



2024-25



Year 12 Assessment booklet

Wollongong High School of the Performing Arts

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Contents

Higher School Certificate (HSC)	3
Eligibility Requirements for the HSC	3
Satisfactory Completion	3
School-based Assessment: Board Developed Courses	4
School-Based Assessment: Board Endorsed Course	5
School-Based Assessment: VET	5
Life Skills	6
HSC Results & School Based Assessment	6
Changes to Assessment Schedules	6
Illness / Misadventure	7
Late or Failure to Submit Tasks	7
Failure to Complete an Assessment – N Warning	8
Non-Completion of Course Requirements: N Determination	9
Malpractice	9
HSC Minimum Standard	10
Appealing an Assessment Result or Rank	10
Assessment Schedules	12

The Higher School Certificate

The Higher School Certificate (HSC) is the highest educational award in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Years 11 and 12 at secondary school. To be eligible, students must meet HSC course requirements and sit for the statewide HSC examinations.

Eligibility Requirements for the HSC

To be eligible for the award of the Higher School Certificate, students must:

- a. have gained the Record of School Achievement or such other qualifications as the NESA considers satisfactory;
- b. have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE.
- c. have completed HSC: All My Own Work (or its equivalent)
- d. have demonstrated a minimum standard of literacy and numeracy
- e. have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
- f. sit for and make a serious attempt at the requisite Higher School Certificate examinations.

Note: Students undertaking only Stage 6 Life Skills courses are not required to complete the HSC: All My Own Work program or its equivalent.

Satisfactory Completion

To satisfactorily complete a course, students must:

- follow the course developed or endorsed by NESA
- apply themselves with diligence and sustained effort
- achieve some or all course outcomes.

Non-completion

Failure to meet one or more of these requirements may lead to a 'non-completion of course' or 'N' determination. An 'N' determination for a course may make a student ineligible for the HSC.

School-based Assessment: Board Developed Courses

Formal school-based assessment provides opportunities for teachers to gather evidence about student achievement of syllabus outcomes in different ways to the HSC examinations. Formal assessment tasks are those which students undertake as part of the school-based assessment program, reflecting specific course requirements, components and weightings.

Evidence gathered through formal assessment assists teachers to report on student achievement in relation to syllabus outcomes and standards at a point in time and is often used for grading or ranking purposes.

For each subject (except TAFE courses), you will receive an assessment schedule that outlines:

- Task nature: The type of task you will be completing. It clearly describes the requirements and expectations of the task.
- Assessed Outcomes: The course outcomes that will be evaluated through the task.
- Timing: When the task will occur during the term or year.
- Weighting: How much the task contributes to your final school assessment mark.
- Marking criteria: the task should outline for students what will be assessed in relation to the outcomes.
- Feedback: You will be provided feedback relating to the performance in the task. The feedback should be meaningful and useful information relative to the achievement of outcomes.

Some examples of task types considered appropriate for formal assessment in Stage 6 include, but are not limited to:

- Presentations – digital, oral, multimodal, viva voce
- Reports – analytical, fieldwork, research, written
- Practical work – experiments, improvisation, projects, performances
- Portfolios, journals, logbooks, process diaries
- Class and/or cohort tests
- Compositions.

A formal assessment task may contain more than one part. The task notification should detail the requirements for each part, including that all parts are to be submitted and/or completed together.

A task that has parts, with multiple due dates spanning weeks or months, is not a single formal assessment task. Such tasks are separate individual formal assessment tasks, each with their own weighting. Each task is to be represented separately in an assessment schedule and each will contribute to the maximum number of tasks allowed for the course.

School-Based Assessment: Board Endorsed Course

All assessment requirements for Board Developed courses also apply to Board Endorsed courses. Schools must submit internal assessment marks according to the Performance Descriptions for Stage 6 Board Endorsed courses. These marks appear on the Record of Achievement but are not moderated by NESA.

School-Based Assessment: VET

Assessment in VET courses is competency-based, meaning students must show they can apply specific skills and knowledge to be deemed competent. Evidence of competence is collected through various methods such as written tasks, practical demonstrations, portfolios, or assignments.

Students are assessed as "Competent" if their performance meets industry standards, or "Not Yet Competent" if their skills are still developing. There is no pass or fail, so course marks are not allocated, and the assessment schedule for HSC VET courses differs from other Board Developed Courses. Formal assessments occur only when students have developed the necessary skills and knowledge.

Teachers (trainers) will record units of competency achieved, and students can request to see their progress. Students can also seek advice on further training and assessment for competencies they have not yet achieved. Each semester, students will receive a report indicating the competencies they have achieved.

Achieving units of competency leads to a Certificate at AQF level I, II, or III, or a Statement of Attainment (SOA) towards an AQF qualification. The NSW Education Standards Authority (NESA) provides transcripts on behalf of Public Schools NSW Wagga Wagga, RTO 90333. Recognition of Prior Learning (RPL) is available by submitting evidence of relevant skills and knowledge before the course starts. Credit Transfer may be granted for competencies previously achieved with another RTO.

Work placement is a mandatory component in some HSC courses and must be completed during the course. Students must be deemed "work-ready" by their trainer to participate in work placement. An N determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards their HSC pattern of study. However, students will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.

HSC examination is only available in some VET courses. The examination is optional for students completing the 240-hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. The HSC examination is independent of the competency-based assessment requirements for the

Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken. If a student intends to use their VET course towards the calculation of the ATAR, the school must submit an estimated mark of their likely performance in the HSC examination.

Students who are planning on sitting the HSC examinations for ATAR eligibility, must sit the trial exam. Students need to be aware that all NESA requirements for satisfactory completion of courses, AMOW, applications for illness/misadventure, examination disability provision applications apply to VET courses.

Life Skills

Life Skills courses have been developed by NESA for the small percentage of students with special education needs, for whom the regular outcomes and content of Board Developed and/or Board Endorsed Courses are not appropriate. Students enrolling in any Stage 6 Life Skills courses will usually have completed Years 7–10 Life Skills outcomes and content in one or more courses. Students undertaking a Stage 6 Life Skills course will be assessed on their achievement of the Life Skills outcomes. Students can demonstrate achievement of outcomes in several ways, and across a range of environments, including the school, community and workplace.

There is no requirement for formal assessment of Life Skills outcomes. The Profile of Student Achievement lists all the Life Skills outcomes achieved by the student in each Life Skills course completed. Students need to be aware that NESA requirements for satisfactory completion of courses apply to Life Skills Courses. Students entered for Life Skills courses may achieve the designated outcomes either independently or with support. Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of an ATAR.

HSC Results & School Based Assessment

Your mark in each course is a 50:50 combination of your HSC exam mark and your school-based assessment mark.

Changes to Assessment Schedules

In some circumstances, a change to a course assessment schedule may need to be made. The Head Teacher and/or the teacher of the course will inform all students affected. Sufficient time will be given to students to complete their work by the new due date/s. All care will be taken to minimise clashes and heavy workload periods, but this cannot always be guaranteed.

Illness / Misadventure

Reasons for lodging an illness and misadventure form may include, but are not restricted to, unavoidable events such as:

- Illness or injury
- Death of a family member or friend
- Traffic accident
- Isolation due to weather/storm/flood/fire, etc

Reasons do not include:

- Family Holidays
- Misinterpretation of date or nature of task
- Technology malfunction

Supporting documentation for illness and misadventure forms include the following:

- Medical Certificate
- Funeral/Death notice
- Other supporting documentation as required.

The student must have relevant documentation explaining their inability to complete the task by the due date. It is not the responsibility of the teacher to request the form.

It is not to be assumed that an Illness/Misadventure Application will be granted by the class teacher or the school. If in the rare case a student has an event that is school sanctioned which clashes with an assessment task, they must immediately see the relevant subject Head Teacher and discuss the situation.

Late or Failure to Submit Tasks

If a student fails to complete a task specified in the school-based assessment program by the due date and the teacher considers the student has a valid reason (eg illness or endorsed leave), the principal may decide that, in accordance with the school's assessment policy, an extension of time may be granted, or a mark may be awarded based on a substitute task. A student will be required to submit a misadventure form (see appendix) in this circumstance.

In exceptional circumstances (eg where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the principal may authorise the use of an estimate based on other appropriate evidence. If there is no valid reason for failing to complete an assessment task, a

zero mark must be recorded for that task. If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.

If a student anticipates a valid absence, they must speak with the teacher before the due date to arrange an alternative. If the student is unable to complete the task by the due date, they will need to adhere to the requirements outlined for such situations. If the absence is not approved, the student will receive a zero mark for the task.

For tasks that are assessed over multiple days (such as speeches, presentations, and performances), if a student is absent, they must be prepared to complete or present their task by the due date or follow the alternative arrangements authorised by the principal.

Procedures for Late Submission:

Students must submit an Illness or Misadventure Form, providing a valid reason for the delay in submitting their assessment. Possible outcomes include:

- 1 Extension** Students must request extensions before the due date. If approved, the new date will be set by the teacher.
- 2 Substitute Task** If an extension is not feasible, the teacher may provide a substitute task.
- 3 Estimation** In exceptional circumstances, an estimate may be used if other options are not feasible.
- 4 Zero Mark** If there is no valid reason for late submission, a zero mark will be recorded. The teacher's professional judgment will determine if the attempt was genuine.

Failure to Complete an Assessment – N Warning

If there is no valid or acceptable reason for not completing an assessment task, it will be marked as a Non-Attempt, and a ZERO result will be recorded. Additionally, a Warning Letter ("N" Warning Letter) will be issued. To redeem the "N" Warning Letter, the task must still be submitted, although the ZERO result will remain as required by NES. Feedback on the task will still be provided by the teacher. Students and their parents will be notified in writing through the "N" Warning Letter if the student fails to meet course and/or assessment requirements.

Non-Completion of Course Requirements: N Warning Determination

This is the decision made by the principal at the end of the course, under delegated authority from NESAs, that a student has not satisfactorily completed a course. Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The principal may then apply the 'N' determination.

Malpractice

As an HSC student, it is essential to understand and adhere to NESAs's guidelines to maintain the integrity of school-based assessments and exams. Malpractice includes any form of cheating or dishonest behaviour, such as plagiarism, collusion, misrepresentation and violating assessment conditions.

WHSPA treats allegations of malpractice with utmost seriousness, and being found guilty can jeopardise an HSC or RoSA award. If a school detects malpractice in any assessment, they will record the incident and notify both the student and their parents. Staff may investigate the case. If malpractice is confirmed, the school will respond according to the severity of the offense, which may include requiring the student to complete an alternative assessment task. It is important for students to familiarise themselves with their school's malpractice policy and NESAs's rules. If there is any uncertainty about what constitutes malpractice, students should seek guidance from their teachers.

If Malpractice is detected the following procedure may occur:

- 1** **Detection** If malpractice is suspected, the teacher will discuss the issue with the student and, in some cases, may also involve the parent.
- 2** **Consultation / Review** Multiple staff may investigate the case and review its severity.
- 3** **Determination** If malpractice is confirmed, the student will be required to complete an alternative task or face a consequence proportional to the offense such as a zero mark.
- 4** **Notification** The outcome will be communicated to the student and parents.
- 5** **Appeals** Students may appeal the decision according to the school's appeal procedures for appeals.

HSC Minimum Standard

All Year 12 students must reach a minimum standard of functional literacy and numeracy to receive the HSC. To meet the HSC minimum standard student's need to achieve Level 3 or 4 on the online reading, writing and numeracy test. Those who have not met the minimum standard when their HSC results are issued have five years from when they started the HSC to meet the standard & receive the HSC credential for the students who don't meet the minimum standard within this timeframe, a Record of School Achievement will be awarded.

Appealing an Assessment Result or Rank

If a student believes there is a mistake or inaccuracy with the mark/grade awarded for a task, they must appeal at the time that the task is returned. The appeal should be made verbally to the class teacher initially (and within 24 hours of receiving the mark), and then in writing to the Head Teacher if the outcome is still unsatisfactory.

If a student believes their course ranking is incorrect, they should first make a verbal appeal to their classroom teacher, explaining their specific concern. If they are not satisfied with the outcome, they can then submit a written appeal to the Head Teacher of the relevant faculty. If the student is still unsatisfied with the decision, they may request a review by writing to the principal or their delegate.

During this review, the school will determine if:

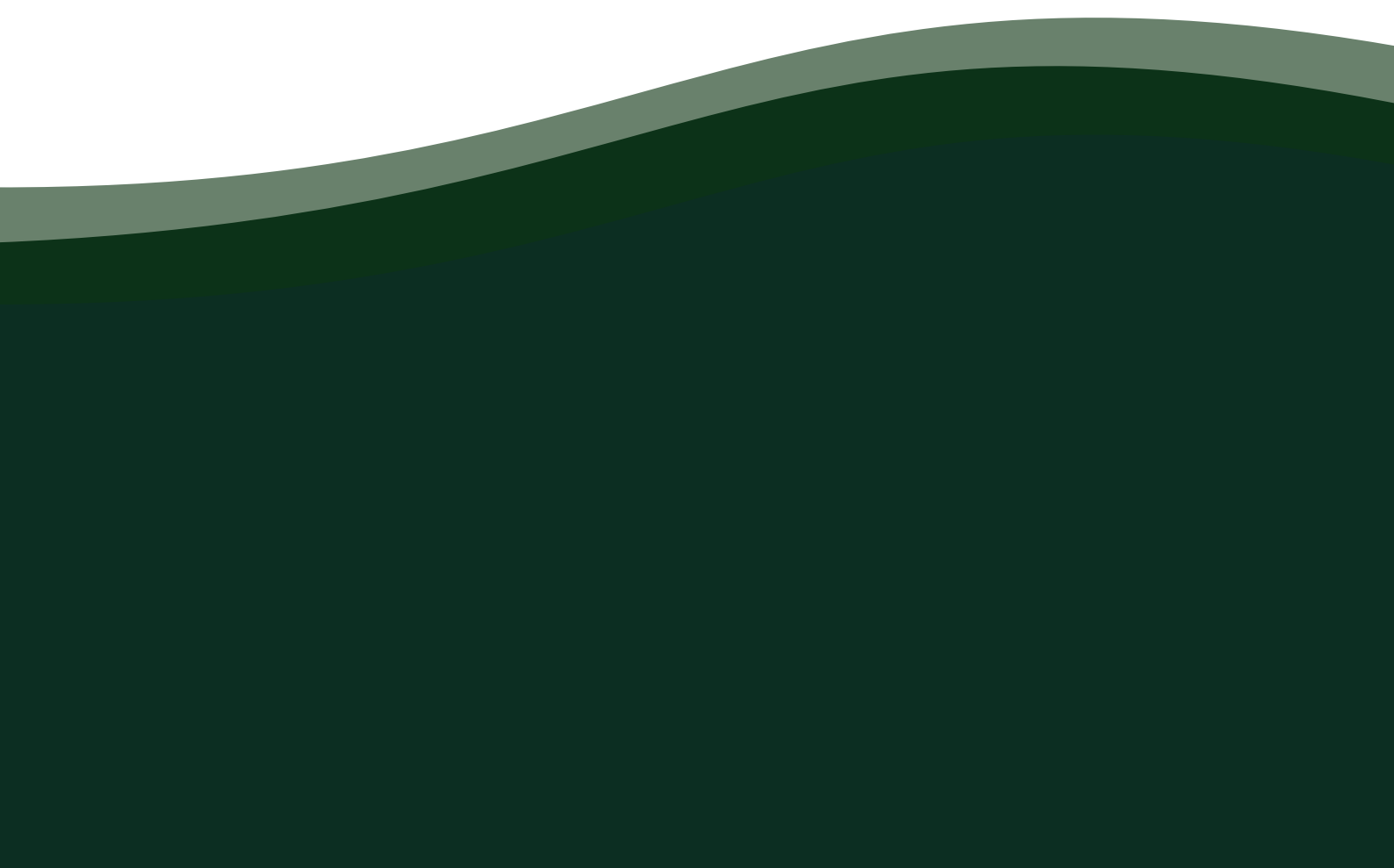
1. Assessment tasks were weighted according to NESAs requirements.
2. The stated assessment program was followed when determining the final assessment mark.
3. There was a miscalculation or clerical error in determining the assessment mark.

The request for a review must be submitted before NESAs cut-off date. The school will communicate the review outcome and inform NESAs if any adjustment to the assessment mark or rank is necessary.

The appeal process is as follows:

- 1 Initial Appeal** The student discusses the concern with the class teacher within 24 hours of receiving the mark or rank.
- 2 Written Appeal** If unresolved with the teacher, the student submits a written appeal to the Head Teacher (see appendix)
- 3 Executive Review** If still unsatisfied, request a review by the principal or senior executive. The school will verify adherence to NESA requirements and correct any errors.

Year 12
**Course Assessment
Schedules**



School Based Assessment Schedule Year 12 2024-25

Ancient History

Biology

Business Studies

Chemistry

Community and Family Studies

Dance

Drama

Earth & Environmental Science

Economics

English Advanced

English Standard

English Studies

English EAL/D

English Extension 1

English Extension 2

History Extension

Industrial Technology Timber

Legal Studies

Marine Studies

Mathematics Advanced

Mathematics Extension 1

Mathematics Standard 1

Mathematics Standard 2

Modern History

Music 1

Music 2

Personal Development, Health and Physical Education

Physics

Science Extension

Society and Culture

Sport, Lifestyle & Recreation

Textiles and Design

Visual Arts

Work Studies

Year 12 Ancient History 2024/2025

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Source Analysis Task Ancient Societies: Spartan society to the Battle of Leuctra 371 BC	Essay Historical Period: Option J. The Julio-Claudians AD14-69	Research Task Core: Cities of Vesuvius: Pompeii and Herculaneum	Trial HSC Examination	
Due Date	Term 4, Week 7	Term 1, Week 7	Term 2, Week 9	Term 3, Weeks 2-3	
Outcomes assessed	AH12-2, AH12-4, AH12-6, AH12-8, AH12-9	AH12-1, AH12-2 AH12-3 AH12-9	AH12-5, AH12-7, AH12-8, AH12-9	AH12-3 AH12-4 AH12-6 AH12-7	
Course Components	Weighting %				
Knowledge and understanding of content	5	10	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5		5	10	20
Historical Inquiry and Research	5	5	10		20
Communication of Historical understanding in appropriate forms	5	10	5		20
Total %	20	25	25	30	100

Year 12 Biology 2024 - 25

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Investigation: Heredity modelling	Depth Study: infectious disease	Data analysis task: homeostasis & epidemiology	Trial HSC Examination	
Due Date	Term 4 (2024), Week 8	Term 1, Week 10	Term 2, Week 7	Term 3, Weeks 2-3	
Outcomes assessed	BIO12-3, BIO12-6, BIO12-7, BIO12-12	BIO12-1, BIO12-2, BIO12-3, BIO12-5, BIO12-7, BIO12-14	BIO12-4, BIO12-5, BIO12-6, BIO12-15	BIO12-4, BIO12-5, BIO12-7, BIO12-12, BIO12-14, BIO12-15	
Course Components	Weighting %				
Skills in Working Scientifically	15	20	15	10	60
Knowledge and understanding	5	10	5	20	40
Total %	20	30	20	30	100

Year 12 Business Studies 2024/25

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Operations Extended Response Operations	Marketing Plan Marketing	Financial Statement Analysis Finance	Trial HSC Examination Marketing, Human Resources, Finance, Operations	
Due Date	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 2-3	
Outcomes assessed	H1, H2, H5, H7, H9	H3, H4, H6, H7, H8, H9	H5, H8, H9, H10	H1, H2, H3, H4, H5, H6, H8, H9, H10	
Course Components	Weighting %				
Knowledge and understanding of course content	5	10	5	20	40
Stimulus Based Skills	5		10	5	20
Inquiry and Research	5	10	5		20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100

Year 12 Chemistry 2024/25

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Depth Study: Equilibrium constant	Practical Investigation: Acid and base titration	Polymer presentation and organic chemistry quiz	Trial HSC Examination	
Due Date	Term 4 (2024), Week 9	Term 1, Week 7	Term 2, Week 8	Term 3, Weeks 2-3	
Outcomes assessed	CH12-1, CH12-5, CH12-6, CH12-7, CH12-12	CH12-2, CH12-3, CH12-4, CH12-13	CH12-4, CH12-5, CH12-6, CH12-14	CH12-2, CH12-4, CH12-5, CH12-6, CH12-7, CH12-12, CH12-13, CH12-14	
Course 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

Year 12 Community and Family Studies 2024/25

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Core Independent Research Project Research Methodology	Core Research Task Parenting and Caring	Option Case Study Individuals and Work	Trial HSC Examination Research Methodology Groups in Context Parenting and Caring Option	
Due Date	Term 4, Week 10	Term 1, Week 11	Term 2, Week 6	Term 3, Weeks 2-3	
Outcomes assessed	H3.1, H3.3, H4.1, H4.2	H2.3, H3.4, H6.1, H6.2	H2.1, H2.3, H3.4, H6.1	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2	
Course Components	Weighting %				
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysis and communicating	15	10	15	20	60
Total %	25	20	25	30	100

Year 12 Dance 2024/25

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Major Study Development of major study including process diary, intentions, research, analysis and reflection	Composition Presentation of the dance in progress	Appreciation Critical review/analysis of a dance work	Trial HSC Period Trial HSC examination –Core Performance and Major Study	
Due Date	Term 1, Week 5	Term 1 Week 8/9	Term 2, Weeks 3	Term 2, Week 10 - Term 3 Week 1	
Outcomes assessed	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H4.3, H4.4, H4.5	H3.1, H3.2, H3.3, H3.4	H1.1, H1.2, H1.3	H1.1, H1.2, H1.3, H2.1, H2.2,	
Course Components	Weighting %				
Core Performance				20	20
Core Composition		20			20
Core Appreciation			20		20
Major Study	30			10	40
Total %	30	20	20	30	100

Year 12 Drama 20224/25

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	<p>Individual Project or Presentation of Individual Project: Performance</p> <p>Individual project or performance presentation + submission logbook with ongoing drafts, research, investigation of ideas and reflection</p>	<p>Studies in Drama and Theatre Topic</p> <p>Digital response and performance based on workshops related to current Studies in Drama and Theatre topic</p>	<p>Trial HSC Examination</p> <p>Written Examination</p>	<p>Presentation Group Performance</p> <p>Group Performance, interview, and logbook</p>	
Due Date	Term 1, Week 6	Term 2, Week 2	Term 3, Weeks 2-3	Term 3, Week 4	
Outcomes assessed	H1.2, H2.1 H1.5	H1.3, H1.5, H1.7, H2.3, H3.1, H3.2, H3.3	H2.2, H3.1, H3.2, H3.3, H3.4, H3.5	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.5	
Course Components	Weighting %				
Making	10			10	30
Performing	10			20	30
Critically Studying		10	30		40
Total %	20	20	30	30	100

Year 12 Earth & Environmental Science 2024/25

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Building and analysing the Geological Timescale	Case Study: Volcanic Impacts	Depth Study: Climate change and its impacts	Trial HSC Examination	
Due Date	Term 4 (2024), Week 9	Term 1, Week 6	Term 2, Week 8	Term 3, Weeks 2-3	
Outcomes assessed	EES12-4, EES12-5, EES12-6, EES12-7, EES12-12	EES12-4, EES12-5, EES12-7, EES12-13	EES12-1, EES12-2, EES12-3, EES12-5, EES12-7, EES12-14	EES12-5, EES12-7, EES12-12, EES12-13, EES12-14	
Course Components	Weighting %				
Skills in Working Scientifically	10	15	20	15	60
Knowledge and understanding	10	5	10	15	40
Total %	20	20	30	30	100

Year 12 English Advanced 2024/25

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Multimodal Vlog and Craft of Writing Texts and Human Experiences (Common Module) Text: <i>1984</i> (George Orwell)	Extended response and Craft of Writing Textual Conversations (Module A) Texts: <i>Hagseed</i> (Margaret Atwood) + <i>The Tempest</i> (William Shakespeare) Task: Extended response (20%) + Craft of Writing (5%)	Extended response and Craft of Writing Critical Study of Literature (Module B) Text: TS Eliot	Trial Examination <u>PAPER 1:</u> Unseen- 5% Common Module- 5% <u>PAPER 2:</u> Mod A - 5% Mod B - 5% Mod C - 10%	
Due Date	Term 4, Week 10	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 2-3	
Outcomes assessed	EA12-1, EA12-2, EA12-3, EA12-7	EA12-1, EA12-6, EA12-8	E12-1, EA12-5, EA12-7, EA12-4	EA12-1, EA12-2, EA12-5, EA12-6, 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	10	10	15	15	50
Total %	20	25	25	30	100

Year 12 English Standard 2024/25

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Multimodal Vlog and Craft of Writing Texts and Human Experiences (Common Module) Text: <i>Past the Shallows</i> (Favel Parrett)	Extended response and Craft of Writing Language, Identity and Culture (Module A) Text: <i>The Castle</i> (Rob Sitch) & <i>One Night the Moon</i> (Rachel Perkins)	Extended response and Craft of Writing Close Study of Literature (Module B) Text: Oodgeroo Noonuccal	Trial Examination <u>PAPER 1:</u> Unseen- 5% Common Module- 5% <u>PAPER 2:</u> Mod A- 5% Mod B- 5% Mod C- 10%	
Due Date	Term 4, Week 10	Term 1, Week 11	Term 2, Week 9	Term 3, Weeks 2-3	
Outcomes assessed	EN12-1, EN12-2, EN12-3, EN12-7	EN12-2, EN12-3, EN12-7	EN12-4, EN12-5, EN12-7, EN12-8	EN12-1, EN12-2, EN12-5, EN12-6, EN12-9	
Course 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	10	10	15	15	50
Total %	20	25	25	30	100

Year 12 English Studies 2024/25

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Extended Response Texts and Human Experiences (Common Module) Text: <i>Billy Elliot</i>	Multimodal presentation: We are Australians	Examination	Portfolio Task: Maintain and present a portfolio of work completed throughout the HSC course.	
Due Date	Term 4, Week 10	Term 1, Week 10	Term 3, Weeks 2-3	Term 3, Week 5	
Outcomes assessed	ES12-1, ES12-4, ES12-6, ES12-9	ES12-3, ES12-5, ES12-7	ES12-2, ES12-5, ES12-8 ES12-9	ES12-1, ES12-2, ES12-4, ES12-6, ES12-10	
Course Components	Weighting %				
Knowledge and understanding of course content	15	15	10	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	5	10	15	20	50
Total %	20	25	25	30	100

* Student may sit an optional HSC Trial Examination (not assessed as part of the official assessment program)

Year 12 English EAL/D 2024/25

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Multimodal presentation and Focus on Writing Texts and Human Experiences (Module A) Text: <i>Past the Shallows</i> (Favel Parrett)	Extended response and Focus on Writing Language, Identity and Culture (Module B) Text: <i>Contemporary Asian Australian Poets</i> (Aitken et al.)	Extended response and Focus on Writing Close Study of Text (Module C) Text: <i>The Truman Show</i> (Peter Weir)	Trial Examination <u>PAPER 1:</u> Part A - 5% Part B - 5% Section 2 - 5% <u>PAPER 2:</u> Mod B - 5% Mod C - 5% <u>Listening Task - 5%</u>	
Due Date	Term 4, Week 10	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 2-3	
Outcomes assessed	EAL 12-1B, EAL 12- 2, EAL 12-6, EAL 12-8	EAL 12-1A, EAL 12-3, EAL 12-5	EAL12-1A, EAL12-5, EAL12-7	EAL12-3, EAL12-4, EAL12-7, EAL12-9	
Course Components	Weighting %				
Knowledge and understanding of course content	10	15	15	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	10	20	50
Total %	20	25	25	30	100

Year 12 English Extension 1 2024/25

Task number	Task 1	Task 2	Task 3	
Type of task	Extended response Common Module: Literary Worlds + Elective: Worlds of Upheaval Text: <i>Frankenstein</i> (Shelley) OR <i>Metropolis</i> (Lang) + related text	Tutorial Presentation (Multi-modal) Elective: Worlds of Upheaval Text: <i>Frankenstein</i> (Shelley), <i>Metropolis</i> (Lang), <i>Waiting for Godot</i> (Beckett) + related text	Trial HSC examination Common Module: Literary Worlds + Elective: Worlds of Upheaval Text: <i>Frankenstein</i> (Shelley), <i>Metropolis</i> (Lang), <i>Waiting for Godot</i> (Beckett) + related text	
Due Date	Term 1, Week 5	Term 2, Week 8	Term 3, Weeks 2-3	
Outcomes assessed	EE12-1, EE12-3, EE12-4	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	
Course Components	Weighting %			
Knowledge and understanding of complex texts and how and why they are valued	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

Year 12 English Extension 2 2024/25

Task number	Task 1	Task 2	Task 3	
Type of task	Proposal + Literature Review	Viva Voce	Final in-school submission of Major Work and Reflection	
Due Date	Term 1, Week 4	Term 2, Week 7	Term 3, Week 1	
Outcomes assessed	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4, EEX12-5	
socCourse Components	Weighting %			
Knowledge and understanding of texts and why they are valued	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	20	20	50
Total %	25	35	40	100

Year 12 Food Technology 2024/25

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Food Industry Report	Food Manufacture Task	Food Product Development/ Contemporary Nutrition Issues Investigation	Trial HSC Examination	
Due Date	Term 4, Week 9	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 2-3	
Outcomes assessed	H1.1, H1.2, H1.4, H3.1	H1.1, H4.2, H5.1	H1.3, H2.1, H3.2, H4.1, H5.1	H1.1, H1.2, H1.3, H1.4, H2.1, H5.1	
Course Components	Weighting %				
Knowledge and understanding of course content	5		5	30	40
Knowledge and skills in designing, researching, analysing and evaluating	15	10	5		30
Skills in experimenting with and preparing food by applying theoretical concepts		15	15		30
Total %	20	25	25	30	100

Year 12 Geography 2024/25

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Geographical skills and short answer style questions based on stimulus	Fieldwork Report and in-class response	Research based on case study	Trial Examination	
Due Date	Week 8, Term 4	Week 9, Term 1	week 10 – Term 2	Term 3, Weeks 2-3	
Outcomes assessed	12-05, 12-06, 12-08, 12-09	12-01, 12-02, 12-03, 12-05, 12-06, 12-07, 12-09	12-01, 12-02, 12-03, 12-04, 12-05, 12-06, 12-07, 12-09	12-01, 12-02, 12-03, 12-04, 12-05, 12-06, 12-07, 12-08, 12-09	
Course Components and weighting					
Knowledge & understanding of course content	10	10	10	10	40
Geographical skills & tools	5	5		10	20
Inquiry methodologies & Fieldwork		10	5	5	20
Communication	5	5	5	5	20
Total %	20	30	20	30	100

Year 12 History Extension 2024/25

Task number	Task 1	Task 2	Task 3	
Type of task	History Project Historical Process - Proposal, Process log, Annotated sources	History Project Essay	Trial HSC Examination	
Due Date	Term 2, Week 3	Term 2, Week 9	Term 3, Weeks 2-3	
Outcomes assessed	HE12-1 HE12-2, HE12-4	HE12-1 HE12-3, HE12-4	HE12-1 HE12-2, HE12-3 HE12-4	
Course Components	Weighting %			
Knowledge and understanding of significant historical ideas and processes	15	15	10	40
Skills in designing, undertaking and communicating historical inquiry and analysis	15	15	30	60
Total %	30	40	30	100

Year 12 Industrial Technology Timber 2024/25

Task number	Task 1	Task 2	Task 3	
Type of task	Major Project Presentation Major Project Ideas and Research Designing & Planning	Report Development, justification, selection, process & management report.	Trial HSC Examination Industry Study Industrial Related Manufacturing Technology	
Due Date	Term 4, Week 7	Term 2, Week 5	Term 3, Weeks 2-3	
Outcomes assessed	H3.1H3.2 H3.3H5.1H5.2	H2.1 H3.1 H3.2 H3.3 H4.1 H4.2 H4.3 H5.1 H5.2 H6.2	H1.1 H1.2 H1.3 H4.3 H6.1 H6.2 H7.1 H7.2	
Course Components	Weighting %			
Knowledge and understanding of Course Content		10	30	40
Knowledge and skills in the design, management, communication and production of a major project	30	30		60
Total %	30	40	30	100

Year 12 Industry Based Learning SBAT 2024/25

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Interview and Report Interview With SBAT Coordinator and Submission of Industry-based Learning Log and Journal	Interview and Report Interview With SBAT Coordinator and Submission of Industry-based Learning Log and Journal	Interview and Report Interview With SBAT Coordinator and Submission of Industry-based Learning Log and Journal	Interview and Report Interview With SBAT Coordinator and Submission of Industry-based Learning Log and Journal	
Due Date	Term 4, Week 7	Term 1, Week 7	Term 2, Week 10	Term 3, Week 5	
Outcomes assessed	1.1, 2.1-2.3, 3.1-3.4, 4.1, 5.1-5.3	1.1, 2.1-2.3, 3.1-3.4, 4.1, 5.1-5.3	1.1, 2.1-2.3, 3.1-3.4, 4.1, 5.1-5.3	1.1, 2.1-2.3, 3.1-3.4, 4.1, 5.1-5.3	
Course Components	Weighting %				
Skills in Work	10	10	10	10	40
Knowledge & Understanding	15	15	15	15	60
Total %	25	25	25	25	100

Year 12 Legal Studies 2024/25

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Research Task Crime	Oral Presentation Human Rights	Essay Focus Area	Trial HSC Examination	
Due Date	Term 4, Week 10	Term 1, Week 7	Term 2, Week 7	Term 3, Weeks 2-3	
Outcomes assessed	H1, H4, H6, H7, H8, H9, H10	H1, H2, H3, H4, H6, H8, H9, H10	H1, H2, H3, H4, H5, H7, H9	H1, H2, H3, H4, H5, H7, H9	
Course Components	Weighting %				
Knowledge and understanding of course content	5	10	5	20	40
Analysis and evaluation	5	5	5	5	20
Inquiry and research	10	5	5		20
Communication of legal information, issues and ideas in appropriate forms	5	5	5	5	20
Total %	25	25	20	30	100

Year 12 Marine Studies 2024/24

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Examination: Boating	Practical Task: Humans in water	Research Task: The coral ecology and The Great Barrier Reef	Skills Task: Rocky shore ecosystems	
Due Date	Term 4 (2024), Week 5	Term 1, Week 4	Term 2, Week 9	Term 3, Week 5 (in-class)	
Outcomes assessed	1.3, 3.2, 5.1, 5.2, 5.3	1.2, 4.1, 4.2, 5.4	1.4, 2.1, 2.3, 3.4	1.1, 2.2, 3.3, 3.4	
Course Components	Weighting %				
Knowledge & Understanding	10	10	10	20	50
Skills Content	20	10	10	10	50
Total %	30	20	20	30	100

Year 12 Mathematics Advanced 2024/25

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	In Class Task MA-F2 Graphing Techniques MA-C2 Differential Calculus	Investigation Task MA-C2 Differential Calculus MA-C3 Applications of Differentiation MA-T3 Trigonometric Functions and Graphs	In Class Task MA-C4-Integral Calculus MAS2-Descriptive Statistics and Bivariate data	Trial HSC Examination All topics - refer to student notification	
Due Date	Term 4, Week 9 (2024)	Term 1, Week 9	Term 2, Week 7	Term 3, Weeks 2-3	
Outcomes assessed	MA12-5, MA12-6	MA12-1, MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-7, MA12-8	MA12-1 to MA12-8, MA12-10	
Course Components	Weighting %				
Understanding, Fluency and Communicating	10	10	15	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Total %	20	25	25	30	100

Year 12 Mathematics Extension 1 2024/25

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	In Class Task ME-P1 Proof by Mathematical Induction ME-T3 Trigonometric Equations	Assignment ME-V1 Introduction to vectors	In Class Assessment Task ME-C2 Further Calculus skills ME-C3 Applications of Calculus	Trial HSC Examination All topics - refer to student notification	
Due Date	Term 4, Week10	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 2-3	
Outcomes assessed	ME12-1, ME12-3	ME12-2, ME 12-6, ME12-7	ME12-1, ME12-4, ME12-7	ME12-1 to ME12-4, ME 12-7	
Course Components	Weighting %				
Understanding, Fluency and Communicating	10	10	15	15	50
Problem Solving, Reasoning and Justification	10	15	10	15	50
Total %	20	25	25	30	100

Year 12 Mathematics Standard 1 2024/25

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	In Class Task MS-M4 Rates MS-N1 Networks and Paths	Investigation MS-M3 Right-Angled Triangles MS-M5 Scale Drawing	In Class Task MS-A3 Types of Relationships MS-S3 Further Statistical Analysis	Trial HSC Examination All topics – refer to student notification	
Due Date	Term 4, Week 9	Term 1, Week 9	Term 2, Week 7	Term 3, Weeks 2-3	
Outcomes assessed	MS1-12-3, 8 & 10	MS1-12-3, 4, 9 & 10	MS1-12-1, 2, 6, 7, 9 & 10	MS1-12-1 to 8 & 10	
Course Components	Weighting %				
Understanding, Fluency and Communicating	10	15	10	15	50
Problem Solving, Reasoning and Justification	10	10	15	15	50
Total %	20	25	25	30	100

Year 12 Mathematics Standard 2 2024/25

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	In Class Task MS-N2 Network Concepts MS-M7 Rates and Ratios	Investigation MS-S4 Bivariate data analysis MS-S5 The normal distribution	In Class Task MS-M6 Non-Right-Angled Trigonometry MS-N3 Critical Path Analysis	Trial HSC Examination All topics - refer to student notification	
Due Date	Term 4, Week 9	Term 1, Week 9	Term 2, Week 7	Term 3, Weeks 2-3	
Outcomes assessed	MS2-12-3, MS2-12-8	MS2-12-2, 7, 9, 10	MS2-12-4, 8, 10	MS2-12-1 to MS2-12-10	
Course Components	Weighting %				
Understanding, Fluency and Communicating	15	10	10	15	50
Problem Solving, Reasoning and Justification	10	10	15	15	50
Total %	25	20	25	30	100

Year 12 Modern History 2024/25

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Source based task - Source Portfolio Power and Authority in the Modern World 1919–1946	Historical Analysis National Study - Russia	Oral Presentation Peace and Conflict	Trial HSC Examination All topics	
Due Date	Term 4, Week 8	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 2-3	
Outcomes assessed	MH12-3 MH12-4 MH12-6 MH12-7 MH12-9	MH12-1 MH12-3 MH12-4 MH12-5 MH12-8 MH12-9	MH12-2 MH12-5 MH12-7 MH12-8	MH12-3 MH12-4 MH12-5 MH12-7 MH12-9	
Course Components	Weighting %				
Knowledge and understanding of course content	5	10	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	20
Historical inquiry and research	5	5	10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100

Year 12 Music One 2024/25

Task number	Task 1	Task 2	Task 3	Task 4
Type of task	<p>Composition Portfolio and Aural Analysis Topic 1</p> <p>Submission of composition or arrangement, aural analysis of composition with reference to concepts of music relevant to the chosen topic.</p>	<p>Presentation of Performance and Viva Voce Topic 2</p> <p>Solo or ensemble performance and in-class viva voce based on performance repertoire demonstrating an understanding of compositional techniques and features of the topic.</p>	<p>Presentation or Submission: Elective Option for Topics 1 and 2</p> <p>Presentation of performance and/or composition portfolio and/or musicology outline and viva voce</p>	<p>Trial HSC Examination Aural Skills Examination</p> <p>Presentation of elective performance or elective composition portfolio or elective musicology outline and viva voce based on Topic 3.</p>
Due Date	Term 1, Week 2	Term 1, Week 7	Term 2, Week 7	Term 3, Weeks 2-3
Outcomes assessed	H2, H4, H5, H6, H7, H8	H1, H2, H4, H5, H6	H1 – H8*	H1 – H8*
Course Components	Weighting %			
Performance		10		10
Composition	10			10
Musicology		10		10
Aural	10			25
Electives			30	45
Total %	20	20	30	100

Year 12 Music two 2024/25

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Solo or ensemble performance representing the Mandatory topic and Elective representing the Additional Topic	Development of composition portfolio including background research, critical analysis of works and development of ideas and drafts	Solo or ensemble performance representing the Mandatory Topic and Elective representing the Additional and/or Mandatory Topic and Core Composition	Trial HSC Aural Paper	
Due Date	Term 1 Week 5	Term 2 Week 2	Term 2 Week 10	Term 3, Weeks 2-3	
Outcomes assessed	H1, H6, H10	H2, H3, H4, H5, H6, H8	H1, H6, H10	H7, H9, H10	
Course Components	Weighting %				
Core Performance	10		10		20
Core Composition		10	10		20
Core Musicology		10		10	20
Core Aural				20	20
Elective performance or composition or musicology	10		10	15	20
Total %	20	20	30	30	100

Year 12 Personal Development, Health and Physical Education 2024/25

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Video Analysis Core 2 - Factors Affecting Performance	Scenario Response Option 3 - Sports Medicine	Take Home and In-Class Task Core 1 - Health Priorities in Australia	Trial HSC Examination Core 1, Core 2, Option 3	
Due Date	Term 4, Week 8	Term 1, Week 7	Term 2, Week 7	Term 3, Weeks 2-3	
Outcomes assessed	H7, H8, H9, H10, H11, H16, H17	H8, H13, H16, H17	H1, H2, H3, H4, H5, H14, H15, H16	H1, H2, H3, H4, H5, H14, H15, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17	
Course Components	Weighting %				
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysis and communicating	15	15	10	20	60
Total %	25	25	20	30	100

Year 12 Physics 2024/25

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Depth Study: Advanced Mechanics	Practical Investigation: Electromagnetism	Case Study: The Nature of Light	Trial HSC Examination	
Due Date	Term 4 Week 10 (2024)	Term 1 Week 11	Term 2 Week 9	Term 3, Weeks 2-3	
Outcomes assessed	PH12-1, PH12-3, PH12-4, PH12-5, PH12-6, PH12-7, PH12-12	PH12-2, PH12-3, PH12-5, PH12-6, PH12-7, PH12-13	PH12-3, PH12-4, PH12-5, PH12-6, PH12-14	PH12-4, PH12-5, PH12-6, PH12-7, PH12-12, PH12-13, PH12-14	
Course Components	Weighting %				
Skills in Working Scientifically	20	15	15	10	60
Knowledge & Understanding	10	5	5	20	40
Total %	30	20	20	30	100

Year 12 Science Extension 2024/25

Task number	Task 1	Task 2	Task 3	
Type of task	Scientific Planning: Poster Presentation	Analysing Data: Statistical Case Study	Scientific Research Report	
Due Date	Term 1, Week 7	Term 2, Week 8	Term 3, Week 7	
Outcomes assessed	SE-1, SE-2, SE-3	SE-4, SE-6	SE-1, SE-3, SE-4, SE-5, SE-7	
Course Components	Weighting %			
Communicating Scientifically	10	10	10	30
Gathering, recording, analysing and evaluating data		20	10	30
Application of scientific research skills	20		20	40
Total %	30	30	40	100

Year 12 Society and Culture 2024/25

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Research Methodologies	Popular Culture Focus Study	Trial HSC Examination	Belief Systems and Ideologies	
Due Date	Term 4, Week 10	Term 2, Week 3	Term 3, Weeks 2-3	Term 3, Week 6	
Outcomes assessed	H6, H7, H8, H9, H10	H2, H3, H4, H5, H6, H,7, H8, H9	H2, H3, H4, H5, H6, H7, H10	H1, H5, H7	
Course Components	Weighting %				
Knowledge and understanding of course content		10	30	10	50
Application and evaluation of social and cultural research methodologies	20	5		5	30
Communication of information, ideas and issues in appropriate forms		10		10	20
Total %	20	25	30	25	100

Year 12 Sport, Lifestyle & Recreation 2024/25

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Games and Sports Application II Modified Game	First Aid Practical/theory task	Health Lifestyles Theory task	Fitness Practical/theory task	
Due Date	Term 4, Week 10	Term 1, Week 10	Term 2, Week 8	Term 3, Week 6	
Outcomes assessed	1.1, 1.3, 2.1, 3.1, 4.4	1.3, 2.5, 3.6, 4.2, 4.5	1.1, 1.3, 2.1, 2.2, 3.1, 4.4	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	
Course Components	Weighting %				
Knowledge and understanding of course content	15	5	10	20	50
Skills	10	20	15	5	50
Total %	25	25	25	25	100

Year 12 Textiles and Design 2024/25

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Design Concept Major Project	Experimentation & Investigation	End-use Applications	Trial HSC Examination	
Due Date	Term 4, Week 5	Term 1 Week 8	Term 2, Week 7	Term 3, Weeks 2-3	
Outcomes assessed	H1.1, H1.2, H 2.1, H2.3 H6.1	H1.1, H2.2, H2.3, H3.1, H4.1, H4.2	H3.1, H4.1, H4.2	H1.3, H2.1, H3.1, H3.2, H4.1, H4.2, H5.1, H5.2, H6.1	
Course Components	Weighting %				
Knowledge and understanding of course content		10	10	30	50
Skills and knowledge in the design, manufacture and management of a major textiles project	15	20	15		50
Total %	15	30	25	30	100

Year 12 Visual Arts 2024/25

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Development of Body of Work & Panel Interview	In Class Extended Essay Response	Body of Work Progress & Visual Art Process Diary	Trial HSC: Examination and Body of Work	
Due Date	Term 1, Week 7	Term 1, Week 11	Term 2, Week 6	Term 3, Weeks 2-3	
Outcomes assessed	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H7, H8, H9, H10	H1, H2, H3, H4, H5, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6 H7, H8, H9, H10	
Course Components	Weighting %				
Artmaking	20		20	10	50
Art Criticism and Art History	10	20		20	50
Total %	30	20	20	30	100

Year 12 Work Studies 2024/25

Task number	Task 1	Task 2	Task 3	
Type of task	Portfolio – Investigating a Range of Career Options Modules 5, 6, 7 & 8	Work Logbook Module 10 Experiencing Work	Report Modules 4 and 9 Teamwork and Enterprise Skills and Team Enterprise Project	
Due Date	Term 1, Week 5	Term 2, Week 7	Term 3, Week 5	
Outcomes assessed	1, 2, 3, 4, 5, 7, 8, 9	1, 2, 3, 4, 6, 7, 9	2, 5, 6, 7, 8, 9	
Course Components	Weighting %			
Skills in the Workplace	10	25	35	70
Knowledge & Understanding	20	5	5	30
Total %	30	30	40	100

Year 12
VET Course
Assessment Schedules



VET Course Assessment Schedule

Construction

Entertainment Industry

Hospitality

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

Cohort 2024 - 2025

Training Package CPC Construction, Plumbing and Services Training Package Release 8.0

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 5 Option 5.1, 5.2 or 5.3		Task 6 Tools and equipment	Task 7 Group project	HSC TRIAL EXAM
		Term 4/5	Term 4-7	Term 4-7	Term 7	
Code	Unit of Competency	HSC Examinable Unit				
CPCCJN2001	Assemble components		X			
CPCCJN3004	Manufacture and assemble joinery components		X			
CPCCCA2002	Use carpentry tools and equipment			X		
CPCCCM2005	Use construction tools and equipment	√		X		
CPCCCA2011	Handle carpentry materials			X		
CPCCVE1011	Undertake a basic construction project				X	
CPCCOM1012	Work effectively and sustainability 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.



Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services		Task 1 White card	Task 2 Plan a career	Task 3 Safe and sound	Task 4 Bump in the light	EXAM (Optional)
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week: 6 Term: 1	Week: 10 Term: 5	Week: 4 Term: 2	Week: 10 Term: 3	Week: 9-10
Code	Unit of Competency	Date: 7/3/2024	Date: 11/4/2025	Date: 24/5/2024	Date: 27/9/2024	Term: 3
CPCWHS1001	Prepare to work safely in the construction industry	Prior to WPL				Date: TBA
CUAIND314	Plan a career in the creative arts industry		Post WPL			HSC Examinable units of competency
CUAWHS312	Apply work health and safety practice			X		
CUASOU331	Undertake live audio operations			X		
CUALGT311	Operate basic lighting				X	
CUASTA212	Assist with bump in and bump out of shows				X	

* Task 2 - Plan a career is not to assessed prior to students having the opportunity to engage with industry and develop their knowledge of and pathways available post work placement. Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services. * **Examinable units to be confirmed by teacher.**

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”.

Qualification: Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services

Cohort 2024 - 2025

Training Package CUA Creative Arts and Culture (Release 6.0)

Assessment Schedule Year 12 - 2025

Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 2 Plan a career	Task 5 Work in the industry	Task 6 To project and serve	Task 7 Showtime	HSC Trial Exam
		Term 4-7	Term 4	Term 4-5	Term 4-7	Term 7
Code	Unit of Competency					HSC Examinable units of competency
CUAIND311	Work effectively in the creative arts industry		X			
SITXCCS006	Provide service to customers			X		
CUASOU306	Operate sound reinforcement systems			X		
CUAVSS312	Operate vision systems			X		
CUASTA311	Assist with production operations for live performances				X	
CUASMT311	Work effectively backstage during performances				X	
CUAIND314	Plan a career in the creative arts industry	Post WPL				

* Task 2 - Plan a career is not to assessed prior to students having the opportunity to engage with industry and develop their knowledge of and pathways available post work placement. Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services. **For students sitting the optional HSC exam, an estimated mark is required. * Examinable units to be confirmed by teacher.**

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”.



Education

Entertainment Industry

Qualification: CUA30420 Certificate III in Live Production and Technical Services

Cohort 2024 - 2025

Training Package CUA Creative Arts and Culture (Release 6.0)

RTO - Department of Education - 90333, 90222, 90072, 90162

School Name: Wollongong High School of the Performing Arts

Assessment Schedule Year 11/12 – 2024.2025

Assessment Tasks Specialisation Study for CUA30420 Certificate III in Live Production and Technical Services This study can be delivered and assessed at any stage during years 11 or 12. In conjunction with the delivery and assessment of NESA course 26401 OR 26402		Task 8	
		Specialisation	
		Week 5	
		Term: 7	
Code	Unit of Competency	Date : 22/08/202	
CUAPPR314	Participate in collaborative creative projects		
BSBPEF301	Organise personal work priorities		
CUALGT314	Install and operate follow spots		

Students successfully completing this program in conjunction with NESA course 26401 or 26402 will be eligible to receive the nationally recognised qualification CUA30420 Certificate III in Live Production and Technical Services.

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”

Hospitality

RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: SIT20322 Certificate II in Hospitality

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality Assessment Schedule Year 12 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 The hospitality industry	Task 4 Beverage making 101	HSC TRIAL EXAM
		Term 7	Term 4-6	Term 7
Code	Unit of Competency			
SITHIND006	Source and use information on the hospitality industry	X		
SITHFAB024	Prepare and serve non-alcoholic beverages		X	
SITHFAB025	Prepare and serve espresso coffee		X	
SITHFAB027	Serve food and beverages		X	
BSBTWK201	Work effectively with others		X	
SITHIND007	Use hospitality skills effectively		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. * Examinable units to be confirmed by teacher.

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”.

Appendix

A decorative graphic at the bottom of the page consisting of two overlapping, wavy, horizontal bands. The upper band is a lighter shade of green, and the lower band is a darker shade of green. The waves are smooth and flow from left to right across the width of the page.

Assessment Notification



Relevant Information

FACULTY:	COURSE:
TASK:	TASK No:
WEIGHTING:	METHOD OF SUBMISSION:
DATE ISSUED:	DATE DUE:

Outcomes Assessed

Task Description

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Assessment Criteria

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Assessment Illness/Misadventure Application

Application for special consideration for an accident/misadventure/illness/special circumstance.

If illness, accident, misadventure or special circumstances prevent you from completing an assessment task on or before the due date:

- The school must be advised immediately the situation is known, before the due date if possible and,
- On the day of returning to the school this form must be completed and handed to the Head Teacher of the course.

PART A: To be completed by the STUDENT and handed to the class teacher.

Student Name:	Course:
Class Teacher:	Year:
Original due date:	Period of absence:
Reason for Application (Please tick)	
<input type="checkbox"/> ILLNESS	
<input type="checkbox"/> MISADVENTURE	
<input type="checkbox"/> OTHER	
<input type="checkbox"/> APPROVED LEAVE/OTHER COMMITMENTS (Years 7 – 10 only)	
Explanation:	
Student Signature:	Date:

****Attach supporting documents (E.g.: Medical Certificate) including letter from a Parent/Caregiver**

PART B: To be completed by the CLASS TEACHER before the application is submitted.

Recommendation by class teacher (Teachers are requested to write a recommendation concerning this application)

- Substitute task** (Date: _____ New task description: _____)
- Extension/Reschedule** (Date: _____)
- Estimation based on other tasks** (in exceptional circumstances)
- Other:** _____
- Show as non-attempt: "N" Award Warning to be issued** (Year 10 – 12 Only)

Signature:

Date:

Part C: To be completed by the EXECUTIVE

Head Teacher

- I support the recommendation
- I do not support the recommendation (please provides reasons and alternatives below)

Name:

Signature:

Date:

Deputy Principal

- I support the recommendation
- I do not support the recommendation (please provides reasons and alternatives below)

Name:

Signature:

Date:

***The Deputy Principal records the information in Millennium and notifies both the Teacher and Head Teacher. ***



WOLLONGONG HIGH SCHOOL OF THE PERFORMING ARTS



Lysaght St, Fairy Meadow NSW 2519



(02) 4229 6844



wollongong-h.school@det.nsw.edu.au

Assessment Appeal Application

Please refer this application to the Head Teacher

Student Name:

Course:

Task:

Date of Application:

Mark Awarded:

Class Teacher:

Reason for Appeal: *Please provide detailed information regarding your specific concern about your appeal. Be as specific as possible.*

Steps taken

(1) Verbal Appeal to Classroom Teacher

Outcome: Resolved Not Resolved

Details of Discussion: _____

(2) Written Appeal to Head Teacher:

Outcome: Resolved Not Resolved

Head Teacher's Comments: _____

Outcome of appeal:

Signature of Head Teacher:

Date:

Signature of Student

Date: