



**EMMANUEL
ANGLICAN
COLLEGE**

Learning ~ Living ~ Leading

2025 HSC STUDENT HANDBOOK



Our Purpose

We seek to grow each student to become a person of character who is inspired by excellence and adaptability, whose life is modelled on that of Jesus, and who, through courage, creativity, compassion and citizenship, strives to create a better world.

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CRICOS Provider Code:

Emmanuel Anglican College Council (02449F)

Emmanuel Anglican College is a Child Safe Organisation

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Section 1: Requirements for the Award of The Higher School Certificate

1.1 NSW Education Standards Authority (NESA) requirements

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

- A minimum of 12 units in the Year 11 course
- A minimum of 10 units in the HSC course

Both the Preliminary course and the HSC course must include the following:

- At least 6 units from Board Developed Courses, including at least 2 units of a Board Developed Course in English
- At least three courses of 2-unit value or greater
- At least four subjects

Students who wish to be eligible for an Australian Tertiary Admissions Rank, must study a minimum of **10 Board Developed units in the HSC Course**.

1.2 Eligibility for the Higher School Certificate

NESA states that a student will be considered to have satisfactorily completed a course if there is sufficient evidence of a student:

- Following the course developed or endorsed by NESA
- Applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- Achieving some or all of the outcomes of the course

Apart from the regulations relating to course combination patterns, to be awarded the HSC a student must therefore demonstrate:

- Satisfactory attendance and application
- Satisfactory completion of course requirements
- Satisfactory completion of assessment requirements
- A serious attempt in HSC examinations

1.3 Non completion of a course – “N” Determination

In HSC courses, students may be deemed not to have satisfactorily completed the course if there is sufficient evidence of:

1. Omission, to a significant degree, of experiences which are integral requirements of the syllabus, for example, assignments, practical work, participation in class activities.
2. Failure to make a genuine attempt at assessment tasks which contribute in excess of 50% of the available marks.

Should a student not satisfactorily complete a course then an “N” determination will be submitted by the school to NESA.

Courses which were not satisfactorily completed will not be printed on the student’s Record of Achievement. This can result in a student not meeting the pattern of study requirements and so becoming ineligible for the award of a Higher School Certificate.

1.4 HSC Reporting and Documentation

NESA reporting provides candidates with detailed feedback on their performances in each course presented for the HSC.

The mark achieved in each 2 unit course will be shown on a scale of 0 to 100. The mark of 50 represents the minimum standard expected.

There are five performance bands above 50, corresponding to different levels of achievement of course outcomes. The band 90 to 100 corresponds with the highest level of achievement.

On satisfactory completion of your HSC you will receive a **portfolio** containing:

- The **HSC Testamur** (official certificate confirming that requirements for the award have been met)
- The **Record of Achievement** (this lists the courses studied and reports the marks and bands achieved)
- **AQF VET Certificate** (Awarded to students studying VET courses who complete the requirements to obtain certification within a particular framework)
- **VET Statement of Attainment** (For those students undertaking VET courses this list those competence modules that have been successfully completed)

Samples of each of these documents can be viewed at:

- HSC Credentials
- VET Qualification documentation

Section 2: The Australian Tertiary Admissions Rank (ATAR)

2.1 The ATAR

The Australian Tertiary Admission Rank is allocated from 0.00 to 99.95 with increments of 0.05. It provides a measure of overall academic achievement in the NSW HSC that assists institutions to rank applicants for tertiary selection. It is calculated by the institutions and released by UAC.

It is important to note that the ATAR is a rank not a mark, and is designed only to be used for tertiary selection.

Admission to most tertiary courses is based on performance in the HSC with applicants ranked on the basis of their ATAR.

Other criteria such as a portfolio, interview, audition or questionnaire may also be taken into account in conjunction with the ATAR for certain courses.

2.2 Who receives an ATAR?

NSW HSC students who indicate on their HSC entry forms that they wish to be notified of their ATAR will receive an ATAR Advice Notice from UAC at about the same time they receive their HSC results from NESA.

An ATAR, however, is not shown on all ATAR Advice Notices. This could be because:

- You achieve a ATAR between 0.00 and 30.00 -- in this case, your ATAR will be reported as '30.00 or less'; or
- You do not meet the **ATAR rules** -- in this case, the statement 'Not eligible' will appear on your ATAR Advice Notice.

2.3 Eligibility and calculation

Rule 1 – Eligibility

To be eligible for an ATAR you must satisfactorily complete at least 10 units (including at least two units of English) of ATAR courses.

These subjects must cover four subject areas. Note Extension courses for English, Mathematics and History count as part of the main course's subject area. All other courses are their own subject area.

Rule 2 - Calculation of the ATAR

Your ATAR is based on the aggregate of scaled marks in 10 units of ATAR courses comprising:

- your best two units of English; and
- your best eight units from the remaining units.

The calculation of the ATAR is subject to the following restrictions and conditions:

- You must satisfactorily complete English;
- You may accumulate courses over a period of no more than five years;
- If you repeat a course, only the last satisfactory attempt will be used in the calculation of your ATAR; and
- If you enrol in a repeat course and subsequently withdraw, either officially by advising your principal or NESA, or unofficially by non-attendance at the appropriate examination, you will be considered as not having completed the course and it will be regarded as a non-satisfactory attempt - in this case the mark from your previous satisfactory attempt in the course will be available for inclusion in your ATAR.

2.4 How is the ATAR is determined?

The ATAR is determined in two steps:

- HSC students who are eligible for an ATAR are ranked on the basis of their aggregate of scaled marks.
- Rankings are then determined for these HSC students as if all the students who commenced Year 7 had completed Year 12 and been eligible for an ATAR. This rank is the ATAR.

2.6 The Scaling Process (in brief)

The NSW Education Standards Authority reports student achievement in Board Developed Courses using performance bands. A performance band indicates the standard attained by a student in a course in relation to defined criteria. These criteria, which include knowledge and understanding of the concepts and principles of the course, will differ across courses.

While it will be possible to compare achievement in a particular course from year to year, it will not be possible to compare achievement across courses.

The set of results a student receives from the NSW Education Standards Authority will provide a profile of her/his attainment across a range of HSC courses. There is no attempt to provide an overall measure of academic achievement.

Because the NSW Education Standards Authority marks in different courses are not comparable, the marks are scaled before they are added to give the aggregate from which the ATAR is determined. The scaling process takes NESA's marks and estimates what the marks would have been if all courses had been studied by all students. The scaling algorithm is designed to encourage students to take the courses for which they are best suited, and which best prepare them for their future studies. The principle underlying the algorithm is that a student should neither be advantaged nor disadvantaged by choosing one HSC course over another.

The scaling procedure modifies the mean, the standard deviation and the maximum mark in a course using as a criterion the overall demonstrated academic attainment of the course candidature.

The scaling process is carried out afresh each year. It does not assume that one course is intrinsically more difficult than another or that the quality of the course candidature is always the same.

For each student, NESA's examination mark and the moderated school assessment mark for each course completed are first averaged to produce a course mark. The marks on each 2 unit paper are then standardised to a mean of 50. Where no school assessment is required, as is the case with VET courses, the examination mark only is used.

The scaling process then determines weightings for 2 unit courses according to the quality of their candidatures and adjusts the marks for each course. The quality of a candidature is defined as the average academic performance of the candidature, where the academic performance of a student is the average performance in all the courses attempted.

Note that the rank order within each course is not affected by the scaling process. Scaled marks in most cases will be different from the original course marks. Scaled marks are not reported to students.

Section 3: Internal Assessment Policies and Procedures

This document provides information relating to the formal assessment program associated with each course delivered within the Secondary School at the College. Assessment arrangements and the construction of assessment tasks occur within a framework of NESA directives and directions contained in the course syllabus and College policy. While syllabus directives govern the general nature, frequency and weighting of assessment tasks administered in each course, the precise form of each task is determined by College staff. The College supports the NESA principles of assessment and support the NESA recommendations for assessment tasks per course. The College adheres to the maximum tasks for Year 12 and the limitations on examination tasks.

3.1 Assessment Schedules

Assessment Schedule are published in Section 5 of this document for each HSC course delivered by the College.

Each schedule provides information about:

- The nature of each assessment task
- The areas of the syllabus addressed by the task
- The course outcomes to be demonstrated in completing the task
- The percentage contribution of the task to the student's final assessment mark

The precise dates for the administering or submission of assessment tasks can be found on the Notice of Assessment provided to students.

A summary of all Assessment Tasks for all courses can be found in the Assessment Calendar in Section 4 of this booklet.

3.2 Notification of Assessment Tasks

Students will receive formal notice of an Assessment Task a minimum of 20 school days prior to the due date. This notification will include the following;

- Task Number
- Weighting of task to final assessment mark
- General nature of the task
- Date on which the task is to be administered or submitted
- Procedure for submission
- Outcomes targeted
- Additional task detail, as appropriate
- Marking criteria and scale, as appropriate

3.3 Submission of Assessment Tasks

Assessment tasks are to be submitted in accordance with the expectations outlined within the Assessment Notification handout. This will specify whether submission will be in hard copy to the teacher or electronically through Google Classroom. Submission should follow these instructions unless prior arrangement has been made with the teacher or Curriculum Leader.

If a specific due time is not specified on the Notice of Assessment, the task is due before 9.00 am on the due date of the task.

3.3.1 Non-Submission of Assessment Tasks

Non-submission of a task can have serious implications on a student's completion of a course and therefore the attainment of the Award of the Higher School Certificate. Students who do not submit a task and have not been granted special consideration for Extenuating Circumstances will receive a "Non-Completion of Course Determination (N) Warning Letter" or in the case of an ongoing issue may receive notification of a "Non-Completion of Course Determination" (N).

3.3.2 Late Submission of Assessment Tasks

A student who submits an Assessment Task after the published submission time will incur a mark reduction penalty unless they request and are granted special consideration for Extenuating Circumstances.

- If the task is submitted late but within 24 hours of the published submission time the penalty is 25% of total value of the task.
- If the task is submitted more than 24 hours late but less than 48 hours after the published submission time the penalty is 50% of total value of the task.
- If the task is submitted more than 48 hours late but less than 72 hours after the published submission time the penalty is 75% of total value of the task.
- If the task is submitted more than 72 hours after the published submission time then a mark of zero will be awarded.

Note: Weekends will count as two days for the purpose of penalties.

Note: It is possible that a late penalty (either 25%, 50% or 75%) may extinguish all of the marks achieved by the student for the task.

3.4 Extenuating Circumstances

No allowance can be made for a student who is absent from a task or who does not submit a task on the due date at the specified time unless an application for Extenuating Circumstances has been requested and granted.

Applications for Extenuating Circumstances should be completed in the following situations:

- Illness, misadventure or a school activity has affected your ability to complete an assessment task or multiple tasks.
- You were absent the day before an assessment task due to illness or misadventure.

Note: Computer downtime, printer failure or other such technological difficulties are not appropriate examples of misadventure. Students are encouraged to produce updated hard copy or back-ups each time they work on an Assessment Task.

An application for Extenuating Circumstances can be made by completing the Extenuating Circumstances Application Form through the online form and submitting it with the relevant supporting documentation for consideration by the Curriculum Team. For situations known about in advance, an Application for Extenuating Circumstances must be submitted as soon as possible prior to the assessment task due date, or in the case of unexpected student absence, **within three days of the assessment task date.**

Do not assume the application will automatically be approved. The Curriculum Team will consider the request, including relevant documentation, and advise the student and relevant staff of the decision to either support or decline the request. In doing so they will also give advice on the follow up to their decision which may include;

- Rescheduling of the task;
- Sitting an alternative task;
- An extension of time;
- An estimate of performance or
- Another action that is considered appropriate.

If the request is declined and the student did not complete the task on the appropriate date a penalty may be applied.

3.4.1 Forms and Evidence Requirements

Forms for applying for Special Consideration for Illness / Misadventure are provided on the EAC Website and Student Café.

The following is the link to the Extenuating Circumstances Application Form:

- [Extenuating Circumstances Application Form](#)

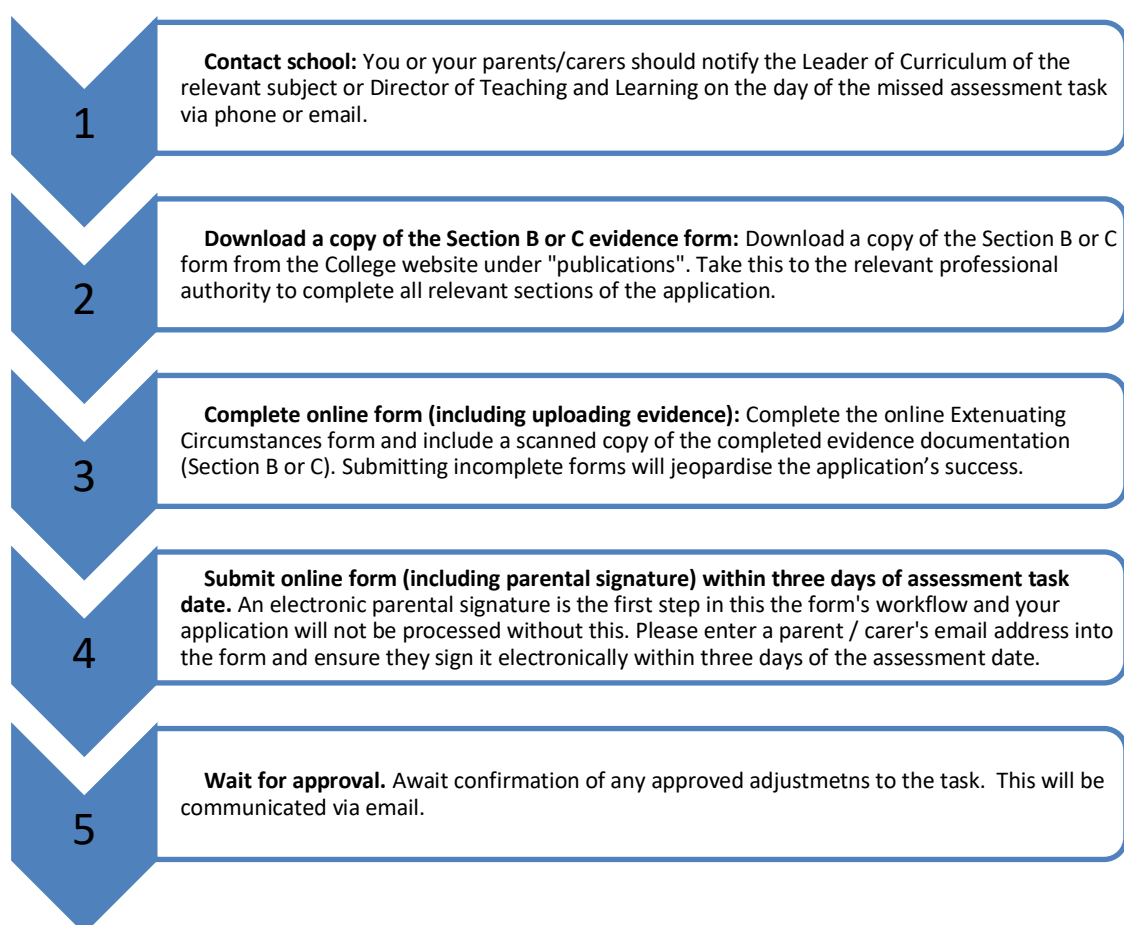
This is an electronic form. Please note that following submission of this form by the student, this form needs to be signed electronically by the student's parent or carer before it will be processed. This must take place within three days of the assessment date.

As part of completing the electronic form, students need to provide evidence of the illness or misadventure. The following links are to the forms for evidence:

- [Illness Supporting Documentation \(Section B\)](#)
- [Independent Evidence of Misadventure \(Section C\)](#)

These are PDF documents which need to be printed and completed by an appropriate professional authority. Completed and signed versions of these need to be scanned and submitted through the electronic Extenuating Circumstances form. Please note that a medical certificate which just says a student is unfit for work / school is not considered sufficient evidence of illness by NESA.

3.4.2 Extenuating Circumstances Flowchart for Stage 6 Students



3.5 Results of Assessment Tasks

Once an assessment task is marked / graded, it will be returned to the student with meaningful feedback in relation to the outcomes assessed. Tasks will be returned within a period of two school weeks. Results for each assessment task will be recorded by teachers in the school Markbook.

3.6 Higher School Certificate Internal Assessment Marks

NESA requires schools to submit an Internal Assessment Mark for each student in each HSC course in which the student is enrolled. This mark must be based on the student's performance in those tasks which form part of the published assessment program for the course. The HSC Internal Assessment Mark is used by NESA in calculating a student's HSC Mark in the course. The Internal Assessment Marks are not used in raw form but are adjusted (moderated) according to the quality of the performance of the particular school's candidates in the actual HSC examination in the course. In simple terms, the mean of the Internal Assessment Marks for a given course is adjusted to match the mean of the scores achieved in the external examination in that course by the students concerned. The adjusted result is called the Moderated School Assessment Mark.

3.7 Satisfactory Completion of a Course Assessment Program

A student is required to satisfactorily complete all facets of the Internal Assessment Program for that course. *Satisfactory completion* means that the student makes a serious attempt at each task and demonstrates achievement of at least some of the outcomes associated with each task. Failure to complete the assessment program for a course will result in the student receiving a 'Non Completion of a Course' Determination (N Determination). Courses which were not satisfactorily completed will not be printed on the student's Record of School Achievement. This can result in a student not meeting the pattern of study requirements to progress to the Year 12 Course or receive a Higher School Certificate.

3.8 Unfair Advantage and Malpractice

Unfair advantage arises from any activity that a student undertakes that undermines the fair and equal nature of an assessment task and/or advantages or disadvantages one or more students undertaking the same task.

The most common way that an unfair advantage may arise is through malpractice. Malpractice occurs when work submitted by a student is not wholly his/her own. Examples of malpractice include:

- Copying part or all of the work of another student; or your own work from another task and/or subject
- Allowing another student to copy part or all of an Assessment Task;
- Gaining direct assistance from a third party in the completion of an Assessment Task;
- Plagiarism i.e. copying part of a piece of work from another source without acknowledging the author/creator of that source;
- Misconduct in an examination including accessing unauthorised materials or equipment during an examination;
- Infringing copyright; and
- Using artificial intelligence to develop part or all of the task.

Unfair Advantage may take many forms and the Director of Teaching and Learning will review each situation on a case by case basis. Possible examples of gaining an Unfair Advantage include falsifying of documentation to gain Special Consideration and if students absent themselves from programmed classes and/or school activities such as carnivals etc. to study, prepare for or complete an Assessment Task.

Students, teachers and examination supervisors who are concerned about an issue of Unfair Advantage or Malpractice are to report this to the relevant Leader of Curriculum or Director of Teaching and Learning. The issue will be referred to the Director of Teaching and Learning for investigation and consideration. When the Director of Teaching and Learning is satisfied that Unfair Advantage or Malpractice has occurred, sanctions will be imposed on the student(s) concerned, including a reduced or zero score for the relevant task.

For HSC students, incidents of academic malpractice will be reported to NESA in accordance with NESA requirements.

3.9 Warnings to Students

If a student fails to submit a serious attempt of an Assessment Task or is at risk of not meeting the requirements for a course, the Leader of Curriculum will, in accordance with NESA requirements, notify the student and their parents. This is done in writing by emailing a Non-Completion of Course Determination (N) Warning Letter to the student's parents or guardians. It is essential that the student address the "Action Required" in this letter within the time designated.

Failure to address the "Action Required" by a Warning Letter will result in a second warning letter being issued. This letter will also contain an "Action Required" and a timeframe in which this action must be completed. Failing to address this requirement will make the student ineligible for the Principal's determination of Satisfactory Completion of that course, in which case the student would receive a Non Completion of Course Determination (N) determination for that particular course. A Non Completion of Course Determination will mean that the relevant course is not listed on the student's Record of Achievement and this may make the student ineligible to progress to the Year 12 Higher School Certificate Course.

3.10 Appeals

3.10.1 Internal Student Appeals

At times, students will want to appeal the result awarded on an Assessment Task.

Appeals by students need to be lodged in writing within **five days** of the return of the Assessment Task with the Director of Teaching and Learning. The appeal needs to provide details of the specific aspects of the task or marking criteria which the student is concerned about.

Upon lodging an appeal, this will be considered by the Assessment Appeals Committee. The Assessment Appeals Committee normally consists of the Director of Teaching and Learning supervising assessment and reporting as chairperson, a Leader of Curriculum and others such as the Deputy Principal, Principal or other subject experts as required.

The review will focus on the documentation, procedures and process that underpin the validity of the Assessment Task in order to determine whether the task and marking has taken place in accordance with the Notice of Assessment and marking criteria.

The student will receive written feedback, from the Director of Teaching and Learning, in relation to the outcome of the appeal as soon as possible.

3.10.2 External student appeals (NSW Education Standards Authority)

During their HSC year, students have the right to request a review of their course ranking based on the assessment submitted to NSW Education Standards Authority for HSC purposes. Appeals should be lodged in writing to the Director of Teaching and Learning within five days of the release of the student's rankings.

Appeals will be first considered by the Assessment Review Panel, which will be guided by the NSW Education Standards Authority directives in making a determination. Students may subsequently request in writing that their appeal be transferred to NESA for determination. Appeals may be based only on the possibility of clerical error or contradiction of information provided to the student during the HSC course.

3.10.3 Student Appeals Regarding N Determinations

A student who wishes to appeal against the “N” determination awarded in any subject should submit a written appeal, together with evidence, to the Principal in accordance with NESA guidelines.

3.11 Disability Provisions

The purpose of disability provisions is to provide students who have a appropriate condition with practical support to enable them to read and respond to the Higher School Certificate (HSC) exams.

Disability provisions assist students to read examination questions and write their answers. Provisions include rest breaks and extra time. The use of any provision is not written on the student’s results.

Students may need provisions for:

- A permanent condition, such as diabetes or reading difficulty,
- A temporary condition, such as a broken arm, or
- An intermittent condition, such as back pain when sitting for long periods.

It is not embarrassing to apply for or use provisions. More than 7,000 HSC students apply for provisions each year. Provisions help students to show the markers what they know and can do.

If a student wishes to access Disability Provisions for the HSC Examinations then an application needs to be put together and submitted to NESA and the school will also provide these provision for internal assessment tasks.

NESA’s application process requires evidence of the student's disability and its effect on performance under exam conditions. Evidence can include medical reports, reading results, spelling results, writing samples and teacher comments. Evidence should focus on the disability’s effect on functionality rather than simply on diagnosis of a condition.

If you think you may be eligible for and interested in applying for disability provisions please review the information available from the NESA website:

- [HSC disability provisions guide for teachers and parents](#)

Please contact Maureen Lil at mlil@eac.nsw.edu.au if you have any questions about disability provisions and to start the application process.

3.12 Assessment and Reporting of Externally Provided Courses

Students are able to access a broad range of courses offered by NESA Registered and Accredited Providers in order to broaden their Pattern of Study. This includes TVET Courses, Distance Education, Traineeships and university based courses.

Students can elect to enrol in up to four units of courses provided by an External Provider but must ensure that at all times more than 50% of their Pattern of Study consists of courses delivered by the College.

Students seeking learning and assessment materials or advice about course content and requirements must liaise directly with the teacher of the course and the External Provider delivering the course. This includes when a student may be undertaking a course externally that is currently offered by the College.

Students must note that the College has no involvement in the assessment policies, procedures and requirements relating to externally delivered courses. The College will support students with advice and administrative requirements of externally provided courses where appropriate.

Students are advised to ensure they understand the assessment policies, procedures and requirements relating to courses undertaken externally. This advice will be available from the External Provider. In particular, students are to note that each External Provider will have its own procedures relating to special consideration, illness and misadventure. A student seeking special consideration for a course component relating to an externally provided course, must deal directly with the External Provider. EAC has no role or jurisdiction in relation to the requirements of externally delivered courses.

Each External Provider will provide the student with formal reports detailing the student's achievement in the Course. The College does not report on student progress in externally delivered courses and does not provide awards for achievement in such courses. If reports and awards are delivered to the College, they will be passed onto the student.

Section 4: 2025 Assessment Calendar

Subject	Task	Term	Week	Description
Biology	1	4	6	Model creation and in class reflection
Ancient History	1	4	7	Political Speech
Business Studies	1	4	7	Topic Test
Mathematics Standard 2	1	4	7	Class Test
PDHPE	1	4	7	Topic Test
Physics	1	4	7	Practical and Data Analysis Task
CAFS	1	4	8	Project: IRP (Research Methodology)
Engineering studies	1	4	8	Bridge building and report
Mathematics Advanced	1	4	8	Class Test
Modern History	1	4	8	Source Analysis
Visual Arts	1	4	8	Visual Arts Process Diary
Mathematics Extension 1	1	4	9	Class Test
Industrial Technology	1	1	1	Research Assignment
Chemistry	1	1	2	Depth Study and In class test
Drama	1	1	2	Workshop and Essay
Economics	1	1	2	Economic Research Analysis
English Advanced	1	1	3	Common Module: Multimodal Presentation
English Standard	1	1	3	Common Module: Multimodal Presentation
Advanced Maths	2	1	4	Class Test
Music	1	1	4	Composition and Viva Voce
Science Extension	1	1	4	Literature Review and Oral Presentation
Chemistry	2	1	5	Practical Assessment
Extension 1 Mathematics	2	1	6	Class Test
Legal Studies	1	1	6	Media Report
CAFS	2	1	7	Report: In-class report (Groups in Context)
Modern History	2	1	7	Historical Analysis
Visual Arts	2	1	7	BOW Progress Mark I
Ancient History	2	1	8	Essay

Subject	Task	Term	Week	Description
Business Studies	2	1	8	Financial Statement Analysis
Mathematics Standard 2	2	1	9	Class Test
Physics	2	1	9	Research Investigation
Drama	2	1	10	Workshop and Essay
Economics	2	1	10	Research Task
Engineering Studies	2	1	10	Topic Test
English Standard	2	1	11	Extended Response
Biology	2	2	1	Depth Study: Research and Product
Industrial Technology	2	2	1	Industry Study
English Advanced	2	2	2	Module A: Comparative Essay
Business Studies	3	2	4	Essay
PDHPE	2	2	4	Case study
Science Extension	2	2	4	Data Analysis
Economics	3	2	5	In Class Essay
Legal Studies	2	2	5	Report
Music	2	2	5	Performance Core and Elective
Ancient History	3	2	6	Historical Analysis
CAFS	3	2	6	Presentation: Research & Presentation
Modern History	3	2	6	Oral Presentation
Chemistry	3	2	7	Research Task
Mathematics Extension 1	3	2	7	Class Test
Mathematics Standard 2	3	2	7	Class Test
Visual Arts	3	2	7	BOW Progress Mark II
Advanced Maths	3	2	8	Class Test
Physics	3	2	8	Depth Study
Drama	3	2	9	Performance and Logbook
CAFS	3	2	9	Research Project
PDHPE	3	2	9	Prepared responses
Biology	3	2	10	Data Analysis
English Advanced	3	2	10	Craft of Writing - task and reflection

Subject	Task	Term	Week	Description
English Standard	3	2	10	Writing Portfolio
Legal Studies	3	2	10	Essay
Engineering Studies	3	3	1	Aeronautical Engineering Report
Industrial Technology	3	3	1	Major Project
Science Extension	3	3	2	Research Project
Industrial Technology	4	3	3/4	Trial HSC Examination
PDHPE	4	3	3/4	Trial HSC Examination
CAFS	4	3	3/4	Trial HSC Examination
Engineering Studies	4	3	3/4	Trial HSC Examination
Drama	4	3	3/4	Trial HSC Examination (Performance)
Biology	4	3	3/4	Trial HSC Examination
Chemistry	4	3	3/4	Trial HSC Examination
Physics	4	3	3/4	Trial HSC Examination
Ancient History	3	3	3/4	Trial HSC Examination
Business Studies	4	3	3/4	Trial HSC Examination
Economics	4	3	3/4	Trial HSC Examination
Modern History	4	3	3/4	Trial HSC Examination
Legal Studies	4	3	3/4	Trial HSC Examination
English Advanced	4	3	3/4	Trial HSC Examination
English Standard	4	3	3/4	Trial HSC Examination
Mathematics Advanced	4	3	3/4	Trial HSC Examination
Mathematics Extension 1	4	3	3/4	Trial HSC Examination
Mathematics Standard 2	4	3	3/4	Trial HSC Examination
Music	4	3	3/4	Trial HSC Examination (Aural)
Visual Arts	4	3	3/4	Trial HSC Examination
Physics	4	3	3-4	Trial HSC Examination
Music	4	3	5	Trial HSC Examination (Performance)

Section 5: 2025 Course Assessment Schedules



2025 Higher School Certificate Assessment Schedule

Course: **Ancient History**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date: Term 1, Week 7	Date: Term 1, Week 8	Date: Term 2, Week 6	Date: Term 3, Week 3-4
		Task: Political Speech	Task: Essay	Task: Historical Analysis	Task: Trial HSC Examination
		Syllabus Outcomes AH12-1, AH12-2, AH12-3, AH12-5, AH 12-6, AH12-10	Syllabus Outcomes AH 12-1, AH12-2, AH12-3, AH12-5, AH12-6, AH 12-9	Syllabus Outcomes AH 12.1, AH12.2, AH12.3, AH12.4, AH12-5 AH12-6 AH12-8, AH12-9	Syllabus Outcomes AH 12-1, AH12.2, AH12.3, AH12.4, AH12.5, AH12.6, AH12.7, AH12.8, AH12.9
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	5%	5%
Historical inquiry and research	20%	5%	5%	5%	5%
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
TASK VALUE %		20%	25%	25%	30%



**2025 Higher School Certificate
Assessment Schedule**

Course: **Biology**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4, Week 6	Date: Term 2, Week 1	Date: Term 2, Week 10	Date: Term 3, Week 3-4
		Task: Modelling Task	Task: Depth Study: Research and Product	Task: Data Analysis and Report	Task: Trial HSC Examination
		Syllabus Outcomes BIO12-4, BIO12-6, BIO12-7, BIO12-12	Syllabus Outcomes BIO12-1, BIO12-2, BIO12-3, BIO12-4, BIO12-5, BIO12-7, BIO12-14, BIO12-15	Syllabus Outcomes BIO12-4, BIO12-5, BIO12-6, BIO12-7, BIO12-12, BIO12-13	Syllabus Outcomes All Outcomes
Knowledge and understanding	40%	15%	10%	5%	10%
Skills in Working Scientifically	60%	10%	20%	10%	20%
TASK VALUE %		25%	30%	15%	30%



**2025 Higher School Certificate
Assessment Schedule**

Course: **Business Studies**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4, Week 7	Date: Term 1, Week 8	Date: Term 2, Week 4	Date: Term 3, Week 3-4
		Task: Topic Test	Task: Research Report	Task: Essay	Task: Trial HSC Examination
		Syllabus Outcomes H2, H4, H5, H9	Syllabus Outcomes H5, H8, H9, H10	Syllabus Outcomes H7, H8, H9	Syllabus Outcomes H1, H2, H3, H4, H5, H6, H8, H9, H10
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Stimulus-based skills	20%	10%	-	-	10%
Inquiry and research	20%	-	10%	10%	-
Communication of business information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
TASK VALUE %		20%	25%	25%	30%



**2025 Higher School Certificate
Assessment Schedule**

Course: **Chemistry**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date: Term 1, Week 2	Date: Term 1, Week 5	Date: Term 2, Week 7	Date: Term 3, Examination Block
		Task: Depth Study: Module 5 Equilibrium	Task: Practical Assessment Module 5 Equilibrium and Module 6 Acid/Base Reactions	Task: Research Task: Module 7 Organic Chemistry	Task: Trial HSC Examination
		Syllabus Outcomes CHE12-2, CHE12-3, CHE12-4, CHE12-6, CHE12-7, CHE12-12	Syllabus Outcomes CHE12-1, CHE12-2, CHE12-3, CHE12-4, CHE12-5, CHE12-6, CHE12-7, CHE12-13	Syllabus Outcomes CHE12-3, CHE12-4, CHE12-5, CHE12-6, CHE12-7, CHE12-14	Syllabus Outcomes All Outcomes
Knowledge and understanding	40%	10%	5%	10%	15%
Skills in Working Scientifically	60%	10%	20%	15%	15%
TASK VALUE %		20%	25%	25%	30%



2025 Higher School Certificate Assessment Schedule

Course: **Community and Family Studies**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4, Week 8	Date: Term 1, Week 7	Date: Term 2, Week 9	Date: Term 3, Week 3-4
		Task: Independent Research Project	Task: In class task: Groups in Context	Task: Research Project: Parenting and Caring	Task: Trial HSC Examination
		Syllabus Outcomes H4.1, H4.2	Syllabus Outcomes H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H6.2	Syllabus Outcomes H1.1, H2.1, H2.2, H3.2, H5.1, H5.2, H7.1, H7.4	Syllabus Outcomes All Outcomes
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Skills in critical thinking, research, analysing and communicating	60%	10%	10%	20%	20%
TASK VALUE %		20%	20%	30%	30%



**2025 Higher School Certificate
Assessment Schedule**

Course: **Drama**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date: Term 1, Week 2	Date: Term 1, Week 10	Date: Term 2, Week 9	Date: Term 3, Week 3-4 – GP/IP
		Task: Performance Australian Drama and Theatre Contemporary Australian Theatre Practice	Task: Performance Studies in Drama and Theatre – Significant Plays of the 20 th Century	Task: Practical Progress GP, IP, Logbook	Task: Trial HSC Examination Individual Project Group Performance
		Syllabus Outcomes H1.1, H1.2, H1.5, H1.7, H3.1, H3.2. 3.3	Syllabus Outcomes H1.1, H1.2, H1.3, H1.5, H3.1, H3.2, H3.3	Syllabus Outcomes H1.1, H1.2, H1.4, H1.5, H1.6, H1.7, H2.2, H2.3	Syllabus Outcomes H2.1, H2.2, H2.3
Making	40%	15%	15%	10%	-
Performing	30%	-	-	10%	20%
Critically Studying	30%	15%	15%	-	-
TASK VALUE %		30%	30%	20%	20%



**2025 Higher School Certificate
Assessment Schedule**

Course: **Economics**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date: Term 1, Week 2	Date: Term 1, Week 10	Date: Term 2, Week 5	Date: Term 3, Week 3-4
		Task: Research Report	Task: Data Analysis & Presentation	Task: Research Essay	Task: Trial HSC Examination
		Syllabus Outcomes H1, H2, H3, H4, H8, H9, H10, H11	Syllabus Outcomes H1, H2, H4, H5, H7, H8, H9, H10, H11, H12	Syllabus Outcomes H1, H2, H5, H6, H7, H9, H10, H12	Syllabus Outcomes H1, H2, H3, H4, H5, H6, H7, H8, H10, H11
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Stimulus-based skills	20%	5%	-	5%	10%
Inquiry and research	20%	5%	10%	5%	-
Communication of business information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
TASK VALUE %		20%	25%	25%	30%



2025 Higher School Certificate Assessment Schedule

Course: English (Advanced)

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date: Term 1, Week 3	Date: Term 2, Week 2	Date: Term 2, Week 10	Date: Term 3, Weeks 3-4
		Task: Multimodal text using prescribed text and related material: Texts and Human Experiences	Task: Comparative Essay Textual Conversations	Task: Craft of Writing Task	Task: Trial HSC Examination
		Syllabus Outcomes EA12-1, EA12-2 EA12-3, EA12-5, EA12-6, EA12-7	Syllabus Outcomes EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	Syllabus Outcomes EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	Syllabus Outcomes EA12-3, EA12-4, EA12-5, EA12-6, EA12-8
Knowledge and understanding of course content	50%	10%	15%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	10%	15%	10%
TASK VALUE %		25%	25%	25%	25%



**2025 Higher School Certificate
Assessment Schedule**

Course: English (Standard)

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date: Term 1, Week 3	Date: Term 1, Week 11	Date: Term 2, Week 10	Date: Term 3, Weeks 3-4
		Task: Common Module: Multimodal Presentation & Reflection	Task: Module A: Extended Response	Task: Module B & C: Writing Portfolio	Task: Trial HSC Examination
		Syllabus Outcomes EN12-1, EN12-2, EN12-6, EN12-7	Syllabus Outcomes EN12-1, EN12-4, EN12-5, EN12-7	Syllabus Outcomes EN12-3, EN12-5, EN12-8, EN12-9	Syllabus Outcomes EN12-4, EN12-5, EN12-6, EN12-8
Knowledge and understanding of course content	50%	10%	15%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	10%	15%	10%
TASK VALUE %		25%	25%	25%	25%



**2025 Higher School Certificate
Assessment Schedule**

Course: Engineering Studies

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4, Week 8	Date: Term 1, Week 10	Date: Term 3 Week 1	Date: Term 3, Week 3-4
		Task: Build a truss bridge and subsequent report	Task: Midcourse Examination	Task: Aeronautical Engineering Report	Task: Trial HSC Examination
		Syllabus Outcomes H1.2, H2.1, H3.1, H3.2, H3.3, H4.3, H5.1, H6.1, H6.2	Syllabus Outcomes H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H6.1, H6.2	Syllabus Outcomes H1.1, H1.2, H2.2, H3.2, H3.3, H4.1, H4.3, H5.2, H6.1, H6.2	Syllabus Outcomes All Outcomes
Knowledge and understanding	40%	10%	10%	10%	15%
Skills in Working Scientifically	60%	10%	10%	20%	15%
TASK VALUE %		20%	20%	30%	30%



2025 Higher School Certificate Assessment Schedule

Course: Hospitality - SIT20421-Certificate II in Cookery

Unit of Competency	Task Type	Due
SITHCCC027 Prepare dishes using basic methods of cookery	Portfolio Practical project and observation	Term 4 and 1
SITXINV006 Receive, store and maintain stock	Portfolio Practical project and observation Presentation	Term 4 and 1
SITHCCC025 Prepare sandwiches	Practical project and observation Portfolio Quiz	Term 2 and 3
SITHCCC026 Packaged prepared foodstuffs	Practical project and observation Quiz	Term 2 and 3
SITXFSA006 Participate in safe food handling practices	Practical project and observation Quiz	Term 2 and 3
SITHCCC034 Work effectively in a commercial kitchen	Work placement activities Portfolio Self-Assessment/reflection Practical project and observation	Terms 4, 1, 2, 3

* Students will be required to participate in 6 school based catering functions throughout the year.

* Students will be required to complete 35 hours of work placement.



**2025 Higher School Certificate
Assessment Schedule**

Course: **Industrial Technology (Multimedia and Timber)**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date: Term 1, Week 1	Date: Term 2, Week 1	Date: Term 3, Week 1	Date: Term 3, Weeks 3- 4
		Task: Research Assignment (Individual)	Task: Industry Study	Task: Major Project	Task: Trial HSC Examination
		Syllabus Outcomes H 1.2, 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1,6.2, 7.1, 7.2	Syllabus Outcomes H 1.1, 1.2, 1.3	Syllabus Outcomes H 1.2, 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1,6.2, 7.1, 7.2	Syllabus Outcomes H1.2, 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1,6.2, 7.1, 7.2
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area industry	40%	20%	10%	10%	15%
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project	60%	5%	5%	30%	5%
TASK VALUE %		25%	15%	40%	20%



**2025 Higher School Certificate
Assessment Schedule**

Course: **Legal Studies**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date: Term 1, Week 6	Date: Term 2, Week 5	Date: Term 2, Week 10	Date: Term 3, Weeks 3- 4
		Task: Media File and Research Task	Task: Report	Task: Extended Response	Task: Trial HSC Examination
		Syllabus Outcomes: H1, H3, H4, H6, H7	Syllabus Outcomes: H2, H5, H6, H7, H8	Syllabus Outcomes: H6, H7, H8, H9, H10	Syllabus Outcomes: H2, H3, H6, H9, H10
Knowledge and understanding of course content	40%	5%	15%	5%	15%
Analysis and evaluation	20%	-	5%	5%	10%
Inquiry and Research	20%	10%	-	10%	-
Communication of Legal Studies information, ideas and issues in appropriate forms	20%	5%	5%	5%	5%
TASK VALUE %		20%	25%	25%	30%



2025 Higher School Certificate Assessment Schedule

Course: **Mathematics (Advanced)**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4, Week 8	Date: Term 1, Week 4	Date: Term 2, Week 8	Date: Term 3, Week 3-4
		Task: Class Test Applications of Calculus & Graphing	Task: Class Test Integration	Task: Class test Sequences and Series	Task: Trial HSC Examination
		Syllabus Outcomes MA12-1,12-3, 12-6,12-10	Syllabus Outcomes MA12-8,12-9,12-10	Syllabus Outcomes MA12-1,12-3,12-5,12-6,12-7,12-9	Syllabus Outcomes MA12-1 to 12-10
Understanding, fluency and communication	50%	10%	10%	10%	20%
Problem-solving, reasoning and justification	50%	10%	10%	20%	10%
TASK VALUE %		20%	20%	30%	30%



**2025 Higher School Certificate
Assessment Schedule**

Course: **Mathematics (Standard 1)**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4, Week 7	Date: Term 1, Week 9	Date: Term 2, Week 7	Date: Term 3, Week 3-4
		Task: In Class Test on Investments and Loans and Ratios and Rates	Task: In Class Test on Simultaneous Linear Equations and Network Concepts	Task: Class Test: Bivariate Data Analysis; Annuities	Task: Trial HSC Examination
		Syllabus Outcomes MS2-12-3 MS2-12-5 MS2-12-9 MS2-12-10	Syllabus Outcomes MS2-12-1 MS2-12-6 MS2-12-8 MS2-12-9 MS2-12-10	Syllabus Outcomes MS2-12-2 MS2-12-5 MS2-12-6 MS2-12-7 MS2-12-9 MS2-12-10	Syllabus Outcomes MS2-12-1 To MS2-12-10
Understanding, fluency and communication	50%	10%	10%	10%	20%
Problem-solving, reasoning and justification	50%	10%	15%	15%	10%
TASK VALUE %		20%	25%	25%	30%



**2025 Higher School Certificate
Assessment Schedule**

Course: **Mathematics (Standard 2)**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4, Week 7	Date: Term 1, Week 9	Date: Term 2, Week 7	Date: Term 3, Week 3-4
		Task: Class Test on Investments and Loans and Ratios and Rates	Task: In Class Test on Simultaneous Linear Equations; Network Concepts	Task: Class Test: Bivariate Data Analysis; Annuities	Task: Trial HSC Examination
		Syllabus Outcomes MS2-12-3, MS2-12-4, MS2-12-9, MS2-12-10	Syllabus Outcomes MS2-12-1, MS2-12-6, MS2-12-8, MS2-12-9, S2-12-10	Syllabus Outcomes MS2-12-2, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-9, MS2-12-10	Syllabus Outcomes MS2-12-1 to MS2-12-10
Understanding, fluency and communication	50%	10%	10%	10%	20%
Problem-solving, reasoning and justification	50%	10%	15%	15%	10%
TASK VALUE %		20%	25%	25%	30%



2025 Higher School Certificate Assessment Schedule

Course: **Mathematics (Extension 1)**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4, Week 9	Date: Term 1, Week 6	Date: Term 2, Week 7	Date: Term 3, Week 3-4
		Task: Class Test: Further Trigonometry and Trig Equations	Task: Class Test: Vectors	Task: Class Test: Further Calculus	Task: Trial HSC Examination
		Syllabus Outcomes ME12-1, ME12-3, ME12-7	Syllabus Outcomes ME12-2, ME12-6, ME12-7	Syllabus Outcomes ME12-1, ME12-4, ME12-7	Syllabus Outcomes ME12-1 to ME12-7
Understanding, fluency and communication	50%	10%	10%	10%	20%
Problem-solving, reasoning and justification	50%	10%	10%	20%	10%
TASK VALUE %		20%	20%	30%	30%



**2025 Higher School Certificate
Assessment Schedule**

Course: **Modern History**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4, Week 8	Date: Term 1, Week 7	Date: Term 2, Week 6	Date: Term 3, Week 3-4
		Task: Source Analysis	Task: Historical Analysis	Task: Oral Presentation	Task: Trial HSC Examination
		Syllabus Outcomes MH12-2, MH12-3, MH12-4, MH12-5, MH12-8, MH12-9	Syllabus Outcomes MH12-2, MH12-4, MH12-5, MH12-9	Syllabus Outcomes MH12-7, MH12-8, MH12-9	Syllabus Outcomes MH12-3, MH12-4, MH12-5, MH12-7, MH12-9
Knowledge and understanding of course content	40%	5%	10%	10%	15%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	5%	5%
Historical inquiry and research	20%	5%	5%	5%	5%
Communication of historical understanding in appropriate forms	20%	5%	5%	5%	5%
TASK VALUE %		20%	25%	25%	30%



**2025 Higher School Certificate
Assessment Schedule**

Course: **Music I**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date: Term 1, Week 4	Date: Term 2, Week 5	Date: Trial HSC Exam Block	Date: Term 3, Week 5
		Task: Composition and Viva Voce	Task: Presentation of Performance Core and Electives	Task: Trial HSC Examination (Aural)	Task: Trial HSC Examination Performance Core & Electives
		Syllabus Outcomes H2, H3, H4, H5, H6, H7, H8, H10, H11	Syllabus Outcomes H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	Syllabus Outcomes H4, H6, H11	Syllabus Outcomes H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11
Performance	10%	-	5%	-	5%
Composition	10%	10%	-	-	-
Musicology	10%	10%	-	-	-
Aural	25%	-	-	25%	
Electives (all electives are weighted evenly)	45%	-	15%	-	30%
TASK VALUE %		20%	20%	25%	35%



**2023-24 Higher School Certificate
Assessment Schedule**

Course: **Personal Development, Health and Physical Education**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4, Week 7	Date: Term 2, Week 4	Date: Term 2, Week 9	Date: Term 3, Week 3-4
		Task: Health Priorities in Australia- In Class Test	Task: Factors Affecting Performance- Sporting Case Studies-Class Test	Task: Sports Medicine- Prepared Responses	Task: Trial HSC Examination
		Syllabus Outcomes H1, H2, H3, H4, H5, H14, H15, H16	Syllabus Outcomes H7, H8, H9, H10, H11, H16, H17	Syllabus Outcomes H8, H13, H16, H17	Syllabus Outcomes H1-H5, H7-H11, H13-H17
Knowledge and understanding of course content	40%	10%	10%	10%	10%
Skills in critical thinking, research, analysing and communicating	60%	15%	15%	10%	20%
TASK VALUE %		25%	25%	20%	30%



**2025 Higher School Certificate
Assessment Schedule**

Course: **Physics**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4, Week 7	Date: Term 1, Week 9	Date: Term 2, Week 8	Date: Term 3, Week 3-4
		Task: Practical and Data Analysis Task Advanced Mechanics	Task: Processing/Modelling Task Electromagnetism	Task: Depth Study Nature of Light	Task: Trial HSC Examination
		Syllabus Outcomes PH12-1, PH12-2, PH12-3, PH12-5, PH12-6, PH12-7, PH12-12	Syllabus Outcomes PH12-1, PH12-5, PH12-6, PH12-7, PH12-13	Syllabus Outcomes PH12-1, PH12-2, PH12-3, PH12-4, PH12-5, PH12-7, PH12-14	Syllabus Outcomes All Outcomes Possible
Knowledge and understanding	40%	5%	5%	10%	20%
Skills in working scientifically	60%	20%	15%	20%	5%
TASK VALUE %		25%	20%	30%	25%



2025 Higher School Certificate Assessment Schedule

Course: **Science Extension**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3
		Date: Term 1, Week 4	Date: Term 2, Week 4	Date: Term 3, Week 2
		Task: Literature Review and Oral Presentation	Task: Data Analysis	Task: Trial HSC Examination
		Syllabus Outcomes SE1, SE2, SE3, SE6, SE7	Syllabus Outcomes SE1, SE4, SE5, SE7	Syllabus Outcomes All outcomes
Communicating scientifically	30%	30	-	-
Gathering, recording, analysing, and evaluating data	30%	-	30	-
Application of scientific research skills	40%	-	-	40
TASK VALUE %		30%	30%	40%



**2025 Higher School Certificate
Assessment Schedule**

Course: **Visual Arts**

HSC Syllabus Components	HSC Syllabus Weightings %	Task 1	Task 2	Task 3	Task 4
		Date: Term 4, Week 8	Date: Term 1, Week 7	Date: Term 2, Week 7	Date: Term 3, Week 3-4
		Task: Visual Arts Process Diary	Task: Body of work progress mark I	Task: Body of work progress mark II	Task: Trial HSC Examination
		Syllabus Outcomes H1, H4, H7, H8	Syllabus Outcomes H1, H2, H3, H4, H7	Syllabus Outcomes H2, H3, H4, H5, H6, H8	Syllabus Outcomes H7 H8 H9 H10
Art Criticism and Art History	50%	10%	5%	5%	30%
Artmaking	50%	10%	20%	20%	-
TASK VALUE %		20%	25%	25%	30%