from what was expected, based on the information provided during the course, a student may seek a review of their ranking in that course. A review will NOT involve a reconsideration of marks for any of the tasks on which the ranking is based. (See Appeals for more information).

LATE ENTRY INTO A COURSE

1. Students transferring from another school may:
 - a. continue studying a HSC course they were previously studying at their prior school, or
 - b. if the HSC course is not available at their new school, continue studying the HSC course with an [external provider](#) or [outside tutor](#), or
 - c. enter a new course previously not studied, where the Principal is satisfied that a student has achieved equivalent outcomes to those of the requisite Preliminary course and is able to meet all the requirements of the HSC course.
2. Schools must enter students into HSC courses no later than 30 June each year.
3. If a student enters a course late, the school must provide an opportunity for the student to complete all required HSC school-based assessments. This applies regardless of whether the topics or modules align with the student's prior studies, or whether the subject is being undertaken for the first time. Where the original task has already been completed by peers, this may be in the form of an alternative assessment comparable to the original task. In such cases, the student will be provided with the necessary content and a reasonable amount of time to prepare. The student's results must be marked and compared against their peers to determine

their place in the rank order. Schools must make every effort to calculate assessment marks on actual performance in tasks, not on estimates.

Late Entry into Mathematics and English courses

4. Students wishing to drop a level in Mathematics or English must do so in consultation with the Head Teacher by the end of Week 9, Term 4 (the first term of Year 12). In Week 10 students will be placed into their new classes.
5. Students changing Mathematics courses will receive the prior course content, relevant to the new course, in Week 10. In Term 1 of the following year (the second term of Year 12), students will be required to sit HSC Assessment Task 1, in order to establish their rank in the new course. Rankings will not be formed based on estimates or on performance in the previous course.
6. Students changing English courses will not receive any prior course content in Week 10, as the content delivered in the first Term of Year 12 is common across all English courses - i.e. the Common Module. As such, students will **not** be required to sit an alternative test in Term 1 of the following year. Rankings for these students will be determined based on their results from the Common Module.
7. Students will not be permitted to enter a new Mathematics or English course after the end of Week 9 Term 4, except in extenuating circumstances and only with the Principal's approval. Any student who is granted special permission to change courses after this date must complete all HSC assessment tasks for the new course in order to fairly establish their rank.

NON-COMPLETION OF ASSESSMENT TASKS and ILLNESS/MISADVENTURE PROCESS

1. In general, the illness/misadventure process considers the impact on a student at the time of the assessment. In most cases, chronic illness is not considered grounds for illness/misadventure unless it directly affects the student on the day of the assessment. Ongoing conditions are instead managed through special provisions (see Disability and Special Provisions). As a general rule, illness/misadventure applications do not consider loss of study time or preparation in the lead-up to an assessment. However, unlike HSC exams, the school may make exceptions for school-based HSC assessments in extenuating circumstances. Students should seek advice from Faculty Head Teachers prior to assessments in these circumstances.
2. Should a student be absent on the day of an at school assessment task, or the day when an assessment task is to be handed in, or be unable to submit an assessment task online on the day it is due, the student or parent/carer must inform the school by 9:00am and follow the illness/misadventure processes as outlined below:

Absence due to illness/misadventure for in-school assessment tasks

- a. If the absence is due to **illness**, the student must submit an illness/misadventure form to the relevant Head Teacher by the end of the next school day after the original task, with supporting medical documentation provided within three school days of that date.
- b. If the absence is due to **misadventure** (e.g. family illness, death in family, accident etc.), the student must submit an illness/misadventure form to the relevant Head Teacher by the end of the next school day after the original task, with any supporting documentation within three school days of that date.
- c. In both instances, the Head Teacher will determine if the student sits the assessment task at an alternate date, completes an alternate task or, in special circumstances, receives an estimate. If the illness/misadventure form is not approved by the Head Teacher, the student will be awarded a zero and issued a 'N' Warning Letter which must be resolved.

Non-submission of at school hand-in tasks or online tasks due to illness/misadventure

- a. If a non-submission (at school or online) is due to illness or misadventure, students must follow the procedure outlined above in Point 2.
- b. For any at-school hand-in task students:
 - i. should make every effort to have the task delivered in person (e.g. by a third party, if possible).
 - ii. must provide photographic evidence of practical assessments and email these to the Faculty Head Teacher by the due date and time.
 - iii. must submit the hand-in task to the relevant teacher the morning of their first day of return, or by 9am.
- c. For tasks that are required to be submitted electronically (e.g. via Google Classroom), illness/misadventure forms will not be accepted unless supporting documentation specifically states that the student was unable to submit the task electronically. Students are expected to submit tasks electronically even if they are absent from school on the due date. Students should note that if they are absent on the day an assessment task is due online, and do not submit an illness/misadventure form, this will be considered an unfair advantage (see Malpractice). Students who will be absent must submit tasks by 7:45am (*before* the school day commences), to avoid an award of zero and an 'N' Warning Letter.

Illness/misadventure during an in-school assessment

- a. If a student completes an assessment task but feels their performance was adversely impacted immediately before or during the due to illness or misadventure, they may submit an illness/misadventure form by the end of the next school day after the original task, ensuring supporting documentation is provided within three school days.
- b. Students who feel impacted during an assessment must immediately inform the assessment supervisor of their condition or circumstance. Then, the student must decide if they:
 - i. sit the task and submit an illness/misadventure form by the end of the next school day after the original task, ensuring supporting documentation is provided within three school days. Approved applications will receive their mark or an estimate, whichever is higher.
 - ii. leave the task and submit an illness/misadventure form by the end of the next school day after the original task, ensuring supporting documentation is provided within three school days. Approved applications will either sit the same task at an alternate date, be given an alternative assessment or in extenuating circumstances receive an estimate.

Illness/misadventure for a group performance

- a. The individual student or parent/carer concerned (i.e. the student impacted by illness or misadventure) must contact the school by 9am.
- b. Where a group performance cannot go ahead, all students in the group must submit an illness/misadventure by the end of the next school day after the original task. The student impacted by the illness/misadventure must provide supporting documentation within three school days.
- c. The relevant Head Teacher will reschedule an alternative date for the performance.

Absence or non-submission known in advance

- a. If it is **known in advance** that a student will be absent on the day of an assessment task or be unable to submit an assessment task on the day it is due, their parent/carer must inform the appropriate Head Teacher.
 - i. If the absence or inability to submit will be due to **illness**, the student must submit an illness/misadventure form with supporting medical documentation to the Head Teacher before the date of the task.
 - ii. If the absence or inability to submit will be due to **misadventure** or extenuating circumstances (e.g. funeral, wedding etc.) the student must submit an illness/misadventure form and supporting documentation to the Head Teacher

before the date of the task. Generally, this is accompanied with the submission of a leave of absence form for the Principal's consideration.

- iii. The Head Teacher will determine whether the reason is sufficiently strong as to allow for consideration to be given. If the reason is approved, the student will sit the assessment task at an alternate date or complete an alternate task. If the Head Teacher determines that the reason isn't sufficient the student will be awarded zero for the task and issued a 'N' Warning Letter if they do not present for the task.

Unauthorised absences

- a. Students who have an **unauthorised absence** (no valid explanation, truanting, lateness), which does not constitute as misadventure, will receive a non-attempt (NA) for the task. Generally, for the purpose of this policy, **family holidays** and **other personal commitments** (including but not limited to driving tests, religious events, sporting events) are classed as an unauthorised absence.

Lateness or truancy

- a. **Lateness or truancy** (partial or whole-day) are generally not justified reasons for misadventure or special consideration.
 - b. No allowance will be made for students who fail to present for examinations due to misreading an exam timetable or the information on an assessment notification.
 - c. If a student is late to an examination, they will be permitted entry, but no extra time will be provided.
 - d. If a student hands in or submits an assessment task late, they will be awarded a zero.
3. Where multiple assessments are affected by illness or misadventure, students must submit a separate illness/misadventure form for each subject, unless the assessments fall under the same Faculty or Head Teacher, in which case more than one assessment may be included on a single application.
 4. If several assessments or an entire assessment period (for example, the Trial HSC) is affected by illness or misadventure, students should seek advice from the Deputy Principal and/or the Head Teacher of Teaching and Learning.
 5. Students will be informed within 48 hours of the outcome of their illness/misadventure form, including any alternate arrangements. However, unless notified otherwise, students should be prepared to complete a missed task on the first day they return to school.
 6. Failure to follow this process will incur an award of zero. In such circumstances, where a student is awarded a zero, students will also receive a 'N' Warning Letter which they must resolve. (See Unsatisfactory Attempt at Courses and 'N' Determination Process)

7. Students whose illness/misadventure applications are rejected or who are awarded zero in any of the circumstances outlined above can appeal to the Deputy Principal in writing within two days of being informed.

DISABILITY AND SPECIAL PROVISIONS

Disability and special provisions may be available for students with a medical condition which is an ongoing disability that will, in a normal examination situation, prevent them from reading and interpreting the examination question and/or communicating knowledge or understanding to an examiner as effectively as a student without that disability. Students should see the Learning Support Team to apply for provisions for school-based assessment tasks and the Head Teacher of Teaching and Learning to apply for provisions for HSC examinations. The school follows the provisions recommended by NESA for school-based assessment tasks.

TECHNOLOGY FAILURE

It is the students' responsibility to ensure adequate backups of any work produced via computer. Technology failure will not be accepted as a reason for failing to submit tasks by the due date.

MALPRACTICE

1. Malpractice is any attempt to gain an unfair advantage over other students.
2. Malpractice in any form including unfair advantage, plagiarism, collusion, misrepresentation and breach of assessment conditions is unacceptable. NESA treats malpractice very seriously and detected malpractice will jeopardise a students' award of the HSC.
3. Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.
4. Students who knowingly assist other students to engage in malpractice will be considered complicit with malpractice.
5. An **unfair advantage** is when a student seeks to gain an advantage over others.

An unfair advantage can include but is not limited to:

- a. staying at home during school time on the day a task is due
 - b. truanting while at school to study or prepare for an assessment
 - c. studying or preparing for a task in another class
6. **Misrepresentation** is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration or omission of information.

Misrepresentation can include but is not limited to:

- a. making up journal entries for a project

- b. submitting falsified or altered documents
 - c. referencing incorrect or non-existent sources
 - d. contriving false explanations to explain work not handed in by the due date
7. **Plagiarism** is when a student pretends to have written, created or developed work that has originated from another source. When using work that has originated from another source, students must acknowledge the source material.
- Plagiarism includes but is not limited to:
- a. copying someone else's work in part or in whole, and presenting it as their own
 - b. using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source
 - c. building on the ideas or words of another person without appropriate acknowledgement
 - d. using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
8. **Collusion** is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.
- Collusion includes but is not limited to:
- a. sharing answers to an assessment with other students
 - b. submitting work that has been substantially contributed to by another person, such as a student, parent/carer, coach or subject expert
 - c. contract cheating by outsourcing work to a third party
 - d. unauthorised use of artificial intelligence technologies. (see below: Use of Generative-AI and AI Tools)
9. **Breach of assessment conditions** is when a student does not comply with the assessment conditions outlined by the school or by NESA.
10. Cases of malpractice will be referred to the relevant Head Teacher who will form an Assessment Review Panel to review the malpractice case, in consultation with the Principal. Where an accusation of malpractice is proven, a **mark of zero** will be awarded to the student for the task, the student will receive a 'N' Warning Letter and the offence will be recorded in the Malpractice Register in Schools Online.

USE OF GENERATIVE AI AND AI TOOLS

1. Students can only use Generative AI and AI tools in an assessment if permission has explicitly been given on the assessment notification. Students will be informed about the specific tools allowed, their purpose, how the results/data generated can be incorporated into the assessment process and how it must be acknowledged. At all other times, where it is not explicitly permitted, students are **not** allowed to use Generative AI or AI tools as part of the assessment process. This includes NSWEdUChat.

2. The use of Generative AI tools or AI tools, where it has not been explicitly permitted, will be treated as plagiarism.
3. Where the use of Generative AI tools is permitted, but work is submitted without proper attribution and referencing, it will be treated as plagiarism.
4. Students bear the burden of proof in relation to demonstrating that a task in question is constructed by the student. A student may be required to demonstrate that AI was not used. This may include the presentation of an electronic document history, written drafts, research undertaking and/or the requirement to reproduce the task under supervision.
5. Where a student is suspected of using Generative AI or AI tools, where it is not permitted, and the student is unable to prove the work was their own, the Head Teacher, in consultation with the Principal, and award a mark of zero to the student for the task.

APPEALS

1. Students may only appeal against their results in an assessment task
 - a. if the student believes that the marker of the task was wrong in fact in marking an answer;
 - b. if the student believes that the task set was flawed or invalid; or
 - c. when the procedures outlined in this document have not been followed.
2. Students may not appeal against a mark awarded by a teacher or against a ranking awarded by a teacher in any other circumstances.
3. Where a student wishes to appeal a task, the appeal must be made in writing and handed to the relevant Deputy Principal within twenty-four hours of the task being returned.
4. An appeal against results or marks (individual or accrued) for tasks undertaken throughout a course, which is submitted at or near the end of the course, will generally not be considered.
5. The appeal shall be decided by the Principal on the recommendation of a staff panel consisting of one Deputy Principal, a Head Teacher other than the Head Teacher of the course involved and one other staff member.
6. If, following the panel's recommendation, the Principal upholds the appeal; the Principal will direct a course of action to rectify the circumstances which led to the appeal. The Principal's decision is final.

COURSE SELECTION CONSIDERATIONS AND THE ATAR

If you wish to undertake an ATAR pathway, any course the school offers, for which there is a **formal HSC examination** in 2026, can be used to calculate your ATAR.

Choosing a broad range of subjects in your senior years may allow you to be better equipped to succeed in further education, training or work.

REQUIREMENTS FOR THE HSC

Both the Year 11 and Year 12 pattern of study must include:

- 2 units of compulsory English
- at least 6 units of Board Developed Courses
- at least 3 courses of 2 units value or greater
- at least 4 subjects (including English)
- a maximum of 6 units of Science may be included in the Year 11 pattern of study
- a maximum of 7 units of Science may be included in the Year 12 pattern of study

TYPES OF HSC COURSES

Board Developed Courses	Board Endorsed Courses
HSC examination except for: <ul style="list-style-type: none">• optional examination in English Studies and Mathematics Standard 1 and VET Curriculum Framework courses• all Life Skills courses	No HSC examination – school based assessment only
May be included in the calculation of a student's Australian Tertiary Admission Rank (ATAR)	Not included in the calculation of a student's Australian Tertiary Admission Rank (ATAR)
Includes some Vocational Education and Training (VET) courses	Includes some Vocational Education and Training (VET) courses
Includes Life Skills courses	

VET BOARD DEVELOPED COURSES

• Automotive	• Human Services
• Business Services	• Information and Digital Technologies
• Construction	• Primary Industries
• Electrotechnology	• Retail Services
• Entertainment Industry	• Tourism, Travel and Events
• Financial Services	• Hospitality

ANCIENT HISTORY

HSC Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	In class source/historical analysis and written task.	In class written task/historical analysis.	Research and historical analysis, in class written task.	Trial examination	
Timing	Term 4 Wk 8	Term 1 Wk 9	Term 2 Wk 7	Term 3 Wk 2-3	
Outcomes assessed	AH 12-2, AH 12-5, AH 12-6, AH 12-7, AH 12-9, AH 12-10	AH 12-1, AH 12-2, AH 12-3, AH 12-4, AH 12-5, AH 12-9	AH12-3, AH 12-4 AH 12-5, AH 12-6, AH 12-7, AH 12-8, AH 12-9	AH 12- 2, AH 12-3, AH 12-4, AH 12-7, 12-9, AH 12-10	
Components					Weighting %
Knowledge and understanding of course content	10	15		15	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5		5	20
Historical inquiry and research			20		20
Communication of historical understanding in appropriate forms			10	10	20
Total %	20	20	30	30	100

BIOLOGY

HSC Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	DEPTH STUDY Modelling the effects of Genetic Change on Protein Synthesis	Topic Test and Data Analysis	Case Study Genetic and Infectious Diseases	TRIAL HSC	
Timing	Term 4 Week 8	Term 1 Week 10	Term 2 Week 7	Term 3 Wk 2-3	
Outcomes assessed	BIO11/12-2 BIO11/12-7 BIO11/12-5 BIO11/12-6 PS BIO12-12	BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO12-13	BIO11/12-1 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-14	BIO11/12-2 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15	
Components					Weighting %
Skills in Working Scientifically	20	20	10	10	60
Knowledge and Understanding	5	5	10	20	40
Total %	25	25	20	30	100

BUSINESS STUDIES

HSC Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Operations Task	Finances Task	Marketing/ Human Resources Task	Trial HSC	
Timing	Term 4, Week 9	Term 1, Week 9	Term 2, Week 8	Term 3 Wk 2-3	
Outcomes assessed	H4, H8, H9	H8, H10	H6, H7, H9	H1, H2, H3, H4, H5, H6, H9, H10	
Components					Weighting %
Knowledge & Understanding of course content	10	10	10	10	40
Stimulus-based skills		5		15	20
Inquiry and research	10		10		20
Communication of economic information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	25	20	25	30	100

CHEMISTRY

HSC Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 3	
Nature of task	Practical/Skills Task	Depth Study	Research Task	TRIAL HSC	
Timing	Term 4, Week 10	Term 1, Week 9	Term 3, Week 3	Term 3 Wk 2-3	
Outcomes assessed	CH12-1, CH12-2 CH12-6, CH12-7 CH12-12	CH11/12-1, CH11/12-3 CH11/12-5, CH11/12-7 CH12-13	CH12-4, CH12-5 CH12-6, CH12-7, CH12-15	CH12-5, CH12-6 CH12-7, CH12-12 CH12-13, CH12-14 CH12-15	
Components					Weighting %
Skills in Working Scientifically	20	20	5	15	60
Knowledge and Understanding	5	5	15	15	40
TOTAL %	25	25	20	30	100

COMMUNITY AND FAMILY STUDIES

HSC Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Independent Research Project (IRP)	Groups in Context Case Study	Parenting and Caring Investigation and written task	HSC TRIAL EXAMINATION	
Timing	Term 4, Week 9	Term 1, Week 9	Term 2, Week 8	Term 3 Wk 2-3	
Outcomes assessed	H4.1, H4.2	H3.1, H3.3, H5.1, H6.2	H1.1, H2.1, H2.2, H 2.3, H 3.2, H 3.4	H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1, H5.2, H6.1	
Components	Weighting %				
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysing and communicating	10	20	10	20	60
Total %	20	30	20	30	100

CONSTRUCTION VET 2026 Certificate 2 Construction Pathways

HSC Assessment Schedule



Education

Construction

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120

Certificate II in Construction (Release 3)

Cohort 2025 - 2026

Training Package CPC Construction, Plumbing and Services Training Package

RTO - NSW Department of Education - 90333

School Name: Woollooware High School

Joinery

Assessment Schedule Year 12 – 2026

Assessment Task for			Task 5	Task 6	Task 7	TRIAL EXAM
CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)			Tiling	Project planning	Group project	
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			Week 1-15	Week 6-30	Week 16-40	Week 2-3
			Term 4	Term 1-3	Term 1-3	Term 3
Code	Unit Name	HSC Examinable				
CPCCJN2001	Assemble components		X			
CPCCJN3004	Manufacture and assemble joinery components		X			
CPCCOM2001	Read and interpret plans and specifications	✓		X		
CPCCOM1013	Plan and organise work	✓		X		
CPCCVE1011	Undertake a basic construction project				X	
CPCCOM1012	Work effectively and sustainably in the Construction Industry	✓			X	

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

DESIGN AND TECHNOLOGY

HSC Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Project Proposal Presentation	Innovation and Emerging Technology Case Study	Project Development and Management Report	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 6	Term 2, Week 6	Term 3 Wk 2-3	
Outcomes assessed	H2.1, H4.1, H4.2	H2.2, H3.1, H3.2, H6.2	H4.3, H5.1, H5.2, H6.1	H1.1, H1.2	
Component	Weighting %				
Knowledge and understanding of course content		20		20	
Knowledge and skills in designing, managing, producing and evaluating a major design project	20		30	10	
Total %	20	20	30	30	100

EARTH AND ENVIRONMENTAL SCIENCE

HSC Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Depth Study	Research Task	Skills Task	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 9	Term 2, Week 7	Term 3 Wk 2-3	
Outcomes assessed	EES 11/12-1 EES 11/12-2 EES 11/12-3 EES 11/12-4 EES 11/12-5 EES 11/12-6 EES 11/12-7 EES 12-15	EES 11/12-5 EES 11/12-6 EES 11/12-7 EES 12-12	EES 11/12-4 EES 11/12-5 EES 11/12-6 EES 12-12 EES 12-13	EES 11/12-4 EES 11/12-5 EES 11/12-6 EES 11/12-7 EES 12-12 EES 12-13 EES 12-14 EES 12-15	
Components					Weighting %
Skills in Working Scientifically	20	10	20	10	60
Knowledge and Understanding	5	10	5	20	40
Total %	25	20	25	30	100

ECONOMICS

HSC Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	The Global Economy Task	Australia's Place in the Global Economy Task	Economic Issues & Policies Task	Trial HSC	
Timing	Term 1 Week 3	Term 1 Week 9	Term 2 Week 8	Term 3 Wk 2-3	
Outcomes assessed	H3, H9, H10, H12	H1, H4	H6, H7, H10	H1, H2, H3, H4, H5, H6, H7, H8, H10, H11	
Components	Weighting %				
Knowledge & Understanding of course content	10	10	10	10	40
Stimulus-based skills		5		15	20
Inquiry and research	10		10		20
Communication of economic information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	25	20	25	30	100

ENGINEERING STUDIES

HSC Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Engineering Report	Transport Assignment	Aeronautical or Telecommunications	Trial HSC Exam	
Timing	Term 4, Week 8	Term 1, Week 8	Term 2, Week 7	Term 3 Wk 2-3	
Outcomes assessed	H3.1,H3.2, H3.3, H5.1, H5.2, H6.1, H6.2	H2.1, H2.2, H4.1, H4.2, H4.3	H1.1, H1.2,H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.3, H4.2, H4.3	
Components	Weighting %				
Knowledge and understanding of course content	10	10	10	30	60
Knowledge and skills in research, problem solving and communication related to engineering practice	30	10	10		40
Total %	40	20	20	30	100

ENGLISH ADVANCED HSC Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Topic	Texts and Human Experiences	Critical Study of Literature	Craft of Writing	Trial HSC Examination	
Nature of task	Multimodal presentation <i>Common Module</i> – including related material	Analytical Response	Imaginative, Discursive or Persuasive Writing	Trial Paper 1 Common Module Trial Paper 2 Module A Module B Module C	
Timing	Term 4, Week 9	Term 1, Week 10	Term 2, Week 4	Term 3 Wk 2-3	
Outcomes assessed	EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	
Components	Weighting %				
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	15	10	10	15	50
Total %	25	25	20	30	100

ENGLISH EXTENSION 1

HSC Assessment Schedule

Task number	Task 1	Task 2	Task 3	
Topic/Module	LITERARY WORLDS	Elective 2: Worlds of Upheaval	LITERARY WORLDS Elective 2: Worlds of Upheaval	
Nature of task	Imaginative (<i>Creative</i>) response and reflection	Critical response with related text	Trial HSC Examination	
Timing	Term 4, Week 10	Term 2, Week 2	Term 3 Wk 2-3	
Outcomes assessed	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5	
Components				Weighting %
Knowledge and understanding of complex texts and of how and why they are valued	15	20	15	50
Skills in complex analysis, sustained composition and independent investigation	15	20	15	50
Total %	30	40	30	100

ENGLISH EXTENSION 2

HSC Assessment Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Viva Voce (including written proposal)	Literature review	Critique of the creative process	
Timing	Term 4, Week 9	Term 1, Week 9	Term 3 Wk 2-3	
Outcomes assessed	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
Components				Weighting %
Skills in extensive independent research	15	20	15	50
Skills in sustained composition	15	20	15	50
Total %	30	40	30	100

ENGLISH STANDARD

HSC Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Topic	Texts and Human Experiences	Language, Identity and Culture	Craft of Writing	Trial HSC Examination	
Nature of task	Multimodal presentation <i>Common Module</i> – including related material	Analytical Response	Imaginative, Discursive or Persuasive Writing	Trial Paper 1 Common Module Trial Paper 2 Module A Module B Module C	
Timing	Term 4, Week 9	Term 1, Week 10	Term 2, Week 4	Term 3 Wk 2-3	
Outcomes assessed	EN12-1, EN12-2, EN12-3, EN12-4, EN12-6, EN12-7	EN12-1, EN12-3, EN12-5, EN12-7, EN12-8	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7,	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	
Components					Weighting %
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	15	10	10	15	50
Total %	25	25	20	30	100

ENGLISH STUDIES

HSC Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Topic	Texts and Human Experiences	Elective Module C: On the Road	All Modules	Trial HSC Examination	
Nature of task	Multimodal Presentation <i>Mandatory Module - including related material</i>	Research Task	Collection of Classwork (Portfolio of work)	Trial Paper (ONE exam) Common Module Elective Modules Writing Skills	
Timing	Term 4, Week 9	Term 1, Week 10	Term 2, Week 9	Term 3 Wk 2-3	
Outcomes assessed	ES12-1, ES12-4, ES12-5 ES12-6, ES12-8	ES12-3, ES12-5, ES12-7, ES12-8, ES12-9	ES12-2, ES12-3, ES12-4, ES12-5, ES12-9	ES12-1, ES12-4, ES12-5, ES12-7, ES12-10	
Components	Weighting %				
Knowledge and understanding of course content	15	10	15	10	50
Skills in: <ul style="list-style-type: none"> comprehending texts communicating ideas using language accurately, appropriately and effectively 	10	15	15	10	50
Total %	25	25	30	20	100

ENTREPRISE COMPUTING

HSC Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Data science project	Data visualisation project	Individual Enterprise project	Trial HSC Paper	
Timing	Term 4, Week 9	Term 1, Week 10	Term 2, Week 10	Term 3 Wk 2-3	
Outcomes assessed	EC-12-02, EC-12-04, EC-12-05	EC-12-01, EC-12-05, EC-12-06, EC-12-11	EC-12-06, EC-12-07, EC-12-08, EC-12-09, EC-12-10, EC-12-11	EC-12-01, EC-12-02, EC-12-03, EC-12-04, EC-12-05, EC-12-06, EC-12-07, EC-12-08, EC-12-09, EC-12-10, EC-12-11	
Components	Weighting %				
Knowledge and understanding of course content	10	10	15	15	50
Knowledge and skills in the practical application of the content	10	10	15	15	50
Total %	20	20	30	30	100

FOOD TECHNOLOGY

HSC Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	The Australian Food Industry	Food Manufacture Project	Food Product Development- Practical and Research	Trial HSC Examination	
Timing	Term 4, Week 8	Term 1, Week 7	Term 2, Week 7	Term 3 Wk 2-3	
Outcomes assessed	H 1.2, H 1.4, H 3.1	H 1.1, H 4. 2	H 1.3, H 4.1	H2.1, H3.2, H5.1	
Components	Weighting %				
Knowledge and understanding of course content		10		30	40
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10		30
Skills in experimenting with and preparing food by applying theoretical concepts.	10	10	10		30
Total %	20	30	20	30	100

FRENCH CONTINUERS

HSC Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Reading Writing Task	Listening Writing Task	Interview	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 6	Term 2, Week 3	Term 3 Wk 2-3	
Outcomes assessed	1, 2, 3	2, 3, 4	1	1, 2, 3, 4	
Components	Weighting %				
Reading and Responding	20			10	30
Writing	10	5		5	20
Listening and Responding		20		10	30
Speaking			15	5	20
Total %	30	25	15	30	100

GEOGRAPHY

HSC Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Ecosystems and Global Biodiversity Fieldwork Task and extended response	Global Sustainability Skills and short answers	Rural and Urban Places Structured response	Trial HSC	
Timing	Term 4 Week 8	Term 1 Week 9	Term 2 Week 6/7	Term 3 Wk 2-3	
Outcomes assessed	12-01, 12-02, 12-03, 12-07	12-04, 12-05, 12-07, 12-08	12-01, 12-06, 12-07, 12-09	12-01, 12-02, 12-03, 12-04, 12-07, 12-09	
Components	Weighting %				
Knowledge & Understanding of course content	10	5	10	15	40
Geographical tools & skills	10	15		5	20
Geography inquiry and research, including fieldwork			10		20
Communication of geographical information, ideas and issues in appropriate forms	5		5	10	20
Total %	25	20	25	30	100

HEALTH AND MOVEMENT SCIENCE

HSC Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Depth Study – Research task Focus Area 1	Investigation Task Focus Area 1	Depth Study – Research Task Focus Area 2	Trial HSC	
Timing	Term 4, Week 10	Term 1, Week 8	Term 2, Week 8	Term 3 Wk 2-3	
Outcomes assessed	1,3,6,8,9,10	3, 4, 8, 10	4,5,6,8,9	1,2,3,4,5,6,7	
Components	Weighting %				
Knowledge and Understanding	5	5	15	25	50
Skills	15	15	15	5	50
Total %	20	20	30	30	100

HOSPITALITY

HSC Assessment Schedule



Education

Hospitality
Qualification: SIT20322 Certificate II in Hospitality
Cohort 2025 - 2026
Training Package SIT Tourism, Travel and Hospitality

RTO - NSW Department of Education - 90333

School Name: Woollooware High School

Assessment Schedule Year 12 – 2026

Assessment Task for			Task 3 The hospitality industry	Task 4 Working in the industry	TRIAL EXAM
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			Week 5	Week 5	During Trial Exam Period
			Term 4	Term 5	
Code	Unit Name	HSC Examinable			
SITHIND006	Source and use information on the hospitality industry		X		
SITHFAB024	Prepare and serve non-alcoholic beverages	X		X	
SITHFAB025	Prepare and serve espresso coffee	X		X	
SITHFAB027	Serve food and beverages	X		X	
BSBTWK201	Work effectively with others			X	
SITHIND007	Use hospitality skills others			X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20322 Certificate II in Hospitality.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

INDONESIAN CONTINUERS

HSC Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Reading Writing Task	Listening Writing Task	Interview	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 6	Term 2, Week 3	Term 3 Wk 2-3	
Outcomes assessed	1, 2, 3	2, 3, 4	1	1, 2, 3, 4	
Components	Weighting %				
Reading and Responding	20			10	30
Writing	10	5		5	20
Listening and Responding		20		10	30
Speaking			15	5	20
Total %	30	25	15	30	100

INDUSTRIAL TECHNOLOGY

Graphics Technology/Timber Products and Furniture Technologies

HSC Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Industry Study In class	Designing and Planning	Development and Management Report	Trial HSC Examination	
Timing	Term 4, Week 9	Term 4, Week 6	Term 2, Week 5	Term 3 Wk 2-3	
Outcomes assessed	H1.1, H1.2, H1.3, H7.1, H7.2	H3.1, H3.2, H3.3, H5.2	H2.1, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2	H1.2, H3.1, H4.3, H7.1, H7.2	
Components	Weighting %				
Knowledge and understanding of course content	20			20	40
Knowledge and skills in the design, management, communication and production of a major project		20	30	10	60
Total %	20	20	30	30	100

LEGAL STUDIES

HSC Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Crime Task	Human Rights Task	Option: Family Task	Trial HSC	
Timing	Term 4 Week 9	Term 1 Week 8	Term 2 Week 6	Term 3 Wk 2-3	
Outcomes assessed	H1,H4,H6,H9	H1,H2,H3	H7,H8,H9	H1,H2,H3,H4,H5, H6,H7.H8,H9,H10	
Components	Weighting %				
Knowledge & Understanding of course content	10	10	5	15	40
Analysis and evaluation	5		5	10	20
Inquiry and research	5	5	10		20
Communication of legal information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	25	20	25	30	100

MATHEMATICS STANDARD 1

HSC Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	In-class Test	In-class Test	In-class Test	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 7	Term 2, Week 5	Term 3 Wk 2-3	
Outcomes assessed	MS1-12-8 MS1-12-6	MS1-12-5 MS1-12-3 MS1-12-10	MS1-12-5 MS1-12-3 MS1-12-10	MS1-12-1 to MS1-12-10	
Components					Weighting %
Concepts, skills and techniques	10	10	15	15	50
Reasoning and communication	10	15	10	15	50
Total %	20	25	25	30	100

MATHEMATICS STANDARD 2

HSC Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	In-class Test	In-class Test	In-class Test	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 7	Term 2, Week 5	Term 3 Wk 2-3	
Outcomes assessed	MS2-12-3 MS2-12-8 MS2-12-9	MS2-12-5 MS2-12-4	MS2-12-6 MS2-12-7 MS2-12-10	MS2-12-1 to MS2-12-10	
Components	Weighting %				
Concepts, skills and techniques	10	10	15	15	50
Reasoning and communication	10	15	15	10	50
Total %	20	25	25	30	100

MATHEMATICS ADVANCED

HSC Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	In-class Test	In-class Test	In-class Test	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 7	Term 2, Week 5	Term 3 Wk 2-3	
Outcomes assessed	MA12-1 MA12-5	MA12-4 MA12-6	MA12-3 MA12-7	MA12-1 to MA12-10	
Components	Weighting %				
Concepts, skills and techniques	10	15	15	10	50
Reasoning and communication	10	10	15	15	50
Total %	20	25	25	30	100

MATHEMATICS EXTENSION 1

HSC Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	In-class Test	In-class Test	In-class Test	Trial HSC Examination	
Timing	Term 4, Week 9	Term 1, Week 6	Term 2, Week 5	Term 3 Wk 2-3	
Outcomes assessed	ME12-2 ME12-3 ME12-7	ME12-1 ME12-7	ME12-2 ME12-4	ME12-1 to ME12-7	
Components	Weighting %				
Concepts, skills and techniques	10	15	15	10	50
Reasoning and communication	10	10	15	15	50
Total %	20	25	25	30	100

MATHEMATICS EXTENSION 2

HSC Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	In-class Test	In-class Test	In-class Test	Trial HSC Examination	
Timing	Term 4, Week 10	Term 1, Week 7	Term 2, Week 6	Term 3 Wk 2-3	
Outcomes assessed	MEX12-1 MEX12-4 MEX12-7	MEX12-2 MEX12-3	MEX12-5 MEX12-7 MEX12-8	MEX12-1 to MEX12-8	
Components	Weighting %				
Concepts, skills and techniques	10	15	15	10	50
Reasoning and communication	10	10	15	15	50
Total %	20	25	25	30	100

MODERN HISTORY

HSC Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	National Study: Russia and the Soviet Union 1917-41 In class written task	Core: Power and Authority in the modern world In class source analysis and written task	Cold War Research and historical analysis, in class written task.	Cold War, Power and Authority, Russia Trial examination	
Timing	Term 4 Wk 8	Term 1 Wk 8	Term 2 Wk 9	Term 3 Wk 2-3	
Outcomes assessed	MH 12-2, MH 12-3, MH 12-4, MH 12-5, MH 12-7, MH 12-9	MH 12-1, MH 12-3, MH 12-5, MH 12-6, MH 12-7, MH 12-9	MH 12-1, MH 12-3, MH 12-9	MH 12-1, MH 12-2, MH 12-3, MH 12-4, MH 12-6, MH 12-7, MH 12-9	
Components	Weighting %				
Knowledge and understanding of course content	10		5	25	40
Historical skills in the analysis and evaluation of sources and interpretations		20			20
Historical inquiry and research			20		20
Communication of historical understanding in appropriate forms	10		5	5	20
Total %	20	20	30	30	100

MUSIC 1

HSC Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Composition Portfolio and Aural Analysis	Presentation of Performance and Viva Voce Topic 2	Presentation or submission: Elective options for Topics 1 and 2.	Aural skills examination and presentation of Elective option for Topic 3 Trial HSC	
Timing	Term 4, Week 8	Term 1, Week 8	Term 2, Week 6	Term 3 Wk 2-3	
Outcomes assessed	H2,4-8	H: 1,2,4,5,6	H1-8 Dependent on elective choices	H1-8 Dependent on elective choices	
Components		Weighting %			
Composition	10				10
Aural	10			15	25
Performance		10			10
Musicology		10			10
Elective			30	15	45
Total %	20	20	30	30	100

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

HSC Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Colour My World <i>Integrated project</i> Folio of work with Written investigation	Video: 'The Flashback' Video	Exam	Independent Project	
Timing	Term 1, Week 5	Term 2, Week 6	Term 3 Wk 2-3	Term 3, Week 6	
Outcomes Assessed	M1, M2, M4, M5, CH1, CH2, CH3, CH4	M3, M4, M5,	CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6	
Components	Weighting %				
Making Photographic and Digital Media works	25	15		30	70
Critical and Historical Interpretations	10		20		30
Total %	35	15	20	30	100

PHYSICS

HSC Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Data Analysis Task	Depth Study	Practical and Skills Task	Trial HSC Examination	
Timing	Term 4, Week 9/10	Term 1, Week 9	Term 2, Week 7	Term 3 Wk 2-3	
Outcomes assessed	PH11/12-2, PH11/12-3 PH11/12-6, PH11/12-7 PH12-12	PH11/12-4, PH11/12-5 PH11/12-7 PH12- 13	PH11/12-2, PH11/12-3 PH11/12-4, PH11/12-5 PH11/12- 7 PH11/12-6, PH12-12 PH12-13, PH12-14	PH11/12-2, PH11/12-4 PH11/12-5, PH11/12-6 PH11/12-7, PH12-12 PH12-13, PH12-14 PH12-15	
Components		Weighting %			
Skills in Working Scientifically	20	15	15	10	60
Knowledge and Understanding	10	5	5	20	40
Total %	30	20	20	30	100

VISUAL ARTS

HSC Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Development of Body of Work Interview/ presentation of VAPD, material and conceptual intention and work in progress	In class essay The artist as social commentator	Trial Exam	Resolving the Body of Work Artworks/ VAPD	
Timing	Term 1, Week 6	Term 1, Week 10	Term 3, Week 2-3	Term 3 Wk 2-3	
Outcomes assessed	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10	H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	
Components		Weighting %			
Artmaking	20			30	50
Art Criticism and Art History		20	30		50
Total %	20	20	30	30	100