

ASSESSMENT INFORMATION

YEAR 11

2024

PICTON HIGH SCHOOL



General Information

What is an assessment mark?

Students will be awarded an assessment mark for each course they undertake (with the exception of VET courses). This mark is awarded by the school as a measure of the student's performance in a series of tasks during the course.

What will be assessed and when?

The timing and type of assessment tasks for each course are provided in this booklet. More detailed and specific assessment information will be provided in the form of an official 'Assessment Notification' for every formal assessment task. This will be issued to students no less than two weeks prior to the task being due.

What notice for assessments will be given?

This booklet provides all students with ample notice of formal assessment tasks. In addition, as stated above, an official assessment notification will be issued for all formal tasks at least two weeks before the final assessment is due.

How will students be able to track/ identify their achievement in a particular task?

Every assessment task will be returned to the student with a mark.

What will be reported to me?

All students will receive two written reports during a particular year. These reports will include information relating to general attitudes and commitment to class as well as a written comment identifying a student's strengths, areas for development and specific strategies for improvement. Students will also receive a cumulative assessment rank and a grade identifying your level of achievement against course performance descriptors/ HSC band descriptors. Students will NOT be told their school awarded assessment mark for HSC subjects.

What does it mean to 'satisfy course requirements'?

All students are required to adhere to NESA guidelines relating to HSC subjects. NESA requirements state:

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

1. followed the course developed or endorsed by NESA;
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes.

Please note that students who fail to meet these requirements may be deemed ineligible in a specific course/ subject and this ineligibility may result in a student not meeting the overall requirements for the award of an HSC.

Specific policy information

Late Submission of an Assessment Task

When an assessment task is an assignment, each student is responsible for completing the assessment task and submitting it on or before the published due date. In exceptional circumstances, an extension of time may be sought and approved.

Specifically:

- 1.0** Students are required to submit each assessment task on or before the due date.
- 1.1** On the due date, each student must hand his/her assessment task to the class teacher (or the appropriate Head Teacher if the teacher is absent) by **9:00 am**. Students will be required to sign an assessment task register at this time.

Year 11 (Preliminary HSC)

- Students who submit tasks after this deadline will receive a reduction in marks at a rate of 25% (of the total marks possible per task) per day. This penalty includes weekends. Students will also receive an 'Official Warning- Non-Completion' letter. Students who wish to appeal a reduction in marks will be required to officially appeal the penalty by following the appeals processes listed below.

Year 12 (HSC)

- Students who submit tasks after this deadline will receive a zero mark for late submission and will be required to officially appeal the zero mark by following the appeals processes listed below if they wish for the school to consider awarding marks for the late submission of the task.
- 1.1.1** If the task is to be completed in class, the student must be present from the beginning of the day or a reduction in marks (at the rate listed above for Preliminary HSC) or a zero mark (HSC) will be awarded. Students will then be required to undertake the Picton HS appeals process to potentially have the marks for a particular task approved.
- 1.1.2** All assessment tasks must still be undertaken, even if the student is in danger of being awarded zero marks, in order to ensure that the student is course complete.
- 1.2** In exceptional circumstances, a student may be granted an extension of time without incurring a penalty. Any student who anticipates that he/she will not be able to submit an assessment task on the due date, may seek to negotiate an extension of time with the appropriate Head Teacher. An application for an extension of time must be made in writing and countersigned by a parent. It must also be completed on the appropriate Picton HS appeals form.

The Head Teacher will only grant an extension of time if:

- the student gives an acceptable and compelling reason for the impending late submission of the assessment task; and
- the extension of time is negotiated prior to the due date.

If the reason offered is acceptable and prior negotiation has occurred, no

penalty will be incurred so long as the assessment task is submitted on or before the negotiated date. It is unlikely that an extension of time in excess of two (2) weeks will be granted.

- 1.3** Students are not to assume the extension of time will be granted. If the Head Teacher has not granted an extension of time, and the assessment task is submitted after the due date, the automatic penalty of a reduction in marks (Preliminary HSC) or zero marks (HSC) awarded for the task will be applied.

An extension of time will not be granted if:

- the reason offered is deemed unacceptable
- no reason is offered
- the student did not lodge a written application for an extension of time with the appropriate Head Teacher prior to the due date.

- 1.4** HSC Assessment non-attempts: If the school determines that students have made a non-attempt at assessment tasks worth more than 50% of the total assessment mark for a particular course, it may be ruled that a student is ineligible to proceed in that course and a final 'N Determination' may be made. Prior to any N Determination, 'Official Warning-Non-Completion' letters and additional communication home will be made and attempted by the school.

HSC practical submissions

Schedules of dates for submission of HSC major works are available to students several months prior to the set date. The completion date refers to the date (and in some cases the time) on which students must stop work on their works/ projects with no work able to be undertaken after this date/ time. Major works/ projects are required at school the day after the completion date for certification. Students are encouraged to speak with their teacher regarding subject-specific practical submissions requirements.

2.0 Missed Assessment Tasks

When an assessment task is to be completed in class on a particular day, as in the case of a test or an examination, each student must be present from the beginning of the day and at the published time. In exceptional circumstances, a student may be given special consideration if he/she is unable to complete that task at this time.

- 2.1** If a student knows it is inevitable that he/she will miss an assessment task, or has missed an assessment task, he/she should contact the Head Teacher responsible for the course immediately after the fact is known.
- 2.2** Except in unforeseen circumstances, any student who will be unable to undertake an assessment task on the published date should advise the appropriate Head Teacher of this matter prior to the published date.
- 2.3** If an unforeseen circumstance, such as a serious illness, injury or emotional trauma, prevents a student from submitting a task by the due date, the student is to approach the Head Teacher supervising the course, immediately upon returning to school. (It is advisable to contact the school by telephone to notify of impending absences).
- 2.3.1** Written evidence such as a medical certificate and a completed Illness/Misadventure Appeals form must be provided to the Head Teacher.

The Head Teacher, in consultation with the class teacher, will determine if the reason is acceptable. The Head Teacher has the prerogative to authorise either an extension of time for the original task or an alternative task to be completed. (Appointments with a doctor or dentist will generally not be deemed a sufficient reason for missing an assessment task. It is the responsibility of the student to reschedule such appointments.)

- 2.4** If a Head Teacher deems that the reason offered by a student for missing an assessment task is unacceptable, the student will be awarded a reduction in marks (Preliminary HSC) or zero marks (HSC) for the task.
- 2.5** Each teacher will notify a student's parent/carer, in writing, that the student has missed the assessment task. This notification will be in the form of an 'N' award warning letter. Copies of all such letters will be retained as part of faculty records. This notification will provide specific information on the nature of the task and a new submission deadline that the student is to adhere to.

3.0 Cheating, Plagiarising and Malpractice

In general, students will be expected to produce individual and original work as an assessment task. Head Teachers will determine the penalty to be imposed in cases where cheating or plagiarism is detected.

- 3.1** Significant cheating that is shown to affect the quality of the student's response in an assessment task will incur a 100% penalty. The work will be scored as a zero.
- 3.2** Deliberately breaking the rules under which the assessment task is to be completed will also incur a 100% penalty. This could include deliberate disruptive or unacceptable behaviour.
- 3.3** Plagiarism, (that is, unacknowledged quoting and/or copying of another person's work) will be penalised. For example, using the work of a published author or copying substantially from a website without acknowledgement is plagiarism. The penalty will be based on the degree to which the student has made an original contribution to completing the task.
- 3.4** If a student is suspected of plagiarism, it will be the responsibility of the student to provide evidence to show that the work is original. This may take the form of providing drafts, notes, sources, work samples from throughout the year, essay plans, a bibliography and so on. In the absence of strong evidence that satisfies the relevant Head Teacher, the original penalty will stand.
- 3.5**
- 3.6** Students are not to be in possession of a mobile phone during an assessment task. No mobile phone is to be brought into a classroom or examination centre during an assessment task.

3.7

Please note: Students are often encouraged to work together when researching and planning assessment tasks. This is known as collaboration and involves all members of a group participating equally. NESAs also encourages

this practice. However, students must be aware of the difference between collaboration, copying and collusion.

Students should not allow others to copy their work. Allowing others to copy your work makes you as guilty of plagiarism as the person doing the copying and you may face the same penalties. (NESA). Copying is cheating and may result in a zero for an assessment or a complete course being withheld

Collusion, in its simplest form, occurs when two or more people work secretly for the purpose of deliberately misleading others. It is a form of plagiarism that can occur when working with someone else to produce work which is presented as your own when, in fact, it was the result of secretly working with someone else. Helping a friend to complete an assessment task by giving them a copy of your task, even if you remind them to change the words to make it look like their own, is an example of collusion.

Malpractice Register

Malpractice in any form, is unacceptable. Schools register with NESA via [Schools Online](#), all instances where a student was found to have engaged in malpractice in a Year 12 school-based assessment task, the subject concerned, the nature of the offence and the penalty applied.

4.0 Assessing students who enrol during a Preliminary or HSC Course

Any student who has not been enrolled at Picton HS for all of a Preliminary or Higher School Certificate Course may have missed assessment tasks. In such cases, the following procedures may be used to establish their assessment record:

- The student's performance will be ranked according to scores obtained for the first assessment period report after enrolment at Picton HS. It may be necessary for Head Teachers to determine estimates for assessment tasks that the student missed in this assessment period, prior to enrolment. This ranking will then be applied to scores obtained by the rest of the class in previous assessment periods.

Please note: if a Year 11 student enrolls at Picton HS after more than 50% of formal assessments have been completed, it is the school's policy that the student's original school will provide the RoSA grading for that particular student where possible. For students undertaking the HSC course, students may be required to submit previous assessment tasks for all subjects studied so that approximate rankings and marks can be obtained for previously completed formal assessment tasks.

5.0 Determining an assessment record for a student who repeats a Preliminary or HSC course

Students who repeat a course are only assessed on their new attempt at that course. If they are permitted to re-commence studies after the start of Year 12 for their repeat year, their assessment record is determined as for transferring students as outlined above.

6.0 Assessment Reviews

- 6.1** Any student who wishes to challenge an assessment result must, within five school days, submit their concerns in writing via the 'Appeal Form' to the Head Teacher of the subject concerned and seek a resolution to their request. Grounds for appeal include:
- Exceptional circumstances outside the control of the student

- Inconsistency in the application of the school's assessment policy and procedures.

If a student is not satisfied with the resolution provided, they may escalate their appeal to the supervising Deputy Principal. The student must submit an 'Appeal Form' to their supervising Deputy Principal outlining their reasons for appeal, within five school days of being notified by the Head Teacher of their decision. Students should only use the 'Assessment Appeal Form' provided in the Assessment Information Booklet when writing their appeal. The Senior Review Panel (comprised of the Principal, supervising Deputy Principal and Head Teacher Secondary Studies) will meet within two weeks of receiving the written appeal and the student may be invited to interview. The student may choose to be supported by their Year Adviser during this interview. The student will then receive written notification of the decision of the panel.

6.2 In conducting the review, the panel will focus on the school's procedures for determining the final assessment mark. The marks awarded for any individual assessment task will not be subject to review.

6.3 Before seeking such a review, students should consult Section 15 of the *Assessment, Certification and Examination (A.C.E.) Manual*.

Senior Examination Policy

Rationale:

Examinations are an important part of the teaching and learning process. It is appropriate that processes are implemented in order to meet the standards set by the NSW Education Standards Authority (NESA) and the Department of Education to establish acceptable codes of conduct for these examinations.

Aims:

- To ensure that all examinations meet the requirements of NESA
- To provide examinations that are fair and meaningful for all students
- To ensure the examination environment is conducive to high student achievement.

Procedures:

- All students must wear full school uniform when sitting for an examination
- Students must follow all teacher instructions given upon entering the examination room
- Students should not talk once they enter the examination room
- All mobile phones and electronic devices must be switched off and left in bags in the designated area. This includes any watch/ device that can access the internet/ store information electronically.
- According to the NESA guidelines, students must remove wristwatches at the start of an examination and leave the watch on their desk in full view of the examination supervisors.
- Upon entering the examination room, all equipment required for the examination must be removed from bags before they are placed in the designated bag storage area. Under no circumstances will students be able to keep their bags with them or access them during the examination.
- No equipment may be borrowed from or shared between students during an examination, and any additional equipment required must be obtained from an exam supervisor.
- Students must complete examinations in black or blue pen only. Pencil cases must remain in student bags and no white out is allowed to be brought into the examination room.
- Students are permitted to bring a bottle containing water into the examination room, however, the bottle must be completely clear – no labels or non-transparent containers.
- Students who talk or disrupt others during an examination will have their names and the nature of the incident recorded by the examination supervisor and may potentially receive a mark of zero for the examination (please refer to the policy section on malpractice for more detailed information)
- Any student who creates a major disturbance during an examination will be removed from the examination room and sent to a Deputy for disciplinary action. Academic penalties will be decided in line with the school's Senior Assessment Policy
- If a student needs to use the toilet they must raise their hand and obtain permission from the examination supervisors before leaving their seat. This is permitted only after the first 30 minutes and before the last 30 minutes of the examination.
- Students in Years 11 & 12 are only permitted to leave the examination room after the first 30 minutes and before the last 30 minutes of the examination.
- If a student cannot attend an examination due to illness or misadventure, that student needs to obtain appropriate documentation such as a medical certificate, a subpoena from a court or a death certificate. This documentation must be submitted to the Head Teacher Secondary Studies who coordinates the exams so that a re-scheduled examination can be arranged.
Please Note: Family holidays and other non-emergencies are not justifiable reasons for being absent from an examination and will result in a zero mark being recorded along with an 'Official Warning – Non-Completion' letter.
- There should be an interruption free period prior to every structured senior exam session. This interruption free period will be placed on the school timetable for the week prior to both the half yearly exams and the yearly exams (or Trial HSC exams). No assessment tasks should be handed out or be expected to be completed during this interruption free time. No student should be expected to attend excursions, out of class events, complete work placement or work experience during this interruption free period.

Evaluation: This policy will be reviewed as part of the school's three-year review cycle.

Last reviewed December 2023

Senior Exam Policy Documents

Absent

If you are absent on the day of an examination you need to notify the Head Teacher Secondary Studies or Student Central at school within 24 hours. A doctor's certificate then needs to be provided to the Head Teacher Secondary Studies upon your **immediate** return to school.

Unable to sit an exam due to a clash

If for whatever reason there is a clash with the examination timetable due to TAFE or another examination clash, you must notify the Head Teacher Secondary Studies in person, at least 48 hours prior to the scheduled examination.

Important examination tips to remember

- ❑ Make sure you turn up to your scheduled exam at least 20 minutes prior to the commencement time.
- ❑ All examinations are in the school hall unless you are notified otherwise.
- ❑ No phones or electronic devices are allowed on you or at your desk. They must be switched off and in your bag.
- ❑ All bags are to be left at the back of the hall during the examinations.
- ❑ Only water bottles with no labels are allowed at your desk and must be clear.
- ❑ No examination book or writing book is allowed to leave the room.
- ❑ Family holidays are not a legitimate reason to be unable to sit an examination.

Change of examination date:

Student Name: _____

Examination Subject	Original Date	New Date	Reason	Subject HT Signature

Head Teacher Secondary Studies Signature: _____

Note that this form must be completed and submitted in person to The Head Teacher Secondary Studies a minimum of 48 hours prior to the start of the scheduled examination period.

Illness/Misadventure Application

Completing the application

When completing an Illness/Misadventure form, you should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete application could jeopardise the success of your application

Illness/Misadventure Application Checklist

Please tick to ensure:

- ☐ you have correctly recorded your student number
- ☐ you have completed Section A for the exam/task for which you wish to apply
- ☐ you have had Sections B1 and/or B2 completed and attached the relevant documents (e.g. medical certificate) for the exam/task for which you are applying
- ☐ you have signed Section A of this form
- ☐ you have received your student acknowledgement slip

SECTION A – Student to complete

NAME: _____

STUDENT NUMBER:

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COURSE: _____

Name of Task/Examination:

Date of Examination/Task:_____

Was the absence COVID 19 related: Y/N (please circle)

If yes, please provide the date the school administration office and relevant faculty Head Teacher(s) were notified: _____.

Note that only Section A needs to be completed for covid related absence.

Details of Effect on Performance	Did you attend /Submit? YES/NO
<ul style="list-style-type: none"> - Describe how illness or unforeseen misadventure affected your performance OR prevented your attendance OR prevented you from submitting the task - Give details of any action you took to report this. 	

Student

Declaration

I have carefully read the Information Guide for Students on this form and the HSC Assessment Policy detailing Illness/Misadventure applications. I have completed each item on the checklist. I consider that my examination/task performance was affected by illness or unforeseen misadventure which occurred IMMEDIATELY before or during the examination/task, as set out above.

I declare that all the information I have supplied is true.

Date: _____

Student Signature: _____

(Student must sign unless incapacitated)

I have attached a Medical Certificate from:

This application must be lodged by the student unless incapacitated.

If the application is lodged on behalf of the student, please complete the below:

Name of person lodging this application (Please print):
Reason the student is not submitting the application:

SECTION B - Independent person to complete

Independent evidence of illness – complete Section B1. (You must attach a medical certificate)

Independent evidence of misadventure – complete Section B2.

The school advises that students should attend examinations/tasks unless it is considered detrimental to their health. Students who are unwell are advised to seek independent medical advice either immediately before or after the examination/task.

SECTION B1 Independent evidence of illness

To be completed by a medical practitioner who is NOT related to the student

Diagnosis of medical condition:		Date of onset of illness:
Please describe how the student's condition/symptoms could affect their performance. (If the student was unable to attend an examination or submit an assessment task, it is essential that you provide full details in the space provided or on additional sheet/s and attach them to the application.)		
Any other comments or information which may assist in the assessment of the student's application. (If there is not enough space, please attach additional sheet/s).		
Name:	Profession:	Place of work:
Telephone:	Signature:	Date:

SECTION B2 Independent evidence of misadventure

To be completed by a relevant person such as a police officer
(if the issue is family-related then a parent/guardian must complete this section)

Description of Event (If there is not enough space, please attach additional sheet/s):		
Date of Misadventure:	Are you known to the student? YES/NO	If YES, nature of relationship:
Were you a witness to the event? YES/NO		If NO, how did you obtain the evidence you are providing?
Name:		Profession:
Telephone:		Signature:

SECTION C – Head Teacher or Examination Supervisor to complete

Written examination/task: to be completed by the Class Teacher or Examination Supervisor
Task Submissions: to be completed by the Head Teacher

NAME:_____

POSITION:_____

Signature:_____

Date:_____

Record fully your observations of distress (if applicable) or disadvantage suffered by the student:

ACTION TAKEN:

.....tear here.....

Illness Misadventure Application Student Acknowledgement

- To be completed by:
- Head Teacher (Year 11 only)
 - Deputy Principal Senior (Year 12 only)

Student's Name:	Student Number:							
Name (Print):	Position:							
Signature:	Date:							

Request for change of due date for assessment task

(This form is to be submitted a minimum of 1 week before the due date of the task)

Student's Name: _____ Year: _____

Subject: _____

Description of Task: _____

Due Date (As advertised): _____

REASON For change from due date of assessment task: _____

SUPPORTING DOCUMENTS Please identify and attach if applicable

Student's Signature: _____

Parent's Signature: _____

To be completed by TEACHER:-

Name: _____ Faculty: _____

Alternative Arrangements: _____

Teacher Signature: _____ Date: _____

Assessment Appeal Form

1. Student's Name: _____
Date: _____
Subject: _____
Teacher's Name: _____

2. Please give details of the reason for the appeal:

3. Action Taken:

Name:

Signed: _____

Date: _____

Glossary of Key Words

This glossary contains key words that appear frequently in Board of Studies syllabuses, performance descriptions and examinations.

The purpose behind the glossary is to help students prepare better for the HSC by showing them that certain key words are used similarly in examination questions across the different subjects they are studying.

In classrooms, teachers of different subjects could use the glossary to help students to better understand what the examination questions in their subject require. Students should recognise the consistent approach of teachers of different subjects and get cues about how to approach examination questions.

For example, students would be better placed to respond to 'explain' questions if, in the context of different subjects, they developed an understanding that 'explain' could require them to relate cause and effect; make the relationships between things evident; provide why and/or how.

It is also important that the key words should not be interpreted in an overly prescriptive way. Teachers must ensure that they do not use them in ways that conflict with their particular meaning within subjects. To do this would be counterproductive. A term like 'evaluate', for example, requires a different kind of response in Mathematics from that required in History and this needs to be respected.

When using key words to construct questions, tasks and marking schemes, it is helpful to ask what the use of the term in a particular question requires students to do.

Key words are best discussed with students in the context of questions and tasks they are working on, rather than in isolation.

It is important to note that examination questions for the HSC will continue to use self-explanatory terms such as 'how', or 'why' or 'to what extent'. While key words have a purpose, they will not set limits on legitimate subject-based questions in examination papers.

Account State reasons for, report on. Give an account of: narrate a series of events or transactions

Analyse Identify components and the relationship between them; draw out and relate implications

Apply Use, utilise, employ in a particular situation

Appreciate Make a judgement about the value of

Assess Make a judgement of value, quality, outcomes, results or size

Clarify Make clear or plain

Classify Arrange or include in classes/categories

Compare Show how things are similar or different

Construct Make; build; put together items or arguments

Contrast Show how things are different or opposite

Critically (analyse/evaluate) Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

Deduce Draw conclusions

Define State meaning and identify essential qualities

Demonstrate Show by example

Describe Provide characteristics and features

Discuss Identify issues and provide points for and/or against

Distinguish Recognise or note/indicate as being distinct or different from; to note differences between

Evaluate Make a judgement based on criteria; determine the value of

Examine Inquire into

Explain Relate cause and effect; make the relationships between things evident; provide why and/or how

Extract Choose relevant and/or appropriate details

Extrapolate Infer from what is known

Identify Recognise and name

Interpret Draw meaning from

Investigate Plan, inquire into and draw conclusions about

Justify Support an argument or conclusion

Outline Sketch in general terms; indicate the main features of

Predict Suggest what may happen based on available information

Propose Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

Recall Present remembered ideas, facts or experiences

Recommend Provide reasons in favour

Recount Retell a series of events

Summarise Express, concisely, the relevant details

Synthesise Putting together various elements to make a

SUBJECTS for YEAR 11, 2024

PRELIMINARY

Agriculture
Ancient History
Biology
Business Studies
Community & Family Studies
Chemistry
Design & Technology
Drama
English Advanced
English Extension
English Standard
English Studies
Exploring Early Childhood
Food Technology
Industrial Technology
Legal Studies
Marine Studies
Mathematics Advanced
Mathematics Extension 1
Mathematics Standard
Modern History
Music 1
Numeracy
Personal Development, Health & Physical Education (PDHPE)
Physics
Society & Culture
Sport, Lifestyle & Recreation (SLR)
Visual Arts
Visual Design

VET COURSES

Construction
Entertainment Industry
Hospitality (Food & Beverage)
Hospitality (Kitchen
Operations)
Retail Services
Sport Coaching

VET courses information

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations.

These courses allow students to gain both HSC qualifications and accreditation with industry and the workplace as part of the Australian Qualification Framework (AQF). The national framework is recognised across Australia and helps students to move easily between various education and training sectors and employment. Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO) to deliver and assess vocational education qualifications and oversees the delivery in this school.

Each course has a specific workplace requirement and a minimum number of hours students spend in the workplace or a simulated workplace at school. Assessment is competency based and students receive documentation showing the competencies achieved.

The Board Developed VET courses are classified as Category B subjects, and as such, ONLY ONE may contribute to the calculation of the ATAR. These courses have an optional HSC exam, however students must sit the exam if they wish to include this mark for their ATAR calculation.

ASSESSMENT TASKS

Please check the Picton High School website to keep updated. Assessment tasks are uploaded to the website under:

- Assessment tasks
- Assessment and reporting
- Year 11 assessment tasks

approximately two weeks before they are due.

The tasks will remain on the site until the end of the school year.

VET Sports Coaching	Term 1 2024
VET Retail Services	
VET Hospitality (Kitchen Operations)	
VET Hospitality (Food & Beverage)	
VET Entertainment Industry	
VET Construction	
Visual Design	
Visual Arts	
Sport, Lifestyle and Recreation (SLR)	
Society and Culture	
Physics	
PDHPE	
Numeracy	
Music 1	
Modern History	
Mathematics Extension 1	
Mathematics Advanced	
Mathematics (Std 1, Std 2)	
Marine Studies	
Legal Studies	
Industrial Technology	
Food Technology	
Exploring Early Childhood	
English Advanced	
English Extension	
English Standard	
English Studies	
Drama	
Design & Technology	
Chemistry	
Community & Family Studies	
Business Studies	
Biology	
Ancient History	
Agriculture	

[illegible]

PRELIMINARY ASSESSMENT TASK GRID 2024									SUBJECT: AGRICULTURE			
TASK	SYLLABUS OUTCOMES								40%	40%	20%	DUE DATE
COURSE	P1.1	P1.2	P2.1	P2.2	P2.3	P3.1	P4.1	P5.1	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	KNOWLEDGE & UNDERSTANDING OF FACTORS THAT INTERACT IN AGRICULTURAL PRODUCTION SYSTEMS	SKILLS IN RESEARCH, EXPERIMENTATION & COMMUNICATION	
Farm Case Study	X		X		X	X		X	10	15	5	Term 1 Week 8
Presentation (Plant or Animal Problem)			X	X		X		X	10	10	10	Term 2 Week 6
Yearly Examination	X		X	X	X	X	X	X	20	15	5	Term 3 Weeks 8-9

Outcomes: A student

P1.1	describes the complex, dynamic and interactive nature of agricultural production systems.
P1.2	describes the factors that influence agricultural systems.
P2.1	describes the biological and physical resources and applies the processes that cause changes in plant production systems
P2.2	describes the biological and physical resources and applies the processes that cause changes in animal production systems.
P2.3	describes the farm as a basic unit of production.
P3.1	explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements.
P4.1	applies the principles and procedures of experimental design and agricultural research.
P5.1	investigates the role of associated technologies and technological innovation in producing and marketing agricultural product.

PRELIMINARY ASSESSMENT TASK GRID 2024											SUBJECT: ANCIENT HISTORY				
TASK	SYLLABUS OUTCOMES										40%	20%	20%	20%	DUE DATE
COURSE	AH11-1	AH11-2	AH11-3	AH11-4	AH11-5	AH11-6	AH11-7	AH11-8	AH11-9	AH11-10	KNOWLEDGE AND UNDERSTANDING	HISTORICAL SKILLS	HISTORICAL INQUIRY AND RESEARCH	COMMUNICATION OF HISTORICAL UNDERSTANDING	
Investigating Ancient History: Source Based Task	X			X		X				X	15		5	5	Term 1 Week 7
Historical Investigation: Research Task			X				X	X	X		10	5	15	10	Term 2 Week 10
Yearly Examination		X			X				X		15	15		5	Term 3 Weeks 8-9

Outcomes: A student

AH11-1	describes the nature of continuity and change in the Ancient World.
AH11-2	proposes ideas about the varying causes and effects of events and developments.
AH11-3	analyses the role of historical features, individuals and groups in shaping the past.
AH11-4	accounts for the differing perspectives of individuals and groups.
AH11-5	examines the significance of historical features, people, places, events and developments of the Ancient World.
AH11-6	analyses and interprets different types of sources for evidence to support and historical account or argument.
AH11-7	discusses and evaluates differing interpretations and representations of the past.
AH11-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources.
AH11-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms.
AH11-10	discusses contemporary methods and issues involved in the investigation of Ancient History

PRELIMINARY ASSESSMENT TASK GRID 2024												SUBJECT: <i>BIOLOGY</i>		
TASK	SYLLABUS OUTCOMES											60%	40%	DUE DATE
COURSE	BIO11-1	BIO11-2	BIO11-3	BIO11-4	BIO11-5	BIO11-6	BIO11-7	BIO11-8	BIO11-9	BIO11-10	BIO11-11	SKILLS IN WORKING SCIENTIFICALLY	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	
Depth Study	X	X	X	X	X	X	X			X	X	30	10	Term 1 Week 11
Data Processing			X	X	X	X	X			X	X	20	10	Term 2 Week 9
Yearly Examination	X	X	X	X	X	X	X	X	X	X	X	10	20	Term 3 Weeks 8-9

Outcomes: A student

BIO11-1	develops and evaluates questions and hypotheses for scientific investigation.
BIO11-2	designs and evaluates investigations in order to obtain primary and secondary data and information.
BIO11-3	conducts investigations to collect valid and reliable primary and secondary data and information.
BIO11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
BIO11-5	analyses and evaluates primary and secondary data and information.
BIO11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
BIO11-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
BIO11-8	describes single cells as the basis for all life by analysing and explaining cells' infrastructure and biochemical processes.
BIO11-9	explains the structure and function of multicellular organisms and describes how the coordinated activities of cells,tissues and organs contribute to macroscopic processes in organisms.
BIO11-10	describes biological diversity by explaining the relationships between a range of organisms in terms ofspecialisation for selected habitats and evolution of species.
BIO11-11	analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem.

PRELIMINARY ASSESSMENT TASK GRID 2024											SUBJECT: <i>BUSINESS STUDIES</i>				
TASK	SYLLABUS OUTCOMES										40%	20%	20%	20%	DUE DATE
COURSE	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	KNOWLEDGE AND UNDERSTANDING	STIMULUS BASED SKILLS	COMMUNICATION OF BUSINESS INFORMATION, IDEAS & ISSUES IN APPROPRIATE FORMS	INQUIRY AND RESEARCH	
Nature of Business Task	X	X						X	X		10	5	5	10	Term 1 Week 8
Investigative Essay			X		X		X		X		15		5	10	Term 2 Week 9
Yearly Examination				X		X		X	X	X	15	15	10		Term 3 Weeks 8-9

Outcomes: A student

P1	discusses the nature of business, its role in society and types of business structure.
P2	explains the internal and external influences on businesses.
P3	describes the factors contributing to the success or failure of small to medium enterprises.
P4	assesses the processes and interdependence of key business functions.
P5	examines the application of management theories and strategies.
P6	analyses the responsibilities of business to internal and external stakeholders.
P7	plans and conducts investigations into contemporary business issues.
P8	evaluates information for actual and hypothetical business situations.
P9	communicates business information and issues in appropriate formats.
P10	applies mathematical concepts appropriately in business situations.

PRELIMINARY ASSESSMENT TASK GRID - 2024													SUBJECT: COMMUNITY AND FAMILY STUDIES		
TASK	SYLLABUS OUTCOMES												40%	60%	DUE DATE
COURSE	P1.1	P1.2	P2.1	P2.2	P2.3	P2.4	P3.1	P3.2	P4.1	P4.2	P5.1	P6.1	KNOWLEDGE & UNDERSTANDING	SKILLS IN CRITICAL THINKING, RESEARCH, ANALYSING & COMMUNICATING	
Resource Management Task								X	X			X		25	Term 1 Week 6
Individuals and Groups Task			X		X					X				35	Term 2 Week 6
Yearly Examination	X	X		X		X	X				X		40		Term 3 Weeks 8-9

Outcomes: A student

P1.1	describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
P1.2	proposes effective solutions to resource problems
P2.1	accounts for the roles and relationships that individuals adopt within groups
P2.2	describes the role of the family and other groups in the socialisation of individuals
P2.3	examines the role of leadership and group dynamics in contribution to positive interpersonal relationships and achievement
P2.4	analyses the inter-relationships between internal and external factors and their impact on family functioning
P3.1	explains the changing nature of families and communities in contemporary society
P3.2	analyses the significance of gender in defining roles and relationships
P4.1	utilises research methodology appropriate to the study of social issues
P4.2	presents information in written, oral and graphic form
P5.1	applies management processes to maximise the efficient use of resources
P6.1	distinguishes those actions that enhance wellbeing

PRELIMINARY ASSESSMENT TASK GRID 2024												SUBJECT: <i>CHEMISTRY</i>		
TASK	SYLLABUS OUTCOMES											60%	40%	DUE DATE
COURSE	BIO11-1	BIO11-2	BIO11-3	BIO11-4	BIO11-5	BIO11-6	BIO11-7	BIO11-8	BIO-11-9	BIO11-10	BIO11-11	SKILLS IN WORKING SCIENTIFICALLY	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	
Depth Study	X	X	X			X	X		X			20	10	Term 1 Week 9
Data Processing Task				X	X	X			X	X		20	10	Term 2 Week 7
Yearly Exam	X	X	X	X	X	X	X	X	X	X	X	20	20	Term 3 Weeks 8-9

Outcomes: A student

CH11-1	develops and evaluates questions and hypotheses for scientific investigation.
CH11-2	designs and evaluates investigations in order to obtain primary and secondary data and information.
CH11-3	conducts investigations to collect valid and reliable primary and secondary data and information.
CH11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
CH11-5	analyses and evaluates primary and secondary data and information.
CH11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
CH11-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
CH11-8	explores the properties and trends in the physical, structural and chemical aspects of matter
CH11-9	describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
CH11-10	explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions.
CH11-11	analyses the energy considerations in the driving force for chemical reactions.

PRELIMINARY ASSESSMENT TASK GRID 2024													SUBJECT: <i>DESIGN & TECHNOLOGY</i>		
TASK	SYLLABUS OUTCOMES												40%	60%	DUE DATE
COURSE	P1.1	P2.1	P2.2	P3.1	P4.1	P4.2	P4.3	P5.1	P5.2	P5.3	P6.1	P6.2	KNOWLEDGE & UNDERSTANDING OF COURSE CONTENT	KNOWLEDGE & SKILLS IN DESIGNING, MANAGING, PRODUCING & EVALUATING DESIGN PROJECTS	
Preliminary Report 1	X	X					X		X		X		10	20	Term 2 Week 2
Major Project & Folio				X	X	X		X	X	X		X	10	30	Term 3 Week 5
Yearly Exam	X	X	X				X		X	X			20	10	Term 3 Weeks 8-9

Outcomes: A student

P1.1	examines design theory and practice, and considers the factors affecting designing and producing in design projects.
P2.1	identifies design and production processes in domestic, community, industrial and commercial settings.
P2.2	A student explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects.
P3.1	investigates and experiments with techniques in creative and collaborative approaches in designing and producing.
P4.1	uses design processes in the development and production of design solutions to meet identified needs and opportunities.
P4.2	uses resources effectively and safely in the development and production of design solutions.
P4.3	evaluates the processes and outcomes of designing and producing.
P5.1	uses a variety of management techniques and tools to develop design projects.
P5.2	communicates ideas and solutions using a range of techniques.
P5.3	uses a variety of research methods to inform the development and modification of design ideas.
P6.1	investigates a range of manufacturing and production processes and relates these to aspects of design projects.
P6.2	evaluates and uses computer based technologies in designing and producing.

PRELIMINARY ASSESSMENT TASK GRID – 2024																			SUBJECT: <i>DRAMA</i>			
TASK	SYLLABUS OUTCOMES																		40%	30%	30%	DUE DATE
COURSE	P1.1	P1.2	P1.3	P1.4	P1.5	P1.6	P1.7	P1.8	P2.1	P2.2	P2.3	P2.4	P2.5	P2.6	P3.1	P3.2	P3.3	P3.4	MAKING	PERFORMING	CRITICALLY STUDYING	
Theatrical Traditions and Performance Styles			X	X								X			X	X	X	X	10	10	10	Term 1 Week 11
Elements of Production in Performance		X			X	X			X	X	X			X	X				20		10	Term 2 Week 9
Improvisation, Playbuilding and Acting	X	X	X		X		X	X	X			X	X			X	X		10	20	10	Term 3 Weeks 8-9

Outcomes: A student

P1.1	develops acting skills in order to adopt and sustain a variety of characters and roles
P1.2	explores ideas and situations, expressing them imaginatively in dramatic form
P1.3	demonstrates performance skills appropriate to a variety of styles and media
P1.4	understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
P1.5	understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
P1.6	demonstrates directorial and acting skills to communicate meaning through dramatic action
P1.7	understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
P1.8	recognises the value of individual contributions to the artistic effectiveness of the whole
P2.1	understands the dynamics of actor-audience relationship
P2.2	understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
P2.3	demonstrates directorial and acting skills to communicate meaning through dramatic action

YEAR 11 ASSESSMENT TASK GRID – 2024										SUBJECT: ENGLISH ADVANCED		
TASK	SYLLABUS OUTCOMES									50%	50%	DUE DATE
COURSE	EA11-01	EA11-02	EA11-03	EA11-04	EA11-05	EA11-06	EA11-07	EA11-08	EA11-09	KNOWLEDGE & UNDERSTANDING OF COURSE CONTENT	SKILLS IN RESPONDING TO TEXTS & COMMUNICATION OF IDEAS APPROPRIATE TO AUDIENCE, PURPOSE & CONTEXTS ACROSS ALL MODES	
<u>Common Module:</u> Reading to Write – Imaginative Response and Reflection				X	X				X	15	15	Term 1 Week 10
<u>Module A:</u> Narratives That Shape our World – Multimodal Presentation		X				X		X		15	15	Term 2 Week 10
Yearly Examination	X		X		X		X			20	20	Term 3 Weeks 8-9

Outcomes: A student

EA11-01	responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EA11-02	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EA11-03	analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
EA11-04	strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
EA11-05	thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
EA11-06	investigates and evaluates the relationships between texts
EA11-07	evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
EA11-08	explains and evaluates cultural assumptions and values in texts and their effects on meaning
EA11-09	reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

YEAR 11 ASSESSMENT TASK GRID – 2024							SUBJECT: ENGLISH EXTENSION		
TASK	SYLLABUS OUTCOMES						50%	50%	DUE DATE
COURSE	EE11-01	EE11-02	EE11-03	EE11-04	EE11-05	EE11-06	KNOWLEDGE AND UNDERSTANDING OF COMPLEX TEXTS AND OF HOW AND WHY THEY ARE VALUED	SKILLS IN COMPLEX ANALYSIS, SUSTAINED COMPOSITION AND INDEPENDENT INVESTIGATION	
Imaginative Response	X	X	X				15	15	Term 2 Week 1
Multimodal Presentation	X			X	X		20	20	Term 3 Week 3
Yearly Examination		X	X		X	X	15	15	Term 3 Weeks 8-9

Outcomes: A student

EE11-01	demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
EE11-02	analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
EE11-03	thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts
EE11-04	develops skills in research methodology to undertake effective independent investigation
EE11-05	articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
EE11-06	reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

YEAR 11 ASSESSMENT TASK GRID – 2024										SUBJECT: ENGLISH STANDARD		
TASK	SYLLABUS OUTCOMES									50%	50%	DUE DATE
COURSE	EN11-01	EN11-02	EN11-03	EN11-04	EN11-05	EN11-06	EN11-07	EN11-08	EN11-09	KNOWLEDGE & UNDERSTANDING OF COURSE CONTENT	SKILLS IN RESPONDING TO TEXTS & COMMUNICATION OF IDEAS APPROPRIATE TO AUDIENCE, PURPOSE & CONTEXTS ACROSS ALL MODES	
<u>Common Module:</u> Reading to Write – Imaginative Response and Reflection				X	X				X	15	15	Term 1 Week 10
<u>Module A:</u> Contemporary Possibilities – Multimodal Presentation		X					X	X		15	15	Term 2 Week 10
Yearly Examination	X		X			X				20	20	Term 3 Weeks 8-9

Outcomes: A student

EN11-01	responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
EN11-02	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EN11-03	analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
EN11-04	applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
EN11-05	thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
EN11-06	investigates and explains the relationships between texts
EN11-07	understands and explains the diverse ways texts can represent personal and public worlds
EN11-08	identifies and explains cultural assumptions in texts and their effects on meaning
EN11-09	reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

YEAR 11 ASSESSMENT TASK GRID – 2023											SUBJECT: ENGLISH STUDIES		
TASK	SYLLABUS OUTCOMES										50%	50%	DUE DATE
COURSE	EST1-01	EST1-02	EST1-03	EST1-04	EN11-05	EST1-06	EST1-07	EST1-08	EST1-09	EST1-10	KNOWLEDGE & UNDERSTANDING OF COURSE CONTENT	SKILLS IN RESPONDING TO TEXTS & COMMUNICATION OF IDEAS APPROPRIATE TO AUDIENCE, PURPOSE & CONTEXTS ACROSS ALL MODES	
<u>Mandatory Module:</u> Achieving Through English – Workplace Documents Portfolio	X		X		X						15	15	Term 1 Week 10
<u>Module F:</u> MiTunes and text – Multimodal Presentation		X				X		X	X		15	15	Term 2 Week 10
<u>All Modules</u> – Collection of Classwork				X			X			X	20	20	Term 3 Week 6

Outcomes: A student

EST1-01	comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
EST1-02	identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
EST1-03	gains skills in accessing, comprehending and using information to communicate in a variety of ways
EST1-04	composes a range of texts with increasing accuracy and clarity in different forms
EST1-05	develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
EST1-06	uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purposes
EST1-07	represents own ideas in critical, interpretive and imaginative texts
EST1-08	identifies and describes relationships between texts
EST1-09	identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
EST1-10	monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

PRELIMINARY ASSESSMENT TASK GRID 2024																		SUBJECT: EXPLORING EARLYCHILDHOOD		
TASK	SYLLABUS OUTCOMES																	50%	50%	DUE DATE
COURSE	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	2.5	3.1	4.1	4.2	4.3	5.1	6.1	6.2	KNOWLEDGE AND UNDERSTANDING	SKILLS	
Pregnancy and Childbirth Task	X					X									X			5%	25%	Term 1 Week 6
Child Growth and Development Task		X	X				X											10%	25%	Term 2 Week 8
Yearly Examination	X				X		X	X	X	X	X			X				35%		Term 3 Weeks 8-9

Outcomes: A student

1.1	analyses prenatal issues that have an impact on development.
1.2	examines major physical, social-emotional, behavioural, cognitive and language development of young children.
1.3	examines the nature of different periods in childhood —infant, toddler, preschool and the early school years.
1.4	analyses the ways in which family, community and culture influence the growth and development of young children.
1.5	examines the implications for growth and development when a child has special needs.
2.1	analyses issues relating to the appropriateness of a range of services for different families.
2.2	critically examines factors that influence the social world of young children.
2.3	explains the importance of diversity as a positive issue for children and their families.
2.4	analyses the role of a range of environmental factors that have an impact on the lives of young children.
2.5	examines strategies that promote safe environments.
3.1	evaluates strategies that encourage positive behaviour in young children.
4.1	demonstrates appropriate communication skills with children and/or adults.
4.2	interacts appropriately with children and adults from a wide range of cultural backgrounds.
4.3	demonstrates appropriate strategies to resolve group conflict.
5.1	analyses and compares information from a variety of sources to develop an understanding of child growth and development.
6.1	demonstrates an understanding of decision making processes.
6.2	critically examines all issues including beliefs and values that may influence interactions with others.

PRELIMINARY ASSESSMENT TASK GRID - 2024												SUBJECT: FOOD TECHNOLOGY			
TASK	SYLLABUS OUTCOMES											40%	30%	30%	DUE DATE
COURSE	P1.1	P1.2	P2.1	P2.2	P3.1	P3.2	P4.1	P4.2	P4.3	P4.4	P5.1	KNOWLEDGE & UNDERSTANDING	DESIGNING, RESEARCH, ANALYSING AND EVALUATING	EXPERIMENTING AND PREPARING FOOD	
Food Availability Report and Practical		X					X	X			X	10	10	10	Term 1 Week 8
Nutrition and Functional Properties			X	X		X				X		10	10	20	Term 2 Week 8
Yearly Exam	X		X	X	X				X			20	10		Term 3 Weeks 8-9

Outcomes – A Student

P1.1	identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
P1.2	accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
P2.1	explains the role of nutrients in human nutrition
P2.2	identifies and explains the sensory characteristics and functional properties of food
P3.1	assess the nutrient value of meals/diets for particular individuals and groups
P3.2	presents ideas in written, graphic and oral form using computer software where appropriate
P4.1	selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food
P4.2	plans, prepares and presents foods which reflect a range of the influences on food selection
P4.3	selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
P4.4	applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
P5.1	generates ideas and develops solutions to a range of food situations

PRELIMINARY ASSESSMENT TASK GRID 2024																	SUBJECT: INDUSTRIAL TECHNOLOGY		
TASK	SYLLABUS OUTCOMES																40%	60%	DUE DATE
COURSE	P1.1	P1.2	P2.1	P2.2	P3.1	P3.2	P3.3	P4.1	P4.2	P4.3	P5.1	P5.2	P6.1	P6.2	P7.1	P7.2	KNOWLEDGE & UNDERSTANDING	KNOWLEDGE & SKILLS	
Planning and Communication				X	X		X				X	X					10	10	Term 1 Week 10
Preliminary Project			X		X	X		X	X	X		X					10	30	Term 3 Week 5
Yearly examination	X	X	X										X	X	X	X	20	20	Term 3 Weeks 8-9

Outcomes: A student

P1.1	describes the organisation and management of an individual business within the focus area of industry.
P1.2	identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies.
P2.1	describes and uses safe working practices and correct workshop equipment maintenance techniques.
P2.2	works effectively in team situations.
P3.1	sketches, produces and interprets drawings in the production of projects.
P3.2	applies research and problem-solving skills.
P3.3	demonstrates appropriate design principles in the production of projects.
P4.1	demonstrates a range of practical skills in the production of projects.
P4.2	demonstrates competency in using relevant equipment, machinery & processes.
P4.3	identifies and explains the properties and characteristics of materials/components through the production of projects.
P5.1	uses communication and information processing skills.
P5.2	uses appropriate documentation techniques related to the management of projects.
P6.1	identifies the characteristics of quality manufactured products.
P6.2	identifies and explains the principles of quality and quality control.
P7.1	A student identifies the impact of one related industry on the social and physical environment.
P7.2	A student identifies the impact of existing, new and emerging technologies of one related industry on society and the environment.

PRELIMINARY ASSESSMENT TASK GRID 2024											SUBJECT: <i>LEGAL STUDIES</i>			
TASK	SYLLABUS OUTCOMES										50%	30%	20%	DUE DATE
COURSE	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	KNOWLEDGE AND UNDERSTANDING	INQUIRY AND RESEARCH	COMMUNICATION	
Classification of Law Task	X	X	X	X							10	10	5	Term 1 Week 8
Law In Practice Task				X		X	X	X		X	10	10	15	Term 2 Week 9
Yearly Examination		X			X		X		X		30	10		Term 3 Weeks 8-9

Outcomes: A student

P1	identifies and applies legal concepts and terminology.
P2	describes the key issues in Australian and international LAW
P3	describes the operation of domestic and international legal systems.
P4	discusses the effectiveness of legal system in addressing issues.
P5	describes the role of law in encouraging co-operation and resolution of conflict and responding to change.
P6	explains the nature of the interrelationship between society and its legal system.
P7	evaluates the effectiveness of the law in achieving justice.
P8	locates, selects and organises legal information from a variety of sources including legislation, media, and documents.
P9	communicates legal information using well-structured responses.
P10	accounts for differing perspectives and interpretations of legal information and issues.

PRELIMINARY ASSESSMENT TASK GRID 2024						SUBJECT: MARINE STUDIES	
TASK	SYLLABUS OUTCOMES					% WEIGHTING	DUE DATE
COURSE	1	2	3	4	5		
Water Safety Video	X	X	X	X	X	30	Term 1 Week 7
Ecosystem Presentation	X	X	X			30	Term 2 Week 6
Yearly Examination	X	X	X	X	X	40	Term 3 Weeks 8-9

Outcomes: A student

1	knowledge, understanding and appreciation that promote sound environmental practices in the marine environment
2	the ability to manage activities cooperatively and communicate in a marine context
3	an ability to apply the skills of critical thinking, research and analysis
4	knowledge and understanding of marine industries and their interaction with society and with leisure pursuits
5	knowledge, understanding and skills of safe practice in the marine context

PRELIMINARY ASSESSMENT TASK GRID 2024										SUBJECT: MATHEMATICS ADVANCED		
TASK	SYLLABUS OUTCOMES									50%	50%	DUE DATE
COURSE	MAT1-1	MAT1-2	MAT1-3	MAT1-4	MAT1-5	MAT1-6	MAT1-7	MAT1-8	MAT1-9	UNDERSTANDING FLUENCY AND COMMUNICATION	PROBLEM SOLVING, REASONING & JUSTIFICATION	
Sighted Assessment	X	X							X	15	15	Term 1 Week 9
Investigative Assignment		X	X				X	X	X	15	15	Term 2 Week 8
Yearly Examination	X	X	X	X	X	X	X		X	20	20	Term 3 Weeks 8-9

Outcomes: A student

MAT1-1	uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
MAT1-2	uses the concepts of functions and relations to model, analyse and solve practical problems
MAT1-3	uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
MAT1-4	uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
MAT1-5	interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
MAT1-6	manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
MAT1-7	uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
MAT1-8	uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
MAT1-9	provides reasoning to support conclusions which are appropriate to the context

PRELIMINARY ASSESSMENT TASK GRID 2024								SUBJECT: MATHEMATICS EXTENSION 1		
TASK	SYLLABUS OUTCOMES							50%	50%	DUE DATE
COURSE	ME11-1	ME11-2	ME11-3	ME11-4	ME11-5	ME11-6	ME11-7	UNDERSTANDING FLUENCY AND COMMUNICATION	PROBLEM SOLVING, REASONING & JUSTIFICATION	
Sighted Assessment	X	X				X	X	15	15	Term 2 Week 2
Investigative Assignment	X	X			X	X	X	15	15	Term 3 Week 1
Yearly Examination	X	X	X	X	X		X	20	20	Term 3 Weeks 8-9

Outcomes: A student

ME11-1	uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
ME11-2	manipulates algebraic expressions and graphical functions to solve problems
ME11-3	applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
ME11-4	applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
ME11-5	uses concepts of permutations and combinations to solve problems involving counting or ordering
ME11-6	uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
ME11-7	communicates making comprehensive use of mathematical language, notation, diagrams and graphs

PRELIMINARY ASSESSMENT TASK GRID 2024											SUBJECT: MATHEMATICS STANDARD		
TASK	SYLLABUS OUTCOMES										50%	50%	DUE DATE
COURSE	MS11-1	MS11-2	MS11-3	MS11-4	MS11-5	MS11-6	MS11-7	MS11-8	MS11-9	MS11-10	UNDERSTANDING FLUENCY COMMUNICATION	PROBLEM SOLVING REASONING JUSTIFICATION	
Sighted Assessment	X	X			X	X			X	X	15	15	Term 1 Week 9
Investigative Assessment		X	X	X			X		X	X	15	15	Term 2 Week 8
Yearly Examination	X	X	X	X	X	X	X	X		X	20	20	Term 3 Weeks 8-9

Outcomes: A student

MS11-1	uses algebraic and graphical techniques to compare alternative solutions to contextual problems.
MS11-2	represents information in symbolic, graphical and tabular form.
MS11-3	solves problems involving quantity measurement, including accuracy and the choice of relevant units.
MS11-4	performs calculations in relation to two-dimensional figures.
MS11-5	models relevant financial situations using appropriate tools.
MS11-6	makes predictions about everyday situations based on simple mathematical models.
MS11-7	develops and carries out simple statistical processes to answer questions posed.
MS11-8	solves probability problems involving multistage events.
MS11-9	uses appropriate technology to investigate, organise and interpret information in a range of contexts.
MS11-10	justifies a response to a given problem using appropriate mathematical terminology and/or calculations.

PRELIMINARY ASSESSMENT TASK GRID 2024											SUBJECT: MODERN HISTORY				
TASK	SYLLABUS OUTCOMES										40%	20%	20%	20%	DUE DATE
COURSE	MHT1-1	MHT1-2	MHT1-3	MHT1-4	MHT1-5	MHT1-6	MHT1-7	MHT1-8	MHT1-9	MHT1-10	KNOWLEDGE AND UNDERSTANDING	HISTORICAL SKILLS	HISTORICAL INQUIRY AND RESEARCH	COMMUNICATION OF HISTORICAL UNDERSTANDING	
Investigating the Nature of Modern History: Source Based Task		X	X			X				X	15	10		5	Term 1 Week 9
Historical Investigation: Research Task			X			X		X	X		10	5	15	10	Term 3 Week 2
Yearly Examination	X			X	X		X				15	5	5	5	Term 3 Weeks 8-9

Outcomes: A student

MHT1-1	describes the nature of continuity and change in the Modern World.
MHT1-2	proposes ideas about the varying causes and effects of events and developments.
MHT1-3	analyses the role of historical features, individuals, groups and ideas in shaping the past.
MHT1-4	accounts for the different perspectives of individuals and groups.
MHT1-5	examines the significance of historical features, people, ideas, movements, events and developments of the Modern World.
MHT1-6	analyses and interprets different types of sources for evidence to support an historical account or argument.
MHT1-7	discusses and evaluates differing interpretations and representations of the past.
MHT1-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources.
MHT1-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms.
MHT1-10	discusses contemporary methods and issues involved in the investigation of Modern History.

PRELIMINARY ASSESSMENT TASK GRID 2024												SUBJECT: <i>MUSIC 1</i>				
TASK	SYLLABUS OUTCOMES											25%	25%	30%	20%	DUE DATE
COURSE	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	PERFORMANCE	COMPOSITION	MUSICOLOGY	AURAL	
Performance	X				X				X	X	X	25	5			Term 1 Week 8
Composition		X	X					X		X			20	10		Term 3 Week 2
Yearly Examination	X			X		X	X			X				20	20	Term 3 Weeks 89

Outcomes: A student

P1	performs music that is characteristic of the topics studied.
P2	observes, reads, interprets and discusses simple musical scores characteristic of topics studied.
P3	improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts.
P4	recognises and identifies the concepts of music and discusses their use in a variety of musical styles.
P5	comments on and constructively discusses performances and compositions.
P6	comments and discusses concepts of music in works representative of the topics studied.
P7	understands the capabilities of performance media, explores and uses current technologies as appropriate to the topics studied.
P8	identifies, recognises, experiments with and discusses the use of technology in music.
P9	performs as a means of self-expression and communication.
P10	demonstrates a willingness to participate in performance, composition, musicology and aural activities.
P11	demonstrates a willingness to accept and use constructive criticism.

PRELIMINARY ASSESSMENT TASK GRID 2024												SUBJECT: NUMERACY		
TASK	SYLLABUS OUTCOMES											50%	50%	DUE DATE
COURSE	N6-1.1	N6-1.2	N6-1.3	N6-2.1	N6-2.2	N6-2.3	N6-2.4	N6-2.5	N6-2.6	N6-3.1	N6-3.2	KNOWLEDGE AND UNDERSTANDING	SKILLS	
Assignment 1 – In Class Task		X	X	X	X	X	X	X	X	X	X	15%	10%	Term 1 Week 9
Assignment 2 –Hand In Assessment	X	X	X	X	X	X	X	X	X	X	X	15%	20%	Term 2 Week 8
Assignment 3 – Research Project	X	X	X	X	X	X	X	X	X	X	X	20%	20%	Term 3 Weeks 6

Outcomes: Please note that outcomes will vary for these assessments depending on the topics and options chosen.

N6-1.1	A student recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
N6-1.2	A student applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
N6-1.3	A student determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
N6-2.1	A student chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
N6-2.2	A student chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
N6-2.3	A student chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
N6-2.4	A student chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
N6-2.5	A student chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
N6-2.6	A student chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations
N6-3.1	A student chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
N6-3.2	A student chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

PRELIMINARY ASSESSMENT TASK GRID - 2024																		SUBJECT: PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)			
TASK	SYLLABUS OUTCOMES																	40%	30%	30%	DUE DATE
COURSE	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	KNOWLEDGE AND UNDERSTANDING	SKILLS INFLUENCING PERSONAL HEALTH	SKILLS IN CRITICAL THINKING	
Core 1- Better Health for Individuals Task		X	X	X											X	X		10	10	10	Term 1 Week 10
Body in MotionTask							X	X	X	X	X					X		10	10	10	Term 2 Week 10
Yearly Examination	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	20	10	10	Term 3Weeks 8-9

Outcomes: A student

P1	identifies and examines why individuals give different meanings to health.	P2	explains how a range of health behaviours affect an individual's health.
P3	describes how an individual's health is determined by a range of factors.	P4	evaluates aspects of health over which individuals can exert some control.
P5	describes factors that contribute to effective health promotion.	P6	proposes actions that can improve and maintain an individual's health.
P7	explains how body systems influence the way the body moves.	P8	describes the components of physical fitness and explains how they are monitored.
P9	describes biomechanical factors that influence the efficiency of the body in motion.	P10	plans for participation in physical activity to satisfy a range of individual needs.
P11	assesses and monitors physical fitness levels and physical activity patterns.	P12	demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (option 1).
P13	develops, refines and performs movement compositions in order to achieve a specific purpose (option 2).	P14	demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (option 4)
P15	forms opinions about health-promoting actions based on a critical examination of relevant information.	P16	uses a range of sources to draw conclusions about health and physical activity concepts.
P17	analyses factors influencing movement and patterns of participation.		

PRELIMINARY ASSESSMENT TASK GRID 2024												SUBJECT: <i>PHYSICS</i>		
TASK	SYLLABUS OUTCOMES											60%	40%	DUE DATE
COURSE	PH11-1	PH11-2	PH11-3	PH11-4	PH11-5	PH11-6	PH11-7	PH11-8	PH11-9	PH11-10	PH11-11	SKILLS IN WORKING SCIENTIFICALLY	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	
Kinematic Assignment		X		X	X	X		X				20	10	Term 1 Week 8
Depth Study	X	X	X				X		X			30	10	Term 2 Week 9
Yearly Examination	X	X	X	X	X	X	X	X	X	X	X	10	20	Term 3 Weeks 8-9

Outcomes: A student

PH11-1	develops and evaluates questions and hypotheses for scientific investigation.
PH11-2	designs and evaluates investigations in order to obtain primary and secondary data and information.
PH11-3	conducts investigations to collect valid and reliable primary and secondary data and information.
PH11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
PH11-5	analyses and evaluates primary and secondary data and information.
PH11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
PH11-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
PH11-8	describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed, velocity and acceleration
PH11-9	describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
PH11-10	explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
PH11-11	explains and quantitatively analyses electric fields, circuitry and magnetism

PRELIMINARY ASSESSMENT TASK GRID 2024											SUBJECT: SOCIETY AND CULTURE			
TASK	SYLLABUS OUTCOMES										50%	30%	20%	DUE DATE
COURSE	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	APPLICATION AND EVALUATION OF SOCIAL AND CULTURAL RESEARCH METHODOLOGIES	COMMUNICATION OF INFORMATION, IDEAS AND ISSUES IN APPROPRIATE FORMS	
The Social and Cultural World Task	X		X			X				X	15	5	5	Term 1 Week 8
Personal & Social Identity Research Task (Mini PIP)			X				X	X		X	15	15	10	Term 2 Week 9
Yearly Examination		X		X	X				X	X	20	10	5	Term 3 Weeks 8-9

Outcomes: A student

P1	identifies and applies social and cultural concepts.
P2	describes personal, social and cultural identity.
P3	identifies and describes relationships and interactions within and between social and cultural groups.
P4	identifies the features of social and cultural literacy and how it develops.
P5	explains continuity and change and their implications for societies and cultures.
P6	differentiates between social and cultural research methods.
P7	selects, organises and considers information from a variety of sources for usefulness, validity and bias.
P8	plans and conducts ethical social and cultural research.
P9	uses appropriate course language and concepts suitable for different audiences and contexts.
P10	communicates information, ideas and issues using appropriate written, oral and graphic forms.

PRELIMINARY ASSESSMENT TASK GRID - 2024

SUBJECT:
SPORT, LIFESTYLE AND
RECREATION (SLR)

TASK		SYLLABUS OUTCOMES																				50%	50%			
COURSE		1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	KNOWLEDGE AND UNDERSTANDING	SKILLS	DUE DATE
Semester 1	Social Perspectives of Games and Sport. Theory				X					X								X						30		Term 1 Week 11
	Individual Games I Practical						X					X										X			30	Term 1, Weeks 10-11
Semester 2	Games Application I Theory	X		X								X							X					20		Term 3 Week 1
	Games Application I Practical	X																				X			20	Term 3 Week 1

Outcomes: A student

1.1	applies the rules and conventions that relate to participation in a range of physical activities
1.2	explains the relationship between physical activity, fitness and healthy lifestyle
1.3	demonstrates ways to enhance safety in physical activity
1.4	investigates and interprets the patterns of participation in sport and physical activity in Australia
1.5	critically analyses the factors affecting lifestyle balance and their impact on health status
1.6	describes administrative procedures that support successful performance outcomes
2.1	explains the principles of skill development and training
2.2	analyses the fitness requirements of specific activities
2.3	selects and participates in physical activities that meet individual needs, interests and abilities
2.4	describes how societal influences impact on the nature of sport in Australia
2.5	describes the relationship between anatomy, physiology and performance
3.1	selects appropriate strategies and tactics for success in a range of movement contexts
3.2	designs programs that respond to performance needs
3.3	measures and evaluates physical performance capacity
3.4	composes, performs and appraises movement
3.5	analyses personal health practices
3.6	assesses and responds appropriately to emergency care situations
3.7	analyses the impact of professionalism in sport
4.1	plans strategies to achieve performance goal
4.2	demonstrates leadership skills and a capacity to work cooperatively in movement context
4.3	makes strategic plans to overcome the barriers to personal and community health
4.4	demonstrates competence and confidence in movement contexts
4.5	recognises the skills and abilities required to adopt roles that support health, safety and physical activity

PRELIMINARY ASSESSMENT TASK GRID 2024											SUBJECT: VISUAL ARTS		
TASK	SYLLABUS OUTCOMES										50%	50%	DUE DATE
COURSE	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	MAKING	CRITICAL & HISTORICAL STUDY	
Subjective Frame		X		X		X					20	20	Term 2 Week 3
Cultural/Postmodern Frame	X		X		X						30		Term 3 Week 6
Yearly Examination							X	X	X	X		30	Term 3 Weeks 8-9

Outcomes: A student

P1	explores the conventions of practice in artmaking.
P2	explores the roles and relationships between the concepts of artist, artwork, world and audience.
P3	identifies the frames as the basis of understanding expressive representation through the making of art.
P4	investigates subject matter and forms as representations in artmaking.
P5	investigates ways of developing coherence and layers of meaning in the making of art.
P6	explores a range of material techniques in ways that support artistic intentions.
P7	explores the conventions of practice in art criticism and art history.
P8	explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art.
P9	identifies the frames as the basis of exploring different orientations to critical and historical investigations of art.
P10	explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed.

PRELIMINARY ASSESSMENT TASK GRID 2024											SUBJECT: VISUAL DESIGN		
TASK	SYLLABUS OUTCOMES										70%	30%	DUE DATE
COURSE	DM1	DM2	DM3	DM4	DM5	DM6	CH1	CH2	CH3	CH4	DESIGNING & MAKING	CRITICAL AND HISTORICAL STUDIES	
Graphic Design: Publications and Information	X			X			X				20	10	Term 1 Week 10
Product Design		X	X					X	X		20	10	Term 2 Week 10
Individual Project			X		X	X	X			X	30	10	Term 3 Week 6

Outcomes: A student

DM1	generates a characteristic style that is increasingly self-reflective in their design practice
DM2	explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
DM3	investigates different points of view in the making of designed works
DM4	generates images and ideas as representations/simulations
DM5	develops different techniques suited to artistic and design intentions in the making of a range of works
DM6	takes into account issues of Work Health and Safety in the making of a range of works
CH1	generates their critical and historical practice ways to interpret and explain design
CH2	investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
CH3	distinguishes between different points of view, using the frames in their critical and historical investigations
CH4	explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

VET SUBJECTS



Education

CONSTRUCTION

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

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****School Name: Picton High School****Assessment Schedule Year 11 - 2024**

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 1 White Card	Task 2 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning	EXAM (Optional)
			Week	Week	Week	Week	Week
			Term	Term	Term	Term	Term
Code	Unit of Competency	HSC Examinable Unit	Date	Date	Date	Date	Date
CPCWHS1001	Prepare to work safely in the construction industry		X				
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	√		X			
CPCCCM1011	Undertake basic estimation and costing				X		
CPCCOM1015	Carry out measurements and calculations	√			X		
CPCCOM2001	Read and interpret plans and specifications	√				X	
CPCCOM1013	Plan and organise work	√				X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

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

Construction

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

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

School Name: _____

Assessment Schedule Year 12 - 2025

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 60%
Code	Unit of Competency	HSC Examinable Unit	Week Term Date	Week Term Date	Week Term Date	Week Term Date
CPCCBL2001	Handle and prepare bricklaying and blocklaying materials		X			
CPCCBL2002	Use bricklaying and blocklaying tools and equipment		X			
CPCCWF2002	Use wall and floor tiling tools and		X			
CPCCCM2013	Undertake basic installation of wall tiles		X			
CPCCJN2001	Assemble components		X			
CPCCJN3004	Manufacture and assemble joinery		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 to "competent".



Education

Entertainment Industry

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

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)

School Name: _____

Assessment Schedule Year 11 - 2024

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 1 White card	Task 2 Plan a career *	Task 3 Safe and sound	Task 4 Bump in the light	EXAM 40% (Optional)
		Week	Week	Week	Week	Week
		Term	Term	Term	Term	Term
Code	Unit of Competency	Date	Date	Date	Date	Date
CPCCWHS1001	Prepare to work safely in the construction industry	Prior to WPL				HSC Examinable units of competency
CUAIND314	Plan a career in the creative arts industry		Post WPL			
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”.



Education

Entertainment Industry

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

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)

School Name: _____

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 60%
		Week Term Date	Week Term Date	Week Term Date	Week Term Date	Week Term Date
		Code	Unit 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. This mark will be calculated using **XXX (insert exam(s) and weighting % eg 40% Preliminary 60% HSC Trial.)**

* 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”.

School Name:

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1	Preliminary Yearly Exam** 40% (Optional)
		Week	Week
		Term 2	Term
Code	Unit of Competency	Date	Date
SITXFSA005	Use hygienic practices for food safety	x	
SITXWHS005	Participate in safe work practices	x	
SITXFSA006	Participate in safe food handling practices	x	
SITHCCC025	Prepare and present sandwiches	x	
SITXCOM007	Show social and cultural sensitivity	x	
SITXCCS011	Interact with customers	x	

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

The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

*** Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competence.

Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

School Name:

Assessment Schedule Year 12 – 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 2	Task 3	Task 4	½ yearly Exam**	Trial Exam** 60%
		Week	Week	Week	Week	Week
		Term 4	Term 5	Term 7	Term	Term
		Date:	Date:	Date:	Date:	Date:
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 **SIT20322 Certificate II in Hospitality**

The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

* Selected units only to be confirmed by your teacher.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competence. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.



Qualification: SIT20421 Certificate II in Cookery

Training Package SIT Tourism, Travel and Hospitality

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

School Name: _____

Assessment Schedule Year 11 - 2024

EXAM 40% (Optional)
Week Term Date

Depending on the achievement of the units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward SIT20421 Certificate II in Cookery.

* 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”.

School Name:_____

Assessment Schedule Year 12 - 2025

Assessment Tasks for SIT20421 Certificate II in Cookery <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 Let’s start cooking and cleaning	Task 4 Pack it up	Task 5 Plate it up	Task 6 There’s no I in team	HSC TRIAL EXAM 60%
		Week	Week	Week	Week	Week
		Term	Term	Term	Term	Term
Code	Unit of Competency	Date	Date	Date	Date	Date
SITHKOP009	Clean kitchen premises and equipment	X				
SITXINV006	Receive, store and maintain stock	X				
SITHCCC026	Package prepared foodstuffs		X			
SITHCCC023	Use food preparation equipment			X		
SITHCCC024	Prepare and present simple dishes			X		
SITHCCC027	Prepare dishes using basic method of cookery				X	
SITHCCC034	Work effectively in a commercial kitchen				X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20421 Certificate II in Cookery.

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.

*** HSC 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”.

Course: Retail Services RTO - Ultimo RTO 90072 Department of Education
Qualification: SIR30216 Certificate III in Retail (Release 4)



Cohort: 2024 – 2025
Training Package: SIR Retail Services (Release 7.0)

School Name: _____

Assessment Schedule Year 11 2024

Assessment Tasks for SIR30216 Certificate III in Retail		Task 1 Safety and Spotless	Task 2 Working in the Industry	Task 3 Customer Service
		Week	Week	Week
		Term 1	Term 1-2	Term 2-3
Code	Unit of Competency	Date	Date	Date
SIRWHS002	Contribute to workplace health and safety	X		
SIRXIND002	Organise and maintain a store environment	X		
SIRXIND001	Work effectively in a service environment		X	
SIRXCOM002	Work effectively in a team		X	
SIRXCEG001	Engage the customer			X
SIRXCEG002	Assist with customer difficulties			X
SIRXCEG003	Build customer relationships and loyalty			X

EXAM 40% (Optional)
Week
Term
Date

Depending on the achievement of units of competency, the possible qualification outcome is a SIR30216 Certificate III in Retail.

The exam will be confirmed by your teacher. This exam may be used for NESA reporting requirements.

* 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 asses is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.



Training Package: SIR Retail Services (Release 7.0)

Assessment Schedule Year 12 2025

Assessment Tasks for SIR30216 Certificate III in Retail		Task 4	Task 5	Task 6
		Sales and Security	Retail General Selling	Stock Control
		Week	Week	Week
		Term 4-5	Term 5-6	Term 7
Code	Unit of Competency	Date	Date	Date
SIRXSL001	Sell to the retail customer	X		
SIRXSL002	Follow point of sale procedures	X		
SIRXRSK001	Identify and respond to security risks	X		
SIRRMER001	Produce visual merchandise displays		X	
SIRXPDK001	Advise on products and services		X	
SIRRINV002	Control stock			X
SIRRINV001	Receive and handle retail stock			X

EXAM 60% (Optional)
Week
Term
Date

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

Sport Coaching
Qualification: SIS30521 Certificate III in Sport Coaching
Cohort 2024 - 2025

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

Training Package SIS Sport, Fitness and Recreation

School Name: _____

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIS30521 Certificate III in Sport Coaching <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 1 Tournament Time	Task 2 The Community Coach	Task 3 Task Name
		Week	Week	Week
		Term	Term	Term
Code	Unit of Competency	Date	Date	Date
HLTWHS001	Participate in workplace health and safety	X		
SISXIND006	Conduct sport, fitness and recreation events	X		
SISSSCO002	Work in a community coaching role		X	
SISSSCO005	Continuously improve coaching skills and knowledge		X	
Insert unit code	Select 1 of 3 electives			X

EXAM (Optional)
Week
Term
Date

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment towards the SIS30521 Certificate III in Sport Coaching.

* This course is not HSC examinable

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”.

School Name:_____

Assessment Schedule Year 12 - 2025

Assessment Tasks for SIS30521 Certificate III in Sport Coaching <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 Insert unit name	Task 4 Coaching the Individual	Task 5 Next Level Coaching	Task 6 First Aid	HSC TRIAL EXAM
		Week	Week	Week	Week	
		Term	Term	Term	Term	
Code	Unit of Competency	Date	Date	Date	Date	Date
Insert unit code	Select 1 of 3 electives	X				
SISSSC0003	Meet participant coaching needs		X			
BSBOPS403	Apply business risk management processes		X			
SISSSC0012	Coach sport participants up to an intermediate level			X		
HLTAID011	Provide first aid				X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIS30521 Certificate III in Sport Coaching.

* This course is not HSC examinable

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”.