

ASSESSMENT INFORMATION YEAR 12 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 NESAs guidelines relating to HSC subjects. NESAs 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 NESAs;*
- 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

1.0 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:

- 1.1** Students are required to submit each assessment task on or before the due date.
- 1.2** 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. 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.
 - 1.2.1** If the task is to be completed in class, the student must be present from the beginning of the day or a zero mark 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.
- 1.3** In general, late submission of an assessment task will result in zero marks being awarded for that task.
 - 1.3.1** 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.
- 1.4** 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.
- 1.5** 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 zero marks 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.
- 1.6** 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.

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.

- 2.0** 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.
- 2.1** 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.
- 2.2** 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 zero marks 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** 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.

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. (NESAs). 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 NESAs 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 will 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 will be handed out or be expected to be completed during this interruption free time. No student will 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.

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.

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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 - 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.	Did you attend /Submit? YES/NO

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.

Student Signature: _____

Date: _____

(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:	
<p>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.)</p>		
<p>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).</p>		
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

Calculate Ascertain/determine from given facts, figures or information

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 whole

SUBJECTS for YEAR 12 2024

HSC SUBJECTS

Ancient History
Biology
Business Studies
Community and Family Studies
Chemistry
Design & Technology
Drama
English Studies
English Standard
English Advanced
Exploring Early Childhood
Food Technology
Industrial Technology
Legal Studies
Mathematics Standard 1
Mathematics Standard 2
Mathematics Advanced
Mathematics Extension 1
Mathematics Extension 2
Modern History
Music 1
Numeracy
Personal Development, Health & Physical Education (PDHPE)
Physics
Science Extension
Society & Culture
Sport, Lifestyle & Recreation (SLR)
Visual Arts

VET

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

HSC ASSESSMENT TASK GRID 2024											SUBJECT: ANCIENT HISTORY				
TASK	SYLLABUS OUTCOMES										40%	20%	20%	20%	DUE DATE
COURSE	AH12-1	AH12-2	AH12-3	AH12-4	AH12-5	AH12-6	AH12-7	AH12-8	AH12-9	AH12-10	KNOWLEDGE AND UNDERSTANDING	HISTORICAL SKILLS	HISTORICAL INQUIRY AND RESEARCH	COMMUNICATION OF HISTORICAL UNDERSTANDING	
Pompeii/Herculaneum source						X		X		X	10	10		5	Term 4 Week 9
Historical period: The Greek World Historical Analysis Task		X	X		X					X	10		10	5	Term 1 Week 11
HSC Trial Examination	X		X	X					X		15	10		5	Term 2 Weeks 9 & 10
Ancient Society					X		X		X		5		10	5	Term 3 Week 6

Outcomes – A student:

AH12-1	accounts for the nature of continuity and change in the ancient world
AH12-2	proposes arguments about the varying causes and effects of events and developments
AH12-3	evaluates the role of historical features, individuals and groups in shaping the past
AH12-4	analyses the different perspectives of individuals and groups in their historical context
AH12-5	assesses the significance of historical features, people, places, events and developments of the ancient world
AH12-6	analyses and interprets different types of sources for evidence to support an historical account or argument
AH12-7	discusses and evaluates differing interpretations and representations of the past
AH12-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH12-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH12-10	analyses issues relating to the ownership, custodianship and conservation of the ancient past

HSC ASSESSMENT TASK GRID 2024

SUBJECT: BIOLOGY

TASK	SYLLABUS OUTCOMES											60%	40%	DUE DATE
COURSE	BIO12-1	BIO12-2	BIO12-3	BIO12-4	BIO12-5	BIO12-6	BIO12-7	BIO12-12	BIO12-13	BIO12-14	BIO12-15	SKILLS IN WORKING SCIENTIFICALLY	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	
Depth Study	X		X	X	X		X			X		15	10	Term 4 Week 8
Data Processing Task		X		X		X	X	X				15	10	Term 1 Week 7
Trial HSC Examination	X	X	X	X	X	X	X	X	X	X		15	15	Term 2 Weeks 9 & 10
Data Processing		X		X		X	X				X	15	5	Term 3 Week 4

Outcomes - A student:

BIO12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO12-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO12-5	analyses and evaluates primary and secondary data and information
BIO12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO12-12	explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
BIO13-13	explains natural genetic change and the use of genetic technologies to induce genetic change
BIO12-14	analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
BIO12-15	explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non- infectious disease

HSC ASSESSMENT TASK GRID 2024											SUBJECT: BUSINESS STUDIES				
TASK	SYLLABUS OUTCOMES										40%	20%	20%	20%	DUE DATE
COURSE	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10	KNOWLEDGE AND UNDERSTANDING	STIMULUS BASED SKILLS	INQUIRY & RESEARCH	COMMUNICATION OF BUSINESS IDEAS	
Operations Task		X			X		X			X	10		5	5	Term 4 Week 8
Marketing Task				X				X	X		10		10	5	Term 1 Week 7
HSC Trial Exam	X		X			X				X	10	10		10	Term 2 Weeks 9 & 10
Human Resources Task			X			X		X	X		10	10	5		Term 3 Week 6

Outcomes - A student:

H1	critically analyses the role of business in Australia and globally
H2	evaluates management strategies in response to changes in internal and external influences discusses
H3	the social and ethical responsibilities of management
H4	analyses business functions and processes in large and global businesses explains
H5	management strategies and their impact on businesses
H6	evaluates the effectiveness of management in the performance of businesses
H7	plans and conducts investigations into contemporary business issues
H8	organises and evaluates information for actual and hypothetical business situations
H9	communicates business information, issues and concepts in appropriate formats
H10	applies mathematical concepts appropriately in business situations

HSC ASSESSMENT TASK GRID 2024

SUBJECT: COMMUNITY & FAMILY STUDIES

TASK	SYLLABUS OUTCOMES														40%	60%	DUE DATE
COURSE	H1.1	H2.1	H2.2	H2.3	H3.1	H3.2	H3.3	H3.4	H4.1	H4.2	H5.1	H5.2	H6.1	H6.2	KNOWLEDGE AND UNDERSTANDING	SKILLS IN CRITICAL THINKING, RESEARCHING, ANALYSING & COMMUNICATING	
Independent Research Project									X	X					5	15	Term 4 Week 9
Groups in Context – Detailed Study					X	X	X								10	15	Term 1 Week 8
Parenting & Caring Case Study		X						X				X			10	15	Term 2 Week 6
HSC Trial Exam	X		X	X							X		X	X	15	15	Term 2 Weeks 9 & 10

Outcomes – A student:

H1.1	analyses the effects of resource management on the wellbeing of individuals, groups, families & communities
H2.1	analyses different approaches to parenting & caring relationship
H2.2	evaluates strategies to contribute to positive relationship & wellbeing of individuals, groups, families & communities
H2.3	critically examine how individuals' rights & responsibilities in various environments contribute to wellbeing
H3.1	analyses the sociocultural factors that lead to special needs of individuals in groups
H3.2	evaluates networks available to individuals, groups & families within communities
H3.3	critically analyses the role of policy & communities structures in supporting structures in supporting diversity
H3.4	critically evaluates the impact of social, legal & technological change in individuals, groups, families & communities
H4.1	justifies and applies appropriate research methodologies
H4.2	communicates ideas, debates issues & justifies opinions
H5.1	proposes management strategies to enable individuals to satisfy their specific needs & to ensure equitable access to resources
H5.2	develops strategies for managing multiple roles and demands of family, work and other environments
H6.1	analyses how the empowerment of women & men influences the way they function within society
H6.2	formulates strategies, plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

HSC ASSESSMENT TASK GRID 2024

SUBJECT: CHEMISTRY

TASK	SYLLABUS OUTCOMES											60%	40%	DUE DATE
COURSE	CH11/12-1	CH11/12-2	CH11/12-3	CH11/12-4	CH11/12-5	CH11/12-6	CH11/12-7	CH12-12	CH12-13	CH12-14	CH12-15	SKILLS IN WORKING SCIENTIFICALLY	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	
Data Processing				X	X	X		X				15	5	Term 4 Week 8
Depth Study	X	X					X	X	X			10	15	Term 1 Week 8
Trial HSC Exam	X	X	X	X	X	X	X	X	X	X		20	10	Term 2 Weeks 9 & 10
Research Report			X		X	X	X				X	15	10	Term 3 Week 4

Outcomes – A student:

CH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5	analyses and evaluates primary and secondary data and information
CH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH12-12	explains the characteristics of equilibrium systems, and the factors that affect these systems
CH12-13	describes, explains and quantitatively analyses acids and bases using contemporary models
CH12-14	analyses the structure of, and predicts reactions involving, carbon compounds
CH12-15	describes and evaluates chemical systems used to design and analyse chemical processes

HSC ASSESSMENT TASK GRID 2024

SUBJECT: DESIGN & TECHNOLOGY

TASK	SYLLABUS OUTCOMES												40%	60%	DUE DATE		
COURSE	H1.1	H1.2	H2.1	H2.2	H3.1	H3.2	H4.1	H4.2	H4.3	H5.1	H5.2	H6.1	H6.2	KNOWLEDGE & UNDERSTANDING	KNOWLEDGE & SKILLS IN DESIGNING & PRODUCING		
Project Proposal Presentation			X				X	X								20	Term 4 Week 8
Innovation and Emerging Case Study				X	X	X							X	20			Term 1 Week 5
Project Development and Management Report									X	X	X	X				30	Term 2 Week 6
HSC Trial Exam	X	X	X	X	X								X	20	10		Term 2 Weeks 9 & 10

Outcomes – A student:

H1.1	critically analyses the factors affecting design and the development and success of design projects
H1.2	relates the practices and processes of designers and producers to the major design project
H2.1	explains the influence of trends in society on design and production
H2.2	evaluates the impact of design and innovation on society and the environment
H3.1	analyses the factors that influence innovation and the success of innovation
H3.2	uses creative and innovative approaches in designing and producing
H4.1	identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
H4.2	selects and uses resources responsibly and safely to realise a quality major design project
H4.3	evaluates the processes undertaken and the impacts of the major design project
H5.1	manages the development of a quality major design project
H5.2	selects and uses appropriate research methods and communication techniques
H6.1	justifies technological activities undertaken in the major design project through the study of industrial and commercial practices
H6.2	critically assesses the emergence and impact of new technologies, and the factors affecting their development

HSC ASSESSMENT TASK GRID – 2024

SUBJECT: DRAMA

TASK	SYLLABUS OUTCOMES																			40%	30%	30%	DUE DATE
COURSE	H1.1	H1.2	H1.3	H1.4	H1.5	H1.6	H1.7	H1.8	H1.9	H2.1	H2.2	H2.3	H2.4	H2.5	H3.1	H3.2	H3.3	H3.4	H3.5	MAKING	PERFORMING	CRITICALLY STUDYING	
Australian Drama and Theatre	X	X			X						X	X			X	X	X	X		10	10	10	Term 4 Week 9
Planning and Development of Individual Performance		X	X		X		X		X	X						X	X			10		10	Term 1 Week 4
Trial HSC examination	X		X		X		X				X				X		X	X	X	10	10	10	Term 2 Weeks 9&10
The Group Project	X		X	X		X		X	X	X			X	X						10	10		Term 3 Week 4

Outcomes – A student:

H1.1	uses acting skills to adopt and sustain a variety of characters and roles
H1.2	uses performance skills to interpret and perform scripted and other material
H1.3	uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works
H1.4	collaborates effectively to produce a group-devised performance
H1.5	demonstrates directorial skills
H1.6	records refined group performance work in appropriate form
H1.7	demonstrates skills in using the elements of production
H1.8	recognises the value of the contribution of each individual to the artistic effectiveness of productions
H1.9	values innovation and originality in group and individual work
H2.1	demonstrates effective performance skills
H2.2	uses dramatic and theatrical elements effectively to engage an audience
H2.3	demonstrates directorial skills for theatre and other media
H2.4	appreciates the dynamics of drama as a performing art
H2.5	appreciates the high level of energy and commitment necessary to develop and present a performance
H3.1	critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements
H3.2	analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses
H3.3	demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements
H3.4	appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies
H3.5	appreciates the role of the audience in various dramatic and theatrical styles and movements

HSC ASSESSMENT TASK GRID 2024										SUBJECT: ENGLISH STANDARD		
TASK	SYLLABUS OUTCOMES									50%	50%	DUE DATE
COURSE	EN 12-01	EN 12-02	EN 12-03	EN 12-04	EN 12-05	EN 12-06	EN 12-07	EN 12-08	EN 12-09	KNOWLEDGE & UNDERSTANDING OF COURSE CONTENT	SKILLS IN RESPONDING TO TEXTS & COMMUNICATION OF IDEAS APPROPRIATE TO AUDIENCE, PURPOSE & CONTEXTS ACROSS ALL MODES	
Common Module In-class Analytical Response	X					X	X			10	10	Term 4 Week 10
Module A Multimodal Task		X	X					X		15	10	Term 1 Week 10
Trial Examination	X		X		X					15	15	Term 2 Week 9
Module C Writing Task and Reflection				X	X				X	10	15	Term 3 Week 5

Outcomes – A student:

EN12-01	independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN12-02	uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EN12-03	analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning
EN12-04	adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
EN12-05	thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments
EN12-06	investigates and explains the relationships between texts
EN12-07	explains and evaluates the diverse ways texts can represent personal and public worlds
EN12-08	explains and assesses cultural assumptions in texts and their effects on meaning
EN12-09	reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

HSC ASSESSMENT TASK GRID 2024										SUBJECT: ENGLISH ADVANCED		
TASK	SYLLABUS OUTCOMES									50%	50%	DUE DATE
COURSE	EA 12-01	EA 12-02	EA 12-03	EA 12-04	EA 12-05	EA 12-06	EA 12-07	EA 12-08	EA 12-09	KNOWLEDGE & UNDERSTANDING OF COURSE CONTENT	SKILLS IN RESPONDING TO TEXTS & COMMUNICATION OF IDEAS APPROPRIATE TO AUDIENCE, PURPOSE & CONTEXTS ACROSS ALL MODES	
Common Module In-class Analytical Response	X					X	X			10	10	Term 4 Week 10
Module A Multimodal Task		X				X		X		15	10	Term 2 Week 2
Trial Examination	X		X		X					15	15	Term 2 Week 9
Module C Writing Task and Reflection				X	X				X	10	15	Term 3 Week 5

Outcomes – A student:

EA12-01	independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EA12-02	uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EA12-03	critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
EA12-04	strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
EA12-05	thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
EA12-06	investigates and evaluates the relationships between texts
EA12-07	evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
EA12-08	explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
EA12-09	reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

HSC ASSESSMENT TASK GRID 2024											SUBJECT: ENGLISH STUDIES		
TASK	SYLLABUS OUTCOMES										50%	50%	DUE DATE
COURSE	ES 12-01	ES 12-02	ES 12-03	ES 12-04	ES 12-05	ES 12-06	ES 12-07	ES 12-08	ES 12-09	ES 12-10	KNOWLEDGE & UNDERSTANDING OF COURSE CONTENT	SKILLS IN: COMPREHENDING TEXTS; COMMUNICATING IDEAS; & USING LANGUAGE ACCURATELY, APPROPRIATELY & EFFECTIVELY	
Common Module Multimodal Task		X				X		X			10	10	Term 1 Week 2
Module C Travel Writing	X						X		X		10	10	Term 1 Week 10
Trial Examination	X				X		X				10	10	Term 2 Week 9
Collection of Classwork All Modules			X	X						X	20	20	Term 3 Week 5

Outcomes: A student

ES12-01	comprehends and responds analytically and imaginatively 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
ES12-02	identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
ES12-03	accesses, comprehends and uses information to communicate in a variety of ways
ES12-04	composes proficient texts in different forms
ES12-05	develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences
ES12-06	uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purposes
ES12-07	represents own ideas in critical, interpretive and imaginative texts
ES12-08	understands and explains the relationships between texts
ES12-09	identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences
ES12-10	monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

HSC ASSESSMENT TASK GRID 2024																	SUBJECT: EXPLORING EARLY CHILDHOOD			
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	
Play Assessment			X				X											15	20	Term 4 Week 8
Children Literature		X													X				30	Term 1 Week 6
Trial Examination				X					X	X	X							15		Term 2 Week 9-10
Young Children and the Law						X			X		X	X						20		Term 3 Weeks 4

Outcomes: A student

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

HSC ASSESSMENT TASK GRID – 2024											SUBJECT: FOOD TECHNOLOGY			
TASK	SYLLABUS OUTCOMES										40%	30%	30%	DUE DATE
COURSE	H1.1	H1.2	H1.3	H1.4	H2.1	H3.1	H3.2	H4.1	H4.2	H5.1	KNOWLEDGE & UNDERSTANDING	DESIGNING, RESEARCH, ANALYSING AND EVALUATING	EXPERIMENTING AND PREPARING FOOD	
Contemporary Nutrition Issues					X		X			X	10	5	15	Term 4 Week 8
Depth Study – Australian Food Industry		X		X		X					10	10		Term 1 Week 6
HSC Trial Exam	X	X			X				X		20			Term 2 Weeks 9 and 10
Food Product Design Project			X					X		X		15	15	Term 3 Week 5

Outcomes – A Student

H1.1	Explains manufacturing processes and technologies used in the production of food products
H1.2	Examines the nature and extent of the Australian Food Industry
H1.3	Justifies process of food product development and manufacture in terms of market, technological and environmental considerations
H1.4	Evaluates the impact of the operation of an organisation within the Australian Food Industry on the individual, society and environment
H2.1	Evaluates the relationship between food, its production, consumption, promotion and health
H3.1	Investigates operations of one organisation within the Australian Food Industry
H3.2	Independently investigates contemporary nutrition issues
H4.1	Develops, prepares and presents food using food product development processes
H4.2	Applies principles of food preservation to extend the life of food and maintain safety
H5.1	Develops, realises and evaluates solutions to a range of food situations

HSC ASSESSMENT TASK GRID 2024

SUBJECT: INDUSTRIAL TECHNOLOGY

TASK	SYLLABUS OUTCOMES																40%	60%	DUE DATE	
COURSE	H1.1	H1.2	H1.3	H2.1	H3.1	H3.2	H3.3	H4.1	H4.2	H4.3	H5.1	H5.2	H6.1	H6.2	H7.1	H7.2	KNOWLEDGE & UNDERSTANDING	KNOWLEDGE & SKILLS MAJOR PROJECT		
Research and Planning Assessment					X	X	X				X								20	Term 1 Week 4
Industry Study Task	X					X									X	X		20		Term 1 Week 7
HSC Trial Exam	X	X	X		X					X		X	X	X	X	X		20	10	Term 2 Weeks 9&10
Major Project and Folio		X		X	X	X	X	X	X	X	X	X	X						30	Term 3 Week 2

Outcomes – A student:

H1.1	Describes the organisation and management of an individual business within the focus area of industry
H1.2	Identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
H1.3	Identifies important historical developments in the focus area industry
H2.1	Describes and uses safe working practices and correct workshop equipment maintenance techniques
H3.1	Sketches, produces and interprets drawings in the production of projects
H3.2	Applies research and problem-solving skills
H3.3	Demonstrates appropriate design principles in the production of projects
H4.1	Demonstrates a range of practical skills in the production of projects
H4.2	Demonstrates competency in using relevant equipment, machinery & processes
H4.3	Identifies and explains the properties and characteristics of materials/components through the production of projects
H5.1	Uses communication and information processing skills
H5.2	Uses appropriate documentation techniques related to the management of projects
H6.1	Identifies the characteristics of quality manufactured products
H6.2	Identifies and explains the principles of quality and quality control
H7.1	Identifies the impact of one related industry on the social and physical environment
H7.2	Identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

HSC ASSESSMENT TASK GRID 2024											SUBJECT: LEGAL STUDIES			
TASK	SYLLABUS										60%	20%	20%	DUE DATE
COURSE	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10	KNOWLEDGE & UNDERSTANDING	INQUIRY & RESEARCH	COMMUNICATION OF INFORMATION	
Crime Task				X			X	X	X		10	5	5	Term 4 Week 10
Human Rights Task		X	X							X	15	5	5	Term 1 Week 9
HSC Trial Exam	X	X		X	X		X			X	25		5	Term 2 Weeks 9 & 10
World Order Research Task	X					X		X		X	10	10	5	Term 3 Week 5

Outcomes – A student:

H1	identifies and applies legal concepts and terminology
H2	describes and explains key features of and the relationship between Australian and international law
H3	analyses the operation of domestic and international legal systems
H4	evaluates the effectiveness of the legal system in addressing issues
H5	explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
H6	assesses the nature of the interrelationship between the legal system and society
H7	evaluates the effectiveness of the law in achieving justice
H8	locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents
H9	communicates legal information using well-structured and logical arguments
H10	analyses differing perspectives and interpretations of legal information and issues

HSC ASSESSMENT TASK GRID 2024

SUBJECT: MATHEMATICS STANDARD 1

TASK NAME	SYLLABUS OUTCOMES										50%	50%	DUE DATE
COURSE	MS1-12-1	MS1-12-2	MS1-12-3	MS1-12-4	MS1-12-5	MS1-12-6	MS1-12-7	MS1-12-8	MS1-12-9	MS1-12-10	UNDERSTANDING, FLUENCY, AND COMMUNICATING	PROBLEM SOLVING, REASONING AND JUSTIFICATION	
Data Investigation		X					X		X	X	15	15	Term 4 Week 9
Open Book Exam	X					X				X	10	10	Term 1 Week 9
HSC Trial Exam	X	X	X	X	X	x	X			X	15	15	Term 2 Week 9 & 10
Network Investigation								X	X	X	10	10	Term 3 Week 4

Outcomes: A student

MS1-12-1	uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS1-12-2	analyses representations of data in order to make predictions and draw conclusions
MS1-12-3	interprets the results of measurements and calculations and makes judgements about their reasonableness
MS1-12-4	analyses simple two-dimensional and three-dimensional models to solve practical problems
MS1-12-5	makes informed decisions about financial situations likely to be encountered post-school
MS1-12-6	represents the relationships between changing quantities in algebraic and graphical forms
MS1-12-7	solves problems requiring statistical processes
MS1-12-8	applies network techniques to solve network problems
MS1-12-9	chooses and uses appropriate technology effectively and recognises appropriate times for such use
MS1-12-10	uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

HSC ASSESSMENT TASK GRID 2024 V2

SUBJECT: STANDARD 2 MATHEMATICS

TASK NAME	SYLLABUS OUTCOMES										50%	50%	DUE DATE
COURSE	MS2-12-1	MS2-12-2	MS2-12-3	MS2-12-4	MS2-12-5	MS2-12-6	MS2-12-7	MS2-12-8	MS2-12-9	MS2-12-10	UNDERSTANDING, FLUENCY, AND COMMUNICATING	PROBLEM SOLVING, REASONING AND JUSTIFICATION	
Assessment 1 Investigation		X					X		X	X	10	10	Term 4 Week 9
Assessment 2 Open book test			X				X		X	X	15	15	Term 1 Week 9
Assessment 3 HSC Trial Exam	X	X	X	X	X	X	X			X	15	15	Term 2 Week 9 & 10
Assessment 4 Open Book Test								X	X	X	10	10	Term 3 Week 4

Outcomes: A student

MS2-12-1	uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts
MS2-12-2	analyses representations of data in order to make inferences, predictions and draw conclusions
MS2-12-3	interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate
MS2-12-4	analyses two-dimensional and three-dimensional models to solve practical problems
MS2-12-5	makes informed decisions about financial situations, including annuities and loan repayments
MS2-12-6	solves problems by representing the relationships between changing quantities in algebraic and graphical forms
MS2-12-7	solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data
MS2-12-8	solves problems using networks to model decision-making in practical problems
MS2-12-9	chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use
MS2-12-10	uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

HSC ASSESSMENT TASK GRID 2024

SUBJECT: ADVANCED MATHEMATICS

TASK NAME	SYLLABUS OUTCOMES										50%	50%	DUE DATE
COURSE	MA12-1	MA12-2	MA12-3	MA12-4	MA12-5	MA12-6	MA12-7	MA12-8	MA12-9	MA12-10	UNDERSTANDING, FLUENCY, AND COMMUNICATING	PROBLEM SOLVING, REASONING AND JUSTIFICATION	
Data Assessment								X	X	X	10	10	Term 4 Week 9
Open Book Exam	X		X		X	X	X			X	15	15	Term 1 Week 8
Trial HSC Exam	X	X	X	X	X	X	X	X		X	15	15	Term 2 Week 9 & 10
Financial Investigation		X		X					X	X	10	10	Term 3 Week 4

MA12-1	uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
MA12-2	models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
MA12-3	applies calculus techniques to model and solve problems
MA12-4	applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
MA12-5	applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
MA12-6	applies appropriate differentiation methods to solve problems
MA12-7	applies the concepts and techniques of indefinite and definite integrals in the solution of problems
MA12-8	solves problems using appropriate statistical processes
MA12-9	chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
MA12-10	constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

HSC ASSESSMENT TASK GRID 2024

SUBJECT: MATHEMATICS EXTENSION 1

TASK	SYLLABUS OUTCOMES							WEIGHTINGS		
COURSE	ME 12-1	ME12-2	ME12-3	ME12-4	ME12-5	ME 12-6	ME 12-7	UNDERSTANDING, FLUENCY AND COMMUNICATING 50%	PROBLEM SOLVING, REASONING AND COMMUNICATING 50%	DUE DATE
Open Book Test	X	X				X	X	10	10	Term 4 Week 10
Assessment 2 Investigation			X		X	X	X	15	15	Term 1 Week 9
Assessment 3 HSC Trial Exam	X	X	X	X	X		X	15	15	Term 2 Week 9 & 10
Open Book Test			X	X		X	X	10	10	Term 3 Week 5

Outcomes – A student:

ME 12 -1	applies techniques involving proof or calculus to model and solve problems
ME 12 -2	applies concepts and techniques involving vectors and projectiles to solve problems
ME 12 -3	applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
ME 12 -4	uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
ME 12 -5	applies appropriate statistical processes to present, analyse and interpret data
ME 12 -6	chooses and uses appropriate technology to solve problems in a range of contexts
ME 12 -7	evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

HSC ASSESSMENT TASK GRID 2024

SUBJECT: MATHEMATICS EXTENSION 2

TASK	SYLLABUS OUTCOMES								WEIGHTINGS		
COURSE	MEX 12-1	MEX 12-2	MEX 12-3	MEX 12-4	MEX 12-5	MEX 12-6	MEX 12-7	MEX 12-8	UNDERSTANDING, FLUENCY AND COMMUNICATING 50%	PROBLEM SOLVING, REASONING AND COMMUNICATING 50%	DUE DATE
Open Book Test	X			X			X	X	10	10	Term 1 Week 2
Investigation	X	X	X				X	X	15	15	Term 1 Week 9
HSC Trial Exam	X	X	X	X	X		X	X	15	15	Term 2 Week 9 & 10
Open Book Test						X	X	X	10	10	Term 3 Week 5

Outcomes – A student:

MEX 12 -1	understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts
MEX 12 -2	chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings
MEX 12 -3	uses vectors to model and solve problems in two and three dimensions
MEX 12 -4	uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems
MEX 12 -5	applies techniques of integration to structured and unstructured problems
MEX 12 -6	uses mechanics to model and solve practical problems
MEX 12 -7	applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems
MEX 12 -8	communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument

HSC 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	
Portfolio	X	X	X	X	X	X	X	X	X	X	X	10	10	Term 4 Week 9
Assignment #	X	X	X	X	X	X	X	X	X	X	X	10	10	Term 1 Week 5
Assignment #	X	X	X	X	X	X	X	X	X	X	X	15	15	Term 2 Week 5
Assignment #	X	X	X	X	X	X	X	X	X	X	X	15	15	Term 3 Week 6

Outcomes will vary for these assessments.
Outcomes: A student

N6-1.1	recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
N6-1.2	applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
N6-1.3	determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
N6-2.1	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	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	chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
N6-2.4	chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
N6-2.5	chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
N6-2.6	chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations

HSC ASSESSMENT TASK GRID 2024										SUBJECT: MODERN HISTORY				
TASK	SYLLABUS OUTCOMES									40%	20%	20%	20%	DUE DATE
COURSE	MH12-1	MH12-2	MH12-3	MH12-4	MH12-5	MH12-6	MH12-7	MH12-8	MH12-9	KNOWLEDGE AND UNDERSTANDING OF COURSE, CONTENT	HISTORICAL SKILLS IN THE ANALYSIS AND EVALUATION OF SOURCES AND INTERPRETATIONS	HISTORICAL INQUIRY AND RESEARCH	COMMUNICATION OF HISTORICAL UNDERSTANDING IN APPROPRIATE FORMS	
Power and Authority Source Based Task				X		X	X					10	10	Term 4 Week 7
National Study Historical Analysis		X	X			X		X		5	5	10	5	Term 1 Week 5
HSC Trial Examination	X	X			X		X		X	20	5		5	Term 2 Weeks 9 & 10
Change in the Modern World Task	X		X	X					X	15			10	Term 3 Week 4

Outcomes – A student:

MH12-1	accounts for the nature of continuity and change in the modern world
MH12-2	proposes arguments about the varying causes and effects of events and developments
MH12-3	evaluates the role of historical features, individuals, groups and ideas in shaping the past
MH12-4	analyses the different perspectives of individuals and groups in their historical context
MH12-5	assesses the significance of historical features, people, ideas, movements, events and developments of the modern world
MH12-6	analyses and interprets different types of sources for evidence to support an historical account or argument
MH12-7	discusses and evaluates differing interpretations and representations of the past
MH12-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
MH12-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

HSC ASSESSMENT TASK GRID 2024												SUBJECT: MUSIC 1							
TASK	SYLLABUS OUTCOMES											10%	10%	10%	25%	15%	15%	15%	DUE DATE
COURSE	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10	H11	PERFORMANCE CORE	COMPOSITION CORE	MUSICOLOGY CORE	AURALCORE	ELECTIVE 1	ELECTIVE 2	ELECTIVE 3	
Practical Workshop	X				X					X	X	10				15			Term 4 Week 7
Half Yearly Exam	X			X			X								10		15		Term 1 Week 5
HSC Trial Exam	X					X			X						15			15	Term 2 Weeks 9 & 10
Topic Portfolio		X	X					X						10	10				Term 3 Week 5

Outcomes – A student:

H1	performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
H2	reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studied
H3	improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
H4	articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
H5	critically evaluates and discusses performances and compositions
H6	critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
H7	understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied
H8	identifies, recognises, experiments with, and discusses the use and effects of technology in music
H9	performs as a means of self-expression and communication
H10	demonstrates a willingness to participate in performance, composition, musicology and aural activities
H11	demonstrates a willingness to accept and use constructive criticism

HSC ASSESSMENT TASK GRID 2024

**SUBJECT:
PERSONAL DEVELOPMENT HEALTH AND
PHYSICAL EDUCATION**

TASK	SYLLABUS OUTCOMES																	40%	30%	30%	DUE DATE
COURSE	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10	H11	H12	H13	H14	H15	H16	H17	KNOWLEDGE AND UNDERSTANDING	SKILLS INFLUENCING PERSONAL HEALTH	SKILLS IN CRITICAL THINKING	
Sports Medicine								X					X			X	X	10	5	10	Term 4 Week 6
Health Priorities	X			X	X									X				10	5	5	Term 1 Week 6
Factors Affecting Performance							X	X		X	X						X	10	10	5	Term 2 Weeks 4
Trial HSC	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	10	10	10	Term 2 Weeks 9 & 10

Outcomes: A student

H1	Describes the nature and justifies the choice of Australia's health priorities
H2	Analyses and explains the health status of Australians in terms of current trends and groups most at risk
H3	Analyses the determinants of health and health inequities
H4	Argues the case for health promotion based on the Ottawa Charter
H5	Explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
H6	Demonstrates a range of personal health skills that enables them to promote and maintain health
H7	Explains the relationship between physiology and movement potential
H8	Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
H9	Explains how movement skill is acquired and appraised
H10	Designs and implements training plans to improve performance
H11	Designs psychological strategies and nutritional plans in response to individual performance needs
H12	Analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport
H13	Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
H14	Argues the benefits of health-promoting actions and choices that promote social justice
H15	Critically analyses key issues affecting the health of Australians and proposes ways of working toward better health for all
H16	Devises methods of gathering, interpreting and communicating information about health and physical activity concepts
H17	Selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

HSC ASSESSMENT TASK GRID 2024

SUBJECT: PHYSICS

TASK	SYLLABUS OUTCOMES											60%	40%	DUE DATE
COURSE	PH11/12-1	PH11/12-2	PH11/12-3	PH11/12-4	PH11/12-5	PH11/12-6	PH11/12-7	PH12-12	PH12-13	PH12-14	PH12-15	SKILLS IN WORKING SCIENTIFICALLY	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	
Mechanics Depth Study	X	X				X	X	X				15	10	Term 4 Week 7
Electromagnetism Depth Study	X	X		X		X	X		X			15	15	Term 1 Week 6
Trial Examination	X	X	X	X	X	X	X	X	X	X	X	20	10	Term 2 Weeks 9 & 10
Data Processing Task			X	X	X	X	X				X	10	5	Term 3 Week 5

Outcomes – A student:

PH12-1	develops and evaluates questions and hypotheses for scientific investigation
PH12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH12-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH12-5	analyses and evaluates primary and secondary data and information
PH12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH12-12	describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PH12-13	explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
PH12-14	describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
PH12-15	explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

HSC ASSESSMENT TASK GRID 2024								SUBJECT: SCIENCE EXTENSION	
TASK	SYLLABUS OUTCOMES							WEIGHTINGS	
COURSE	SE-1	SE-2	SE-3	SE-4	SE-5	SE-6	SE-7		DUE DATE
Literature Review	X		X				X	30%	Term 1 Week 3
Data Processing Examination – Section 2 of SRP	X		X	X	X	X	X	30%	Term 2 Weeks 9 & 10
Scientific Research Report	X	X	X	X	X	X	X	40%	Term 3 Week 2

Outcomes – A student:

SE-1	refines and applies the Working Scientifically processes in relation to scientific research
SE-2	analyses historic and cultural observations, ethical considerations and philosophical arguments involved in the development of scientific knowledge and scientific methods of inquiry
SE-3	interrogates relevant and valid peer-reviewed scientific research to develop a scientific research question, hypothesis, proposal and plan
SE-4	uses statistical applications, mathematical processes and/or modelling to gather, process, analyse and represent reliable and valid datasets
SE-5	analyses and applies the processes used in reliable and valid scientific research to solve complex scientific problems and inform further research
SE-6	analyses and reports on a contemporary issue or an application of science informed by either primary or secondary-sourced data, or both, in relation to relevant publicly available data sets
SE-7	communicates analysis of an argument or conclusion incorporating appropriate scientific language and referencing techniques in a scientific report

HSC ASSESSMENT TASK GRID 2024											SUBJECT: SOCIETY AND CULTURE			
TASK	SYLLABUS OUTCOMES										50%	30%	20%	DUE DATE
COURSE	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10	KNOWLEDGE AND UNDERSTANDING	SOCIAL AND CULTURAL RESEARCH	COMMUNICATION	
Social & Cultural Continuity Change Research Task	X				X	X	X				10	10	5	Term 4 Week 7
PIP progress						X	X	X		X	5	5	5	Term 1 Week 8
HSC Trial Examination	X	X		X					X	X	25		5	Term 2 Weeks 9 & 10
Depth Study Research Task			X		X		X			X	10	15	5	Term 3 Week 5

Outcomes – A student:

H1	evaluates and effectively applies social and cultural concepts
H2	explains the development of personal, social and cultural identity
H3	analyses relationships and interactions within and between social and cultural groups
H4	assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy
H5	analyses continuity and change and their influence on personal and social futures
H6	evaluates social and cultural research methods for appropriateness to specific research tasks
H7	selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias
H8	uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex
H9	applies complex course language and concepts appropriate for a range of audiences and contexts
H10	communicates complex information, ideas and issues using appropriate written, oral and graphic forms

HSC ASSESSMENT TASK GRID 2024

SUBJECT: SPORT, LIFESTYLE AND RECREATION (SLR)

TASK		SYLLABUS OUTCOMES																				50%	50%	DUE DATE			
COURSE		1.1	1.2	1.3	1.4	1.5	1.6	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 & UNDERSTANDING	SKILLS	
1	Aquatics Test			X														X						X	30		Term 4 Week 8
	Resistance Training			X								X		X													30
2	Coaching Theory Task							X																X	20		Term 2 Week 8
	Coaching Practical Task												X								X						20

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.
1.5	Critically analyses the factors affecting lifestyle balance and their impact on health status
1.6	Describes administrative processes 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.
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 goals
4.2	Makes strategic plans to overcome the barriers to personal and community health
4.3	Demonstrates leadership skills and a capacity to work cooperatively in movement context
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.

HSC ASSESSMENT TASK GRID 2024

SUBJECT: VISUAL ARTS

TASK	SYLLABUS OUTCOMES										50%	50%	DUE DATE
COURSE	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10	MAKING	ART CRITICISM & ART HISTORY	
Half Yearly Exam									X	X		20	Term 1 Week 4
BOW & Process Diary	X	X	X	X							20		Term 1 Week 6
HSC Trial Exam							X	X	X	X		30	Term 2 Weeks 9 & 10
Final BOW & Process Diary					X	X					30		Term 3 Week 3

Outcomes – A student:

H1	initiates and organises art making practice that is sustained, reflective and adapted to suit particular conditions
H2	applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
H3	demonstrates an understanding of the frames when working independently in the making of art
H4	selects and develops subject matter and forms in particular ways as representations in art making
H5	demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
H6	demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
H7	applies their understanding of practice in art criticism and art history
H8	applies their understanding of the relationships among the artist, artwork, world and audience
H9	demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
H10	constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

VET



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072
BUSINESS SERVICES ASSESSMENT SCHEDULE
 Preliminary Year 2023 - HSC 2024
 QUALIFICATION: BSB30120 Certificate III in Business
 Training Package: BSB Business Services (Version 8)

NESA Course Code:
 2 U X 2 YR - 26111
2023 HSC Exam: 26199
LMBR UI Code:
 BSB30120126111B

TERM	UOC CODE	Unit of Competency	AQF Core/Elective	HSC STATUS	HSC INDICATIVE HOURS	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
6 PRELIMINARY UOCs							240 Indicative Hours over 2 y 35 hrs Work placement
Term 1	BSBTEC201 BSBTEC202	Use business software applications Use digital technologies to communicate in the work environment	E E	M E	15 10	Cluster 1: Let's get tech savvy Direct observation, produce based method, questioning	
Terms 1- 2	BSBWHS311 BSBINS302	Assist with maintaining workplace safety Organise workplace information	C E	M E	20 20	Cluster 2: Organise business safety Direct observation, produce based method, questioning	
Terms 2- 3	BSBXC301 BSBOPS201	Engage in workplace communication Work effectively in business environments	C E	M E	15 25	Cluster 3: Working in industry Direct observation, produce based method, questioning	40% Preliminary Exam Term 3 Weeks 8 & 9
7 HSC UOCs							35 hrs Work placement 60% Trial HSC Exam Term 2 Weeks 9 & 10 The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision
Term 4	BSBPEF201	Support personal wellbeing in the workplace	C	M	10	Cluster 4: Wellbeing Direct observation, produce based method, questioning	
Terms 4-5	BSBPEF301 BSBTEC301	Organise personal work priorities Design and produce business documents	E E	M E	20 25	Cluster 5: Mastering document design Direct observation, produce based method, questioning	
Terms 5-6	BSBSUS211 BSBTWK301 BSBTEC303	Participate in sustainable work practices Use inclusive work practices Create electronic presentations	C C E	M M E	15 15 15	Cluster 6: Sharing is caring Direct observation, produce based method, questioning	
Term 7	BSBCRT311	Apply critical thinking skills in a team environment	C	M	20	Cluster 7: Thinking critically Direct observation, produce based method, questioning	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 225			Units of competency from the HSC focus areas will be included in the optional HSC examination.	



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072
CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE
Preliminary Year 2023 – HSC 2024

QUALIFICATION: CPC20220 - Certificate II in Construction Pathways (Release 6) and
Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)
Training Package: CPC08 - Construction, Plumbing and Services (Release 9.9)

NESA course code
2 U X 2 YR - 26211
2022 HSC Exam:
26299
LMBR UI Code:
CPC20220126211B or
CPC20120126211B

TERM	Unit Code	Units Of Competency	AOE CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment
6 PRELIMINARY UOCs						
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	CP-E	M		Cluster 1 – GIT (White Card)
Term 1	CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	CP-C	M	20	Cluster 2 – Work Safe Stay Safe
Term 2	CPCCCM1001 CPCCCOM1015	Undertake basic estimation and costing Carry out measurements and calculations	CP-C CP-C	M M	35	Cluster 3 – Working it out
Term 3	CPCCCOM2001 CPCCPOM1013	Read and interpret plans and specifications Plan and organise work	C-C CP-C	M M	35	Cluster 4 – Project Planning
11 HSC UOCs						
Terms 4/5 Option 1	CPCCBL20001 CPCCBL2002	Handle and prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment	CP-E C-E	E E	30	Cluster 5 – Brick and Blocklaying
Terms 4/5 Option 2	CPCCWF2002 CPCCCM2013	Use wall and floor tiling tools and equipment Undertake basic installation of wall tiles	CP-E C-E	E E	35	Cluster 5 – Wall and Floor Tiling
Terms 4/5 Option 3	CPCCJN2001 CPCCJN3004	Assemble components Manufacture and assemble joinery components	CP C-E	E E	40	Cluster 5 – Joinery
Terms 4/5/6/7	CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials	CP-E C CP-E	E M E	50	Cluster 6 – Tools, Equipment and Materials
Terms 5/6/7	CPCCVE1011 CPCCOM1012	Undertake a basic construction project Work effectively and sustainably in the Construction Industry	C CP-C	M M	55	Cluster 7 – Major Project
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.				Total hours	235-240 245	Units of competency from the HSC focus areas will be included in the optional HSC examination.

HSC requirements
Exam estimate mark & weighting to total 100%

240 Indicative Hours over 2 years

40% Preliminary Exam
Term 3 Weeks 8 & 9

35 hrs. Work placement

35 hrs. Work placement

60% Trial HSC Exam
Term 2 Weeks 9 & 10
The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.

PUBLIC SCHOOLS NSW ULTIMO RTO 90072

STATEMENT OF ATTAINMENT INDUSTRY CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2023 - HSC 2024

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



Education

NESA code
2 U X 2 YR - 26401
2023 HSC Exam: 26499
LMBR UI Code:

Training Package: CUA Creative Arts and Culture (version 5.1)

(11 OR 12) CUA30420326401B

TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE HOURS	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
6 PRELIMINARY UOCs							240 Indicative Hours over 2 years
Term 1	CPCWHS1001	Prepare to work safely in the construction industry	E	M	10	Cluster 1 – White Card Credit transfer for this unit when delivered by another RTO. Please insert name of RTO who delivered.....	35 hrs Work placement
Term 1/2	CUAWHS312 CUASOU331	Apply work health and safety practices Undertake live audio operations	E E	M M	15 25	Cluster 2 – Safe and Sound Written Questioning, Direct Observation, Product based methods, portfolio	40% Preliminary Exam Term 3 Weeks 8 & 9
Term 2/3	CUALGT311 CUASTA212	Operate basic lighting Assist with bump in and bump out of shows	E E	M E	25 20	Cluster 3 – Bump in the Light Written Questioning, Practical documentation, Direct Observation of Practical Work	
Term 3	CUAIND311	Work effectively in the creative arts industry	C	M	20	Cluster 4 – Working in the Industry TBC	
6 HSC UOCs							
Term 4/5	SITXCCS006 CUASOU306 CUAVSS312	Provide services to customers Operate sound reinforcement systems Operate vision systems	E E E	M E M	20 20 25	Cluster 5 – To Project and Serve Direct observation of simulated project-based activity, Research and response, Quiz, Case studies, Direct observation of role play	35 hrs Work placement 60% Trial HSC Exam Term 2 Weeks 9 & 10
Term 6/7	CUASTA311 CUASMT311 CUAIND314	Assist with production operations for live performances Work effectively backstage during performances Plan a career in the creative arts industry	E E C	M E E	25 20 20	Cluster 6 – Showtime! Knowledge Questions, Product based methods, Portfolio of Evidence, Direct Observation, Career Research and Resume Writing	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
OPTIONAL Unit delivered in Term X	HLTAID011 (optional)	Provide first aid (optional) (to be delivered by an external RTO) Please ensure school retains the Statement of Attainment from the external RTO for each student	E	E	20	Credit transfer for this unit when delivered by another RTO. Please insert name of RTO who delivered.....	
NESAs requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 265		Units of competency from the HSC focus areas will be included in the optional HSC examination.		

Cookery Qualification SIT20421 Certificate 11 in Cookery

Cohort 223-2024

Training Package SIT Tourism, Travel and Hospitality (version 2.1)

Assessment Schedule Year 11 - 2023

Assessment Tasks for SIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1	Task 2	
		Week	Week	Week
Code	Unit of Competency	Term 2 Date	Term 3 Date	Term 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		
SITHKOP009	Clean kitchen premises and equipment		x	
SITXINV006	Receive, store and maintain stock		x	

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

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 component

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 competency. 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.

Assessment Schedule Year 12 – 2024

Cookery Qualification: SIT20421 Certificate 11 in Cookery

Cohort 2023-2024

Training Package SIT Tourism, Travel and Hospitality (version 2.1) Assessment Tasks for SIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 3	Task 4	Task 5	½ yearly exam (Optional)	Trial Exam**
		Week	Week		Week	Week
		Term 4 Date:	Term 5 Date:	Term 7 Date:	Term Date:	Term Date:
Code	Unit of Competency					
SITHCCC026	Package prepared foodstuffs	X				
SITHCCC023	Use food preparation equipment		X			
SITHCCC024	Prepare and present simple dishes		X			
SITHCCC027	Prepare dishes using basic methods of cookery			X		
SITHCCC034	Work effectively in a commercial kitchen			X		

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

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.



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072
 RETAIL SERVICES CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE
 Preliminary Year 2023 - HSC 2024

QUALIFICATION: SIR30216 Certificate III in Retail (Release 4)
 Training Package: Retail Services (Release 7.0)

NESA course code
 2 U X 2 YR - 26911
 HSC Exam: 26999
 LMBR UI Code:
 (11 OR 12)
 SIR30216126911B

TERM	Unit Code	Units Of Competency	ACF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%
7 PRELIMINARY UOCs							240 Indicative Hours over 2 years
Term 1	SIRXWHS002 SIRXIND002	Contribute to workplace health and safety Organise and maintain a store environment	C E	M E	15 10	Cluster A: Safety and Spotless Written task, online quiz, practical and teacher observation	
Term 1-2	SIRXIND001 SIRXCOM002	Work effectively in a service environment Work effectively in a team	C C	M M	20 15	Cluster B: Working in the industry Research, self/peer assessment, simulation, presentation	35 hrs Work placement
Term 2-3	SIRXCEG001 SIRXCEG002 SIRXCEG003	Engage the customer Assist with customer difficulties Build customer relationships and loyalty	C C C	M E E	20 20 20	Cluster C: Customer Service Teacher observation, written task, portfolio of evidence	40% Preliminary Exam Term 3, Weeks 8 & 9
7 HSC UOCs							35 hrs Work placement
Term 4-5	SIRXSLS001 SIRXSLS002 SIRXRSK001	Sell to the retail customer Follow point of sale procedures Identify and respond to security risks	C E C	M M M	15 15 15	Cluster D: Sales & Security Questioning, scenario, role play	
Term 5-6	SIRRMER001 SIRXPDK001	Produce visual merchandise displays Advise on products and services	E E	S S	20 20	Cluster E: Retail General Selling Scenario, direct observation of practical work, written questioning	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Term 7	SIRRINV002 SIRRINV001	Control stock Receive and handle retail stock	E E	E E	20 15	Cluster F: Stock Control Written questioning, scenario, direct observation of practical work	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 245			Units of competency from the HSC focus areas will be included in the optional HSC examination.	



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072
SPORT COACHING – CERTIFICATE III BOARD ENDORSED COURSE ASSESSMENT SCHEDULE
Preliminary Year 2022 - HSC 2023

QUALIFICATION: SIS30521 Certificate III in Sport Coaching
 Training Package: SIS Sport, Fitness and Recreation (Version 4)

NESA Course:
50418
LMBR UI Code:
(11 or 12)
SIS30521150418

TERM	Unit Code	Units Of Competency	AQF COR E /	HSC STS	HSC IND	Assessment Task Cluster & Methods of Assessment	HSC requirements
4 Preliminary UOC's							
Term 1-2	HLTWHS001 SISXIND006	Participate in workplace health and safety Conduct sport, fitness and recreation events	C E - E	C E	15 30	Cluster 1: Tournament Time Direct Observation, Product Based Method and Questioning.	240 Indicative hours over 2 years
Term 2-3	SISSSCO002 SISSSCO005	Work in community coaching role Continuously improve coaching skills and knowledge	C C	C C	30 30	Cluster 2: The Community Coach Research and Questioning, Portfolio of Evidence and Evaluation and Classroom Discussion	
6 HSC UOCs							
Term 3-4	SISSSOF002	Continuously improve officiating skills and knowledge	E-E	E	15	Cluster 3: (Complete 2 of the 3 elective options) a) Officiating in Sport – Online and Student Developed Quiz, Portfolio of Evidence and Consultation Form, Officiating and Evaluation b) Inclusive Coaching – Questioning, Portfolio of Evidence, Coaching Session and Evaluation c) Strength and Conditioning – Fitness Portfolio, Session Plan and Fitness Diary, Session Delivery and Evaluation	Minimum 35 hrs mandatory work placement
	SISXDIS001	Facilitate inclusion for people with a disability	E-E	E	20		
	SISXCAI009	Instruct strength and conditioning techniques	E-E	E	25		
Term 5-6	SISSSCO003 BSBOPS403	Meet participant coaching needs Apply business risk management processes	C C	C C	30 25	Cluster 4: Coaching the Individual Direct Observation, Product Based Method and Questioning.	School may choose to insert examination weighting/s
Term 7	SISSSCO012	Coach sports participants up to an intermediate level	E-A	E	30	Cluster 5: Next Level Coaching Direct Observation, Product Based Method and Questioning.	
Stand alone Unit delivered in Term X	HLTAID011	Provide First Aid (to be delivered by an external RTO OR approved trainer from RTO 90072 ONLY)	C	C	20	Cluster 6: First Aid Approved trainers will have access to the IVET learners' platform for RTO 90072 delivery and assessment OR Credit Transfer when this unit is delivered by another RTO. Please ensure school retains the Statement of Attainment from the external RTO for each student	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours: 240/245/250			This course is a VET Board Endorsed Course and does not count towards the ATAR. No HSC exam in this course.	

