



Creating Opportunities Achieving Success

480 Argyle Street Picton 2571 02 4677 1242 Picton-H.School@det.nsw.edu.au

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.

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

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 three 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 and written feedback within a timely manner.

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 their level of achievement against course performance descriptors/ HSC band descriptors. Students will NOT be told their school awarded assessment mark for HSC subjects.

What does it mean to 'satisfy course requirements?

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

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

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

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



PICTON HIGH SCHOOL

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Senior Assessment Policy

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 by completing the required documentation.

- 1.1 Students are required to submit each assessment task on or before the due date using the required submission format.
- 1.2 On the due date, each student must submit their assessment task via the required format by 9:00 am. If submitting a physical copy 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 High School 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.
- In exceptional circumstances, a student may be granted an extension of time without incurring a penalty. Any student who anticipates that they 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 using the appropriate form and countersigned by a parent. It must also be completed on the appropriate Picton High School Change of Assessment Due Date Form, which is available on the school website. In most circumstances additional documentation i.e., a medical certificate will be required.

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, and additional documentation where required is provided.
- 1.5 If the reason offered is acceptable and 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.
- 1.6 In some circumstances the teacher may deem it appropriate to issue an alternative task.
- 1.7 Students are not to assume the extension of time will be granted. If an extension of time is not granted, and the assessment task is submitted after the due date, the automatic penalty of zero marks awarded for the task will be applied.
- 1.8 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
- 1.9 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 HSC 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.

2.0 HSC practical submissions

- 2.1 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.
- 2.2 If a student wishes to work on a Major Work outside their scheduled classes, a *Major Work Variation of Routine Form* must be completed and signed by the student, classroom teacher and Major Work teacher.

3.0 Missed Assessment Tasks

- 3.1 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 they are unable to complete that task at this time.
- 3.2 If a student wishes to work on a Major Work outside their scheduled classes, a *Major Work Variation of Routine Form* must be completed and signed by the student, classroom teacher and Major Work teacher.
- 3.3 If a student knows it is inevitable that they will miss an assessment task, or has missed an assessment task, they should contact the Head Teacher responsible for the course immediately after the fact is known.
- 3.4 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 using the appropriate documentation.
- 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 to notify of impending absences).
- 3.6 Written evidence such as a medical certificate and a completed *Change of Assessment Due Date* Form must be submitted to the Head Teacher. The Head Teacher, in consultation with the class teacher and Head Teacher Secondary Studies, 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.
- 3.7 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.
- 3.8 Each teacher will notify a student's parent/carer, in writing, that the student has missed the assessment task without sufficient documentation. This notification will be in the form of a Warning of Non-Completion 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.

4.0 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. Picton High School uses Turnitin this purpose.
- 4.2 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.

- 4.3 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.
- 4.4 Plagiarism is considered to have occurred when a student pretends to have written, created or developed work that has originated from another source. When using work that has originated from another source, students must acknowledge the source material in accordance with the course specific requirements. For example, using the work of a published author or copying substantially from a website without acknowledgement is plagiarism. Plagiarism will be penalised, and the penalty will be based on the degree to which the student has made an original contribution to completing the task.
- 4.5 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.
- 4.6 Students are not to be in possession of a mobile phone during an assessment task. No mobile phone is to be brought into a classroom or examination centre during an assessment task.
- 4.7 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. Copying is cheating and may result in a zero for an assessment or a complete course being withheld.
 - 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. NESA also encourages this practice. However, students must be aware of the difference between collaboration, copying and collusion.
- 4.8 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. Copying is cheating and may result in a zero for an assessment or a complete course being withheld.
- 4.9 Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

- Sharing answers to an assessment with other students and/or
- Submitting work that has been substantially contributed to by another person, such as student, parent, coach or subject expert, and/or
- Contract cheating by outsourcing work to a third party, and/or
- Unauthorised use of artificial intelligence technologies
- 4.9 Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.
- 4.10 Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA or the HSC.

Malpractice Register

Schools register with NESA via Schools Online all instances where a student is 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 will all be recorded.

5.0 Assessing students who enrol during a Preliminary or HSC Course

Any student who has not been enrolled at Picton High School 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:

- 5.1 The student's performance will be ranked according to scores obtained for the first assessment period report after enrolment at Picton High School. 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 enrols at Picton High School 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.

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

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

7.0 Assessment Reviews

- Any student who wishes to appeal 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.
- 7.2 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 Assessment 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.
- 7.3 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.
- 7.4 Before seeking such a review, students should consult Section 9 of the Assessment, Certification and Examination (A.C.E.) Manual.

8.0 Vocational and Educational Training (VET)

- 8.1 Work placement is a mandatory HSC requirement, however failure to attend does not impact on the AQF qualification.
- 8.2 Students who do not complete at least 70 hours of work placement over the two years will not have the course recognised by the NESA. This will mean that students will receive an N Determination for the Preliminary Course if 35 hours has not been completed and for the HSC course if the minimum of 70 hours has not been completed. The N Determination can be overturned by the school once the work placement has been completed.
- 8.3 It is each student's responsibility to submit other assessment tasks on time. Negotiation between the student and subject teacher/ Head Teacher will be required for any assessment tasks scheduled during the work placement week. Students may be required to hand in the completed task before they commence Work Placement if a physical in-class submission is required. Alternate arrangements for any in-class assessment tasks must also be negotiated with your teacher BEFORE Work Placement. Digital submissions must be submitted by the due date. Work Placement is not a reason for non-completion of assessment tasks.



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Licence announcement – Secondary Education

Thousands of institutions around the world use Turnitin every day to the support academic integrity of student submissions by ensuring students are submitting their own, original work

By using Turnitin at Picton High School we are not only preserving the academic integrity of our assessments, we are also setting our students up for success in their future studies and careers.

By using Turnitin for our written assessments, students will be empowered to:

- Identify unintentional plagiarism in their writing,
- Remove unintentional plagiarism through improved paraphrasing, synthesising and citation skills,
- Avoid plagiarism in the future through improved academic writing skills and an increased understanding
 of what it means to write with integrity and
- Progress to tertiary or further education equipped with the academic writing skills they need to succeed.

Our teachers will be empowered to:

- Compare the text in student submission with a vast repository of past student submissions, internet content and academic publications.
- Detect intention and intentional use of plagiarism and Artificial Intelligence and turn it into a teaching moment, to ensure student grow from their mistakes and
- Apply meaningful feedback to guide student improvement in a timely manner.

Turnitin will be integrated with Canvas, our learning management system, to ensure the process of submission and reviewing Turnitin's similarity report is easy and efficient.

For further information, you can visit www.Turnitin.com

Please note, all students are encouraged to use Turnitin to check for AI / plagiarism before submitting the final copy of any task to ensure the work is sufficiently their own.



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9.0 Senior Examination Procedures

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.

Aim:

- 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 should not talk once they enter the examination room.
- Mobile phones and electronic devices, including smart watches, must be switched off and left in bags in designated areas
- According to the NESA guidelines, students must remove wrist watches 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 exam.
- No equipment may be borrowed from or shared between students during an exam, 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 to be used throughout the examination.
- Students are permitted to bring a bottle containing water into the exam 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 will receive a mark of zero for the examination.
- Any student who creates a major disturbance during an exam will be removed from the exam room and sent to a deputy for disciplinary action. They will receive a mark of zero for that particular examination.
- 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 cannot occur within the first 30 minutes or the last 15 minutes of the examination.
- If a student chooses to leave an examination early, they must raise their hand and obtain permission from the examination supervisors before leaving their seat. This cannot occur within the first 30 minutes or the last 15 minutes of the examination.
- If a student cannot attend an examination due to illness or misadventure, the student needs to obtain appropriate documentation such as a medical certificate, a subpoena from a court or a death notice. This documentation must be attached to a completed Change of Assessment Due Date form and submitted to the Head Teacher Secondary Studies, on their return to school, so that an alternate exam time 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 a Warning of Non-Completion Notification.
- If for whatever reason there is a clash with the examination timetable due to TAFE or another examination, you must notify the Head Teacher of Secondary Studies in person, at least 48 hours before the scheduled examination.
- There should be an interruption free period prior to every structured senior exam session. This interruption free period will be placed on the school timetable for the week prior to the Trial HSC exams and the Year 11 Yearly exams. No assessment tasks should be handed out or be expected to be completed during this interruption free time. No student should be expected to attend excursions, out of class events, complete work placement or work experience during this interruption free period.
- If you are absent on the day of an examination, you need to notify the school within 24 hours. A Doctor's Certificate then needs to be provided to the Head Teacher of Secondary Studies upon your immediate return to school.
- Students should expect to receive their marks and written feedback about their performance in the exam within a timely manner.



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10.0 Student Drafts Procedures

Rationale:

These procedures are intended to provide guidance and support for staff and students in the completion of written tasks, in order to provide a balance between staff supporting students in creating their best possible work and excessively contributing to their work via draft feedback.

Aim:

To ensure that the process of drafting assists students in refining their work for the purpose of producing the highest-quality assessment submissions.

Procedures:

- Drafting is encouraged, but not compulsory.
- When students want feedback on a draft, they must submit to their teacher digitally via Turnitin.
- Any individualised feedback required for written drafts should occur outside of class time.
- As per Picton High School policy, students can submit a maximum of TWO drafts per assessment task to their teacher for feedback. The cut-off date for draft submission is 7 calendar days before the task is due, so if a task is due on a Friday, then the latest day for a draft submission is the previous Friday evening.



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Assessment Submission Variation Form

A digital version of this form is available on the Picton High School website

You need to complete this form:

- O If you are absent on the day of an examination or when an assessment is due
- O You cannot for any reason submit an assessment when on the due date.

A doctor's certificate or supporting evidence will also need to be provided to your classroom teacher.

You will also be required to negotiate with your class teacher or the Head Teacher of Secondary Studies an alternative due date for an assessment task or the examination.

Assessment Name:		
Assessment Due Date:	Teacher Supervising:	_
Alternative Assessment Due Date:		
Reason for change application:		
Describe for the reason for change:		
Signature of Teacher	Date:	
Signature of Student:		
Name of Parent :	Signature:	
Date:		

Please ensure you attach any supporting documentation to this form



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Major Work Variation of Routine Form

Any student who wishes to work on a Major Work outside their scheduled class time must have this form completed prior to the lesson they wish to miss. Students must negotiate with classroom teachers to complete any missed work.

Failure to complete this form will result in a Warning of Non-Completion Letter (N Warning) being issued.

Student Name:	Date:
Class to be missed:	Teacher Supervising:
Reason for Lesson being missed:	
I agree to complete all work missed during the period I am Signature of Student:	
Signature of Teacher who will be supervising student:	
Teacher of Class Being Missed :	Signature:

Once completed form is to be handed to Student Central so that student location is recorded.



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Assessment Appeal Form

Any student who wishes to appeal an assessment result must, within five school days, submit their concerns in writing using this 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.

Student Name:	Date:
Subject:	Teacher's Name:
Please give details of the reason for the appeal:	
Action Taken (To be completed by the appeal committee):	
Name of student:	Signature of student:
Data:	

HSC Glossary of key terms

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 2025

HSC SUBJECTS

Agriculture

Ancient History

Biology

Business Studies

Community and Family Studies

Chemistry

Design & Technology

Drama

English Studies

English Standard

English Advanced

English Extension 1

English Extension 2

Exploring Early Childhood

Food Technology

History Extension

Industrial Technology

Legal Studies

Marine 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

Visual Design (new grid this year)

VET

Construction
Entertainment Industry

Hospitality (Food and Beverage)

Hospitality (Kitchen Operations Cookery)

Retail Services

Sport Coaching

D	HSC SSESSMENT OUE DATES ERM 4 2024	Agriculture	Ancient History	Biology	Business Studies	Community & Family Studies	Chemistry	Design & Technology	Drama	English Studies	English Standard	English Advanced	Englis Extension 1	English Extension 2	Exploring Early Childhood	Food Technology	History Extension	Industrial Technology	Legal Studies	Marine Studies	Mathematics Standar 1	Mathematics Standard 2	Mathematics Advanced	Mathematics Extension 1	Mathematics Extension 2	Modern History	Music 1	Numeracy	PDHPE	Physics	Science Extension	Society & Culture	Sport, Lifestyle & Recreation (SLR)	Visual Arts	Visual Design	VET Construction	VET Entertainment Industry	VET Hospitality (Food & Beverage)	VET Hospitality (Kitchen Operations Cookery)	VET Retail Services	VET Sports Coaching
Wk1	Mon 14 Oct - 18 Oct																																								
Wk2	21 Oct – 25 Oct																																								
Wk3	28 Oct – 1 Nov																																								
Wk 4	4 Nov - 8 Nov																																								
Wk 5	11 Nov – 15 Nov																																								
Wk 6	18 Nov – 22 Nov																			х									х												
Wk7	25 Nov – 29 Nov																					х				х	х			х		х									
Wk8	2 Dec – 6 Dec	х		х	x		х	х							х	х																	х								
Wk9	9 Dec - 13 Dec		х			x															x		х	х				x													
Wk 10	16 Dec - Wed 18 Dec								х	х	х	х						х	х																х						

D	HSC SSESSMENT OUE DATES ERM 1 2025	Agriculture	Ancient History	ВіоІоду	Business Studies	Community & Family Studies	Chemistry	Design & Technology	Drama	English Studies	English Standard	English Advanced	English Extension 1	English Extension 2	Exploring Early Childhood	Food Technology	History Extension	Industrial Technology	Legal Studies	Marine Studies	Mathematics Standard 1	Mathematics Standard 2	Mathematics Advanced	Mathematics Extension 1	Mathematics Extension 2	Modern History	Music	Nimoracy	PDHPE	Science Extension	Society & Culture	Sport, Lifestyle & Recreation (SLR)	Visual Arts	Visual Design	VET Business Services	VET Construction	VET Entertainment Industry	VET Hospitality (Food & Beverage)	VET Hospitality (Kitchen Operations)	VET Retail Services	VET Sport Coaching	
Wk1	Thur 6 Feb – Fri 7 Feb																																									
Wk 2	Mon 10 Feb – Fri 14 Feb													х											х																	
Wk3	Mon 17 Feb – Fri 21 Feb																																									
Wk 4	Mon 24 Feb – Fri 28 Feb																	х												х			х									
Wk 5	Mon 3 Mar – Fri 7 Mar							x					х													х	x :	x														
Wk 6	Mon 10 Mar – Fri 14 Mar								х						x	x						х							х				х									
Wk7	Mon 17 Mar – Fri Fri 21 Mar			х	х													х		х																						
Wk8	Mon 24 Mar – Fri 28 Mar	х				х	х										х						х								х						T					
Wk 9	Mon 31 Mar – Fri 4 Apr																		х		х			х	х							х										
Wk 10	Mon 7 Apr – Fri 11 Apr		х							х	х			х																												

C	HSC SSESSMENT OUE DATES ERM 2 2025	Agriculture	Ancient History	Biology	Business Studies	Community & Family Studies	Chemistry	Design & Technology	Drama	English Studies	English Standard	English Advanced	English Extension 1	English Extension 2	Exploring Early Childhood	Food Technology	History extension	Industrial Technology	Legal Studies	Marine Studies	Mathematics Standard 1	Mathematics Standard 2	Mathematics Advanced	Mathematics Extension 1	Mathematics Extension 2	Modern History	Numeracy	PDHPE	Physics	Science Extension	Society & Culture	Sport, Lifestyle & Recreation (SLR)	Visual Arts	Visual Design	VET Business Services	VET Construction	VET Entertainment Industry	VET Hospitality (Food & Beverage)	VET Hospitality (Kitchen Operations)	VET Retail Services	VET Sports Coaching
Wk1	Wed 30 Apr – Fri 2 May																																								
Wk 2	Mon 5 May – Fri 9 May											х																													
Wk3	Mon 12 May – Fri Fri 16 May																																								
Wk 4	Mon 19 May – Fri 23 May																											х													
Wk 5	Mon 26 May – Fri 30 May												x														×	1													
Wk6	Mon 2 Jun – Fri 6 Jun					x		x						х																											
Wk7	Tue 10 Jun – Fri 13 Jun																	x																							
Wk8	Mon 16 Jun – Fri 20 Jun																			х												х									
Wk9	Mon 23 Jun – Fri 27 Jun	х	x	x	x	x	x	x	х	x	x	x			x	x	x	x	x		x	x	x	x :	()	х	(х	х	х	х		х		x	x	x	х	х	x	х
Wk 10	Mon 30 Jun – Fri 4 Jul	х	х	x	x	х	x	х	х						х	х	x	x	х		x	х	х	x	,	х	(х	х	x	х		х	х	x	x	x	х	х	х	х

	HSC ASSESSMENT DUE DATES TERM 3 2025	Agriculture	Ancient History	Biology	Business Studies	Community & Family Studies	Chemistry	Design & Technology	Drama	English Studies	English Standard	English Advanced	English Extension 1	English Extension 2	Exploring Early Childhood	Food Technology	History Extension	Industrial Technology	Legal Studies	Marine Studies	Mathematics Standard 1	Mathematics Standard 2	Mathematics Advanced	Mathematics Extension 1	Mathematics Extension 2	Modern History	Music 1	Numeracy	PDHPE	Physics	Science Extension	Society & Culture	Sport, Lifestyle & Recreation (SLR)	Visual Arts	Visual Design	VET Business Services	VET Construction	VET Entertainment Industry	VET Hospitality (Food & Beverage Cookery)	VET Retail Services	VET Sport Coaching
Wk1	Tue 22 July – Fri 25 July																																								
Wk 2	Mon 28 July – Fri 1 Aug																														х										
Wk 3	Mon 4 Aug – Fri 8 Aug																																	х							
Wk 4	Mon 11 Aug – Fri 15 Aug			х			х		х						х		x			х	х					х															
Wk 5	Mon 18 Aug – Fri 22 Aug	х			х					х	x	x	х			х			x			х		х	х		х			x		х									
Wk 6	Mon 25 Aug – Fri 29 Aug		х															х					х					х													
Wk7	Mon 1 Sep – Fri 5 Sep																																								
Wk 8	Mon 8 Sep – Fri 12 Sep																																								
Wk 9	Mon 15 Sep – Fri 19 Sep																																								
Wk 10	Mon 22 Sep – Fri 26 Sep																																								

HSC A	SSES	SME	NT T	ASK	GRID	202	5			SUBJECT:	AGRICULT	URE	
TASK				SYLLA	BUS OUT	COMES				40%	40%	20%	DUE DATE
COURSE	СІН	H2.1	H2.2	НЗ.1	Н3.2	Н3.3	Н3.4	H4.1	H5.1	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	KNOWLEDGE, UNDERSTANDIN G AND SKILLS REQUIRED TO MANAGE AGRICULTURAL PRODUCTION SYSTEMS	SKILLS IN EFFECTIVE RESEARCH, EXPERIMENTATION AND COMMUNICATION	
Oral Presentation	Х	Х	Х							5	5	5	Term 4 Week 8
Practical Test				X	X	X	X			10	15		Term 1 Week 8
Trial Examination	X	Х	Х	Х	X	Х	Х	Х	Х	15	15		Term 2 Weeks 9-10
Research							×	X	Х	10	5	15	Term 3 Week 5

H1.1	explains the influence of physical, biological, social, historical and economic factors on sustainable agricultural production
H2.1	describes the inputs, processes and interactions of plant production systems
H2.2	describes the inputs, processes and interactions of animal production systems
H3.1	assesses the general business principles and decision-making processes involved in sustainable farm management and marketing of farm products
H3.2	critically assesses the marketing of a plant OR animal product
H3.3	critically examines the technologies and technological innovations employed in the production and marketing of agricultural products
H3.4	evaluates the management of the processes in agricultural systems
H4.1	justifies and applies appropriate experimental techniques, technologies, research methods and data presentation and analysis in relation to agricultural problems and situations
H5.1	evaluates the impact of innovation, ethics and current issues on Australian agricultural systems

HSC ASS	ES	SME	ENT	TAS	SK (GRII	D 20	025				SUBJEC	T: ANCIEN	T HISTORY	
TASK				SYLL	ABUS	OUTC	OMES	•			40%	20%	20%	20%	DUE DATE
COURSE	AH12-1	АН12-2	АН12-3	AH12-4	АН12-5	АН12-6	АН12-7	АН12-8	АН12-9	AH12-10	KNOWLEDGE AND UNDERSTANDING	HISTORICAL SKILLS	HISTORICAL INQUIRY AND RESEARCH	COMMUNICATION OF HISTORICAL UNDERSTANDING	
Pompeii/Herculaneum source					X			Х		Х	10	10		5	Term 4 Week 9
Historical Period: Historical Analysis Task		X	Х			Х			Х		10		10	5	Term 1 Week 10
HSC Trial Examination	X				X		X		Х		15	10		5	Term 2 Weeks 9 & 10
Ancient Society			Х	X					Х		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	CAS	SESS	MEI	VT T	ASK	GRI	202	25			SUB	JECT: BIOLOG	Y
TASK					SYLLAE	SUS OUT	ГСОМЕ	5				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	×		Х	Х	X		Х			Х		15	5	Term 4 Week 8
Data Processing Task		Х		Х		Х	Х	Х				10	15	Term 1 Week 7
Trial HSC Examination	X	Х	Х	Х	Х	Х	Х	Х	Х	Х		20	10	Term 2 Weeks 9 & 10
Data Processing		Х		Х		Х	Х				Х	15	10	Term 3 Week 4

B1O12-1	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

TASK				SYL	LABUS	OUTCO	MES				40%	20%	20%	20%	DUE DATE
COURSE	н	H2	Н3	Н4	Н5	Н6	Н7	Н8	Н9	Н10	KNOWLEDGE AND UNDERSTANDING	STIMULUS BASED SKILLS	INQUIRY & RESEARCH	COMMUNICATION OF BUSINESS IDEAS	
Operations Task		Х			Х		Х		Х		10		5	5	Term 4 Week 8
Finance Task				X				X	X	X	10		10	5	Term 1 Week 7
HSC Trial Exam	Х		Х			X				X	10	10		10	Term 2 Weeks 9 & 10
Human Resources Task			Х			Х		Х	X		10	10	5		Term 3 Week 5

Hl	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	

	H	SC /	ASS	ESS	ME	NT 1	ΓΑS	K GI	RID	202	25					OMMUNITY & STUDIES	FAMILY
TASK		SYLLABUS OUTCOMES														60%	DUE DATE
COURSE	HIJ	H2.1	H2.2	H2.3	НЗ.1	НЗ.2	H3.3	Н3.4	H4.1	H4.2	H5.1	H5.2	Н6.1	Н6.2	KNOWLEDGE AND UNDERSTANDING	SKILLS IN CRITICAL THINKING, RESEARCHING, ANALYSING & COMMUNICATING	
Independent Research Project									Х	Х					5	15	Term 4 Week 9
Groups in Context – Detailed Study					Х	Х	Х								10	15	Term 1 Week 8
Parenting & Caring Case Study		Х						Х				Х			10	15	Term 2 Week 6
HSC Trial Exam	X		Х	Х							X		Х	Х	15	15	Term 2 Weeks 9 & 10

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

TASK					SYLLA	BUS OU	60%	40%	DUE DATE					
COURSE	СН11/12-1	СНП/12-2	СН11/12-3	СН11/12-4	СНП/12-5	СН11/12-6	СН11/12-7	CH12-12	СН12-13	CH12-14	CH12-15	SKILLS IN WORKING SCIENTIFICALLY	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	
Data Processing				Х	Х	×		Х				15	5	Term 4 Week 8
Depth Study	X	×					×		X			10	15	Term 1 Week 8
Trial HSC Exam	Х	Х	X	X	X	X	X	X	×	×		20	10	Term 2 Weeks 9 & 10
Research Report			X		Х	X	×				Х	15	10	Term 3 Week 4

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 2025 SUBJECT: DESIGN & TECHNOLOGY TASK SYLLABUS OUTCOMES 40% 60% **DUE DATE** H5.2 H2.1 H3.1 H3.2 H4.] H4.2 H4.3 H5.1 H6.1 H1.2 H6.2 <u>:</u> **COURSE** KNOWLEDGE & **KNOWLEDGE &** SKILLS IN UNDERSTANDING **DESIGNING &** PRODUCING Project Proposal Term 4 Χ Χ 20 Presentation Χ Week 8 Innovation and Emerging Term 1 Case Study Χ Χ Χ Χ 20 Week 5 Project Development Term 2 and Χ Χ Χ Χ 30 Week 6 Management Report **HSC Trial** Term 2 Χ Χ Χ Χ Χ Χ 20 10 Weeks Exam

Outcomes - A student:

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

9 & 10

	SYLLABUS OUTCOMES													SUBJECT: DRAMA									
TASK	SYLLABUS OUTCOMES														40%	30%	30%	DUE DATE					
COURSE	ніл	Н1.2	н1.3	Н1.4	н1.5	н1.6	н1.7	Н1.8	Н1.9	Н2.1	H2.2	H2.3	H2.4	H2.5	Н3.1	Н3.2	Н3.3	Н3.4	Н3.5	MAKING	PERFORMING	CRITICALLY STUDYING	
Australian Drama and Theatre	Х	Х			Х						Х	Х			Х	X	Х	Х		10	10	10	Term 4 Week 10
Planning and Development of Individual Performance		х	Х		Х		Х		Х	Х						Х	Х			10		10	Term 1 Week 6
Trial HSC examination	X		X		X		X				X				Х		Х	X	X	10	10	10	Term 2 Weeks 9&10
The Group Project	Х		Х	Х		X		Х	Х	Х			Х	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	CAS	SES:	SME	NT T	ASK	GR	D 20)25			SUB:	JECT: ENGLISH ST	UDIES
TASK				SYL	LABUS	оитсо	MES				50%	50%	DUE DATE
COURSE	ES12-01	ES12-02	ES12-03	ES12-04	ES12-05	ES12-06	ES12-07	ES12-08	ES12-09	ES12-10	KNOWLEDGE & UNDERSTANDING OF COURSE CONTENT	SKILLS IN: COMPREHENDING TEXTS; COMMUNICATING IDEAS; & USING LANGUAGE ACCURATELY, APPROPRIATELY & EFFECTIVELY	
Common Module Multimodal Task		X				Х		Х			10	10	Term 4 Week 10
Module C Travel Writing	Х						Х		Х		10	10	Term 1 Week 10
Trial Examination	X				X		X				10	10	Term 2 Week 9
Collection of Classwork All Modules			X	X						Х	20	20	Term 3 Week 5
ES12-01	texts	from aca	ademic,	comm	unity, wo	orkplace	e and so	cial con	texts fo	r a varie	ty of purposes	and extended texts, lit	
ES12-02		fies, use igital te			_		•			•		itten, spoken, visual, r	nultimodal
ES12-03			•				n to cor	mmunic	cate in a	variety	of ways		
ES12-04		oses pro											
ES12-05	forms	and fea	itures in	texts th	nat conv	ey mea	ning to	differen	it audie	nces		d explaining specific l	anguage
ES12-06										nedium	s, audiences, contex	cts and purposes	
ES12-07		sents ov				•			e texts				
ES12-08	under	rstands	and exp	lains th	e relatio	nships l	betweer	n texts					
ES12-09		fies and nce, eng							udes ex	pressec	l in texts, and explai	ns ways in which texts	s may
ES12-10	monit	tors and	reflects	on owr	n learnir	ig and a	ıdjusts i	ndividua	al and c	ollabora	tive processes to de	evelop as a more inde	oendent learner

Н	SC A	SSES	SME	NT TA	ASK C	GRID	2025			SUBJECT: ENGLISH STANDARD					
TASK				SYLLA	BUS OUT	50%	50%	DUE DATE							
COURSE	EN12-01	EN12-02	EN12-03	EN12-04	EN12-05	EN12-06	EN12-07	EN12-08	EN12-09	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	Х		Х			Х				10	10	Term 4 Week 10			
Module A Multimodal Task		X	Х					Х		15	10	Term 1 Week 10			
Trial Examination	×				Х		×			15	15	Term 2 Week 9			
Module C Writing Task and Reflection				X	Х				Х	10	15	Term 3 Week 5			

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

HS	SC A	SSES	SME	NT T	ASK (GRID	202	5		SUBJECT: ENGLISH ADVANCED				
TASK				SYLLAE	BUS OUT	COMES	50%	50%	DUE DATE					
COURSE	EA12-01	EA12-02	EA12-03	EA12-04	EA12-05	EA12-06	EA12-07	EA12-08	EA12-09	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					Х	X			10	10	Term 4 Week 10		
Module A Multimodal Task		×				X		×		15	10	Term 2 Week 2		
Trial Examination	Х		Х		×					15	15	Term 2 Week 9		
Module C Writing Task and Reflection				Х	Х				Х	10	15	Term 3 Week 5		

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

HS	C ASSE	SSMEN	T TASK	SUBJECT: ENGLISH EXTENSION 1				
TASK			SYLLABUS	OUTCOMES	ı	50%	50%	DUE DATE
COURSE	EE12-1	EE12-2	EE12-3	EE12-4	EE12-5	KNOWLEDGE AND UNDERSTANDING OF COMPLEX TEXTS AND OF HOW AND WHY THEY ARE VALUED	SKILLS IN COMPLEX ANALYSIS, SUSTAINED COMPOSITION AND INDEPENDENT INVESTIGATION	
Imaginative Response and Reflection		X		X	X	15	15	Term 1 Week 5
Critical Response with Related Text	X	X	X	X		20	20	Term 2 Week 5
Examination		X	Х	Х	X	15	15	Term 3 Week 5

EE12-01	demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies
EE12-02	analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts
EE12-03	independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts
EE12-04	critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts
EE12-05	reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

HSC AS	SSESSN	MENT T	ASK GR		SUBJECT: ENGLISH EXTENSION 2				
TASK			SYLLABU	S OUTCOMES	50%	50%	DUE DATE		
COURSE	EEX12-1	EEX12-2	EEX12-3	EEX12-4	EEX12-5	SKILLS IN EXTENSIVE INDEPENDENT RESEARCH	SKILLS IN SUSTAINED COMPOSITION		
Viva Voce (including written proposal)	X			X	X	15	15	Term 1 Week 2	
Literature Review	×	X	X	X		20	20	Term 1 Week 10	
Critique of the Creative Process		X	Х		X	15	15	Term 2 Week 6	

EEX12-01	demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology
EEX12-02	strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context
EEX12-03	applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition
EEX12-04	undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea
EEX12-05	reflects on and evaluates the composition process and the effectiveness of their own published composition

	HSC ASSESSMENT TASK GRID 2025												SUBJECT: EXPLORING EARLY CHILDHOOD							
TAS K		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 Assessme nt			X				X											15	20	Term 4 Week 8
Children Literature		Х													X				30	Term 1 Week 6
Trial Examina tion				X					×	×	×							15		Term 2 Week 9-10
Young Children and the Law						Х			Х		Х	Х						20		Term 3 Weeks 4

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.

F	HSC	ASSI	ESSN	1ENT	TASK		SUBJI	ECT: FOOD	TECHNOLO	GY				
TASK				SYL	LABUS O	UTCOM	1ES				40%	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	10	5	15	Term 4 Week 8
Depth Study – Australian Food Industry		X		X		×					10	10		Term 1 Week 6
HSC Trial Exam	X	Х			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

1 11 1	Evaluing many fraturing processes and tack palaging used in the great stipp of food products
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 ASS	ESSMEN	IT TASK (SUBJECT: HISTORY EXTENSION					
TASK			ABUS OMES		40%	60%	DUE DATE	
COURSE	HE12-1	HE12-2	HE12-3	HE12-4	KNOWLEDGE AND UNDERSTANDING OF SIGNIFICANT HISTORICAL IDEAS AND PROCESSES	SKILLS IN DESIGNING, UNDERTAKING AND COMMUNICATION HISTORICAL INQUIRY AND ANALYSIS		
History Project – Historical Process	Х	Х		Х	10	20	Term 1 Week 4	
HSC Trial Examination	Х	Х		Х	20	10	Term 2 Weeks 9 & 10	
History Project - Essay	Х	Х	Х	X	10	30	Term 3 Week 4	

Outcomes – A student:

E12-1	Analyses and evaluates different approaches to history and the complexity of factors that shape historical
	interpretations
	Plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of
	information from historical sources of differing perspectives and historical approaches
HE12-3	Communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical
	issues
HE12-4	Constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

HSC ASSESSMENT TASK GRID 2025

SUBJECT: INDUSTRIAL TECHNOLOGY

TASK							SYLL	ABUS	ОИТС	OMES							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					Х	Х	X				X	Х					5	15	Term 4 Week 10
Project Development		Х		Х	Х	X	X	Х	Х	Х	X	Х	Х					35	Term 2 Week 7
HSC Trial Exam	X	Х	Х		Х					Х		Х	Х	Х	Х	Х	20	10	Term 2 Weeks 9 & 10
Industry Study	X					Х									X	X	15		Term 3 Week 6

H1.1	Describes the organisation and management of an individual business within the focus are 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	C AS	SESS	SME	NT T	ASK	GR	ID 2	025		SUBJECT: LEGAL STUDIES				
TASK	SYLLABUS										60%	20%	20%	DUE DATE	
COURSE	н	H2	Н3	Н4	Н5	Н6	Н7	Н8	Н9	H10	KNOWLEDGE & UNDERSTANDING	INQUIRY & RESEARCH	COMMUNICATION OF INFORMATION		
Crime Task				X			X	X	X		10	5	5	Term 4 Week 10	
Human Rights Task		Х	Х							Х	15	5	5	Term 1 Week 9	
HSC Trial Exam	Х	Х		Х	Х		X		Х		25		5	Term 2 Weeks 9 & 10	
Family Research Task	Х					Х		Х		Х	10	10	5	Term 3 Week 5	

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 2025

SUBJECT: MARINE STUDIES

TASK		SYL	LABUS OUTCO	MES				
COURSE	1	2	3	4	5	PERCENTAGE WEIGHTING	DUE DATE	
Snorkelling Assessment	Х	Х	Х	Х	Х	15%	Term 4 Week 6	
Fisheries Management Depth Study	X	X	Х	X		25%	Term 1 Week 7	
Marine Mammal Research Task	X	Х	Х			25%	Term 2 Week 8	
Final Examination	X	X	Х	Х	Х	35%	Term 3 Week 4	

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

HS	HSC ASSESSMENT TASK GRID 2025											SUBJECT: MATHEMATICS STANDARD 1				
TASK NAME				SYL	LABUS (OUTCOM	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				
Test		Х								Х	15	15	Term 4 Week 9			
Data and Financial Investigation			Х		Х		×		X	Х	10	10	Term 1 Week 9			
HSC Trial Exam	X	Х	Х	Х	Х	Х	Х			Х	15	15	Term 2 Week 9 & 10			
Test				Х				Х	Х	Х	10	10	Term 3 Week 4			

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

H	ISC A	ASSE	ESSM	SUBJECT: MATHEMATICS STANDARD 2										
TASK NAME				SYL	LABUS	OUTCON	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		
Test		X						Х		X	10	10	Term 4 Week 7	
Financial Investigation			Х		Х		Х		Х	Х	15	15	Term 1 Week 6	
Assessment 3 HSC Trial Exam	Х	×	X	×	×	Х	X			X	15	15	Term 2 Week 9 & 10	
Test				Х				Х	X	Х	10	10	Term 3 Week 5	

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 2025

SUBJECT: MATHEMATICS ADVANCED

TASK NAME		SYLLABUS OUTCOMES									50%	50%	DUE DATE
COURSE	MA 12-1	MA 12-2	MA12-3	MA 12-4	MA 12-5	MA 12-6	MA12-7	MA12-8	MA12-9	MA12-10	UNDERSTANDING, FLUENCY, AND COMMUNICATING	PROBLEM SOLVING, REASONING AND JUSTIFICATION	
Calculus Open Book Test	Х		х			Х	Х			Х	15	15	Term 4 Week 9
Financial Analysis Task	Х	х		Х					Х	Х	10	10	Term 1 Week 8
Trial HSC Exam	Х	Х	Х	Х	Х	Х	Х	X			15	15	Term 2 Week 9 & 10
Statistics/ Regression Test								х	X	Х	10	10	Term 3 Week 6

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 A	SSES	SMEN	SUBJECT: MATHEMATICS EXTENSION 1							
TASK			SYLLA	ABUS OUT	COMES			WEIGH		
COURSE	ME 12-1	ME 12-2	ME 12-3	ME 12-4	ME12-5	ME 12-6	ME 12-7	UNDERSTANDING, FLUENCY AND COMMUNICATING 50%	PROBLEM SOLVING, REASONING AND COMMUNICATING 50%	DUE DATE
Test	Х	Х					Х	15	15	Term 4 Week 9
Statistics Analysis					Х	Х	Х	10	0	Term 1 Week 9
HSC Trial Exam	Х	Х	Х	Х	Х		Х	15	15	Term 2 Week 9 & 10
Test		Х		Х			Х	10	10	Term 3 Week 5

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 A	SSESSMENT TASK GRID 2025	SUBJECT: MATHEMATICS EXTEN	ISION 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	Х			X			Х	Х	10	10	Term 1 Week 2
Test	Х	Х	Х				Х	Х	15	15	Term 1 Week 9
HSC Trial Exam	Х	Х	Х	X	Х		Х	Х	15	15	Term 2 Week 9 & 10
Investigation						Х	Х	Х	10	10	Term 3 Week 5

Odiconnes / (Stad	CITC.
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

	Н	ISC	ASS	SES:		SUBJECT:	NUMERACY							
TASK				S	YLLAB	us ou	JTCOM	IES				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	Х	Х	X	×	Х	Х	X	X	Х	X	Х	10	10	Term 4 Week 9
Assignment #	Х	Х	X	X	Х	Х	X	Х	X	X	×	10	10	Term 1 Week 5
Assignment #	Х	Х	X	X	Х	Х	X	Х	X	X	×	15	15	Term 2 Week 5
Assignment #	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	×	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 AS	SSES	SMI	ENT	TAS	K GI	RID :	2025	5		SUBJECT: MODERN HISTORY						
TASK				9	SYLLAB	US OUT	ГСОМЕ	S		40%	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	HISTORICALINQUIRY 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		Х	Х			Х		×		5	5	10	5	Term 1 Week 5		
HSC Trial Examination	Х	Х			X		Х		Х	20	5		5	Term 2 Weeks 9 & 10		
Change in the Modern World Task	Х		Х	Х					Х	15			10	Term 3 Week 4		

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 ASS	SESS	SME	ENT	ТА	SK	GR	ID :	202	.5							ı	MUSIC		
TASK	SYLLABUS OUTCOMES										10%	10%	10%	25%	15%	15%	15%	DUE DATE	
COURSE	н	Н2	Н3	Н4	Н5	Н6	Н7	Н8	Н9	ню	нп	PERFORMANCE CORE	COMPOSITION CORE	MUSICOLOGY CORE	AURALCORE	ELECTIVE 1	ELECTIVE 2	ELECTIVE 3	
Practical Workshop	Х		Х		Х					Х	Х	10		10		15			Term 4 Week 7
Aural Analysis Task	Х	Х		Х			Х	Х					10		10		15		Term 1 Week 5
HSC Trial Exam	X					X			X						15			15	Term 2 Weeks 9 & 10

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
Н8	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 2025															SUBJECT: PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION					
TASK	TASK SYLLABUS OUTCOMES															40%	30%	30 %	DUE DATE		
COURSE	H1 H2 H3 H4 H5 H6 H7 H8 H9 H10 H1 H12 H13 H14 H15 H16 H17														Н17	KNOWLEDGE AND UNDERSTANDING	SKILLS INFLUENCING PERSONAL HEALTH	SKILLS IN CRITICAL THINKING			
Sports Medicine								Х					Х			Х	Х	10	5	10	Term 4 Week 6
Health Priorities	X			Х	Х									Х				10	5	5	Term 1 Week 6
Factors Affecting Performance							Х	Х		Х	X						Х	10	10	5	Term 2 Weeks 4
Trial HSC	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	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
Н6	Demonstrates a range of personal health skills that enables them to promote and maintain health
H7	Explains the relationship between physiology and movement potential
Н8	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
	Designs psychological strategies and nutritional plans in response to individual performance needs
HII	Analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport
H12	Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
H13	Argues the benefits of health-promoting actions and choices that promote social justice
H14	Critically analyses key issues affecting the health of Australians and proposes ways of working toward better health for all
H15	Devises methods of gathering, interpreting and communicating information about health and physical activity concepts
H16	Selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation
H17	

H	SC A	ASSE	SSM	IENT	TAS	SK G	RID	202	5			SI	JBJECT: PHY	SICS
TASK					SYLLA	60%	40%	DUE DATE						
COURSE	РН11/12-1	РН11/12-2	РН11/12-3	PH11/12-4	PH11/-12-5	РН11/12-6	РНП/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				15	10	Term 4 Week 7
Electromagnetism Depth Study	X	X		Х		X	X		Х			15	15	Term 1 Week 6
Trial Examination	X	Х	Х	X	Х	Х	Х	Х	Х	Х	Х	20	10	Term 2 Weeks 9 & 10
Data Processing Task			Х	Х	Х	Х	Х				Х	10	5	Term 3 Week 5

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
H12-15	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 2025

SUBJECT: SCIENCE EXTENSION

TASK									
COURSE	SE-1	SE-2	SE-3	SE-4	SE-5	SE-6	SE-7	WEIGHTINGS	DUE DATE
Literature Review	X		X				X	30%	Term 1 Week 4
Data Processing Examination – Section 2 of SRP	Х		Х	Х	Х	Х	Х	30%	Term 2 Weeks 9 & 10
Scientific Research Report	X	X	X	X	X	X	X	40%	Term 3 Week 2

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	ASS	SESS	ME	NT	ΓAS	K G	RID	202	5		SUBJECT: SOCIETY AND CULTURE						
TASK				SYLI	_ABUS	OUTC	OMES				50%	30%	20%	DUE DATE			
COURSE	н	H2	Н3	Н4	Н5	Н6	Н7	Н8	Н9	н10	KNOWLEDGE AND UNDERSTANDING	SOCIAL AND CULTURAL RESEARCH	COMMUNICATION				
Social & Cultural Continuity Change Research Task	X				X	X	X				10	15	5	Term 4 Week 7			
PIP progress						Х	Х	Х		Х	5	5	5	Term 1 Week 8			
HSC Trial Examination	X	Х		Х					Х	Х	25		5	Term 2 Weeks 9 & 10			
Depth Study Research Task		Х	X				Х		Х	Х	10	10	5	Term 3 Week 5			

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
Н6	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 AS	SE	SS	M	EN	IT	TA	Sk	G	RI	D :	20	25				SUBJECT: SPORT, LIFESTYLE AND RECREATION (SLR)										
TASK			SYLLABUS OUTCOMES													50%	50%	DUE DATE									
COURSE		=	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	
	Aquatics Test			X														Х						Х	30		Term 4 Week 8
1	Resistance Training			X								Х		X												30	Term 1 Week 9
2	Coaching Theory Task							X																X	20		Term 2 Week 8
2	Coaching Practical Task												Х								Х					20	Term 2 Week 8

		Applies the rules and conventions that relate to participation in a runge of physical activities.
1.:		Explains the relationship between physical activity, fitness and healthy lifestyle.
1.3	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
1.0	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.		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 heath
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 2025

Applies the rules and conventions that relate to participation in a range of physical activities.

SUBJECT: VISUAL ARTS

TASK				S	YLLABUS (OUTCOMES					50%	50%	DUE DATE
COURSE	н	H2	Н3	H4	Н5	Н6	H7	Н8	Н9	H10	MAKING	ART CRITICISM & ART HISTORY	
Art Criticism and Art History Task									X	×		20	Term 1 Week 4
BOW & Process Diary	Х	Х	Х	Х							20		Term 1 Week 6
HSC Trial Exam							Х	Х	Х	X		30	Term 2 Weeks 9 & 10
Final BOW & Process Diary					Х	Х					30		Term 3 Week 3

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

ŀ	HSC A	SSE	SSME	NT T	ASK	GRID	2025	5			SUBJECT: VISUAL DESIGN			
TASK		Γ	Γ	S	YLLABUS C	UTCOMES	Γ		1		70%	30%	DUE DATE	
COURSE	DMI	DM2	DM3	DM4	DM5	DM6	CHI	CH2	CH3	CH4	MAKING	ART CRITICISM		
Project 1	×	X					Х		x		30	10	Term 4 Week 10	
Project 2			Х		Х			Х			20	10	Term 1 Week 10	
Project 3				Х		Х				х	20	10	Term 2 Week 10	

DM1	initiates and organises art making practice that is sustained, reflective and adapted to suit particular conditions
DM2	applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work
DM3	demonstrates an understanding of the frames when working independently in the making of art
DM4	selects and develops subject matter and forms in particular ways as representations in art making
DM5	demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways
DM6	demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work
CH1	applies their understanding of practice in art criticism and art history
CH2	applies their understanding of the relationships among the artist, artwork, world and audience
CH3	demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art
CH4	constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

VET

Construction

RTO Department of Education 90333, 90222, 90072, 90162

Qualification: CPC20220 11 in Construction Pathways (Release 6) & statement of Attainment towards CPC20120 Certificate 11 in Construction (Release 3)

Cohort 2024-2025

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

School Name:

Assessment Schedule Year 11 - 2024

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)		Task 1 White Card Week	Task 2 Work safe, stay safe Week 10	Task 3 Working it out Week 10	Task 4 Project planning Week 10		
throughout	sessment of skills and knowledge is colle the course and forms part of the evidence e of students.		Term 1	Term 1	Term 2	Term 3	
Code	Unit of Competency	HSC Examinable Unit	Date	Date	Date	Date	
CPCWHS1001	Prepare to work safely in the construction industry		X				
CPCCWHS20 01	Apply WHS requirements, policies, and procedures in the construction industry	$\sqrt{}$		Х			
CPCCCM1011	Undertake basic estimation and costing				Х		
CPCCOM1015	Carry out measurements and calculations	√			Х		
CPCCOM2001	Read and interpret plans and specifications	√				Х	
CPCCOM1013	Plan and organise work	$\sqrt{}$				Х	

PF	RELIMINARY EXAM
	Week 8/9
	Term 3
Date	

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

Construction

RTO Department of Education 90333, 90222, 90072, 90162

Qualification: CPC20220 11 in Construction Pathways (Release 6) & statement of Attainment towards CPC20120 Certificate 11 in Construction (Release 3)

Cohort 2024-2025

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

School Name:

Assessment Schedule Year 12 - 2025

CPC20220	nt Tasks for Certificate II in Construction Pathways (Releas of Attainment towards CPC20120 Certificate II		Task 5 Option 5.1, 5.2 or 5.3	Task 6 Tools and equipment	Task 7 Group project	HSC TRIAL EXAM
	on (Release 3)		Week 10	Week 10	Week 10	Week 8/9
	ssessment of skills and knowledge is collected and forms part of the evidence of competence		Term 3	Term 4	Term 3	Term 2
Code	Unit of Competency	HSC Examinable Unit	Date	Date	Date	Date
CPCCBL2001	Handle and prepare bricklaying and blocklaying materials		Х			
CPCCBL2002	Use bricklaying and blocklaying tools and equipment		Х			
CPCCWF2002	Use wall and floor tiling tools and		X			
CPCCCM2013	Undertake basic installation of wall tiles		X			
CPCCJN2001	Assemble components		X			
CPCCJN3004	Manufacture and assemble joinery		X			
CPCCCA2002	Use carpentry tools and equipment			Х		
CPCCCM2005	Use construction tools and equipment	√		Х		
CPCCCA2011	Handle carpentry materials			Х		
CPCCVE1011	Undertake a basic construction project				Х	
CPCCOM1012	Work effectively and sustainability in the construction industry	√			Х	

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

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

RTO Department of Education 90333, 90222, 90072, 90162

Qualification: Statement of Attainment towards CUA30420 Certificate 111 in Live Production and Technical Services

Cohort 2024-2025

Training Package CUA Creative Arts and Culture (Release 6.0)

School I	Name:		

Assessment Schedule Year 11 - 2024

Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services		Task 1 *White card	Task 2 *Plan a career	Task 3 Safe and sound	Task 4 Bump in the light	PRELIMINARY EXAM
throughout t	ressment of skills and knowledge is collected the course and forms part of the evidence of e of students.	Week Term	Week Term	Week 4 Term 2	Week 10 Term 3	Week 8/9 Term 3
Code	Unit of Competency	Date	Date	Date	Date	Date
CPCCWHS1001	Prepare to work safely in the construction	*Prior to WPL				
CUAIND314	Plan a career in the creative arts industry		*Post WPL			
CUAWHS312	Apply work health and safety practice			Χ		HSC Examinable
CUASOU331	Undertake live audio operations			Х		units of competency
CUALGT311	Operate basic lighting				Х	
CUASTA212	Assist with bump in and bump out of shows				Х	

^{*} Task 2 - Plan a career is not to assessed prior to students having the opportunity to engage with industry and develop their knowledge of and pathways available post work placement.

The possible qualification outcome at the completion of Year 11 is a Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services.

* Examinable units to be confirmed by teacher.

Entertainment Industry

RTO Department of Education 90333, 90222, 90072, 90162

Qualification: Statement of Attainment towards CUA30420 Certificate 111 in Live Production and Technical Services

Cohort 2024-2025

Training Package CUA Creative Arts and Culture (Release 6.0

School Name:

Assessment Schedule Year 12 - 2025

Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services		Task 2 *Plan a career	Task 5 Work in the industry	Task 6 To project and serve	Task 7 Showtime	HSC Trial Exam
throughout	ssessment of skills and knowledge is collected t the course and forms part of the evidence of ce of students.	Week Term	Week 10 Term 4	Week 4 Term 2	Week 10 Term 2	Week 8/9 Term 2
Code	Unit of Competency	Date	Date	Date	Date	Date
CUAIND311	Work effectively in the creative arts industry		Х			
SITXCCS006	Provide service to customers			Х		
CUASOU306	Operate sound reinforcement systems			Х		LICC Evenineble
CUAVSS312	Operate vision systems			Х		HSC Examinable units of
CUASTA311	Assist with production operations for live				Х	competency
CUASMT311	Work effectively backstage during performances				Х	
CUAIND314	Plan a career in the creative arts industry	*Post WPL				

^{*} Task 2 - Plan a career is not to assessed prior to students having the opportunity to engage with industry and develop their knowledge of and pathways available post work placement.

The qualification outcome at the completion of Year 12 is a Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services.

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

^{*} Examinable units to be confirmed by teacher.

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RTO Department of Education 90333, 90222, 90072, 90162

Qualification: SIT20421 Certificate 11 in Cookery

Cohort 2024-2025

Training Package SIT Tourism, Travel and Hospitality

School Name:	
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Assessment Schedule Year 11 - 2024

SIT20421	ent Tasks for Certificate II in Cookery	Task 1 Safety in the kitchen	Task 2 Service please
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 10 Term 2	Week 5 Term3
Code	Unit of Competency	Date	Date
SITXFSA00 5	Use hygienic practices for food safety	×	
SITXWHS00 5	Participate in safe work practices	X	
SITXFSA00 6	Participate in safe food handling practices	X	
SITHCCC02 5	Prepare and present sandwiches	X	
SITXCOM00 7	Show social and cultural sensitivity		X
SITXCCS011	Interact with customers		X

EXAM (Optional)
Week 8/9
Term 3
Date

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

* Examinable units to be confirmed by teacher.

Cookerv

RTO Department of Education 90333, 90222, 90072, 90162

Qualification: SIT20421 Certificate 11 in Cookery

Cohort 2024-2025

Training Package SIT Tourism, Travel and Hospitality

School Name:

Assessment Schedule Year 12 - 2025

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 Let's start cooking and cleaning	Task 4 Pack it up	Task 5 There's no I in team	HSC EX
		Week 10	Week 10	Week 10	Wee
		Term 4	Term 4	Term 2	Tei
Code	Unit of Competency	Date	Date	Date	Date
SITHKOP009	Clean kitchen premises and equipment	Х			
SITXINV006	Receive, store and maintain stock	X			
SITHCCC026	Package prepared foodstuffs		X		
SITHCCC023	Use food preparation equipment			X	
SITHCCC024	Prepare and present simple dishes			X	
SITHCCC027	Prepare dishes using basic method of cookery			X	
SITHCCC034	Work effectively in a commercial kitchen			X	

HSC TRIAL EXAM
Week 8/9
Term 2
Date

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

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

* HSC Examinable units to be confirmed by teacher.

Hospitality

RTO Department of Education 90333, 90222, 90072, 90162

Qualifications: SIT20322 Certificate 11 in Hospitality

Cohort 2024-2025

Training Package: SIT Tourism, Travel and Hospitality

School Name:

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20322 Certificate		Task 1 Safety in the kitchen	Task 2 Service please
	and forms part of the evidence of	Week 9 Term 1	Week 5 Term 2
Code	Unit of Competency	Date	Date
SITXFSA005	Use hygienic practices for food safety	X	
SITXWHS005	Participate in safe work practices	X	
SITXFSA006	Participate in safe food handling practices	X	
SITHCCC025	Prepare and present sandwiches	X	
SITXCCS011	Interact with customers		X
SITXCOM007	Show social and cultural sensitivity		Х

	Optional EXAM	
,	Week 8/9	
	Term 3	
	Date	
	_	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward a SIT20322 Certificate II in Hospitality.

^{*} Examinable units to be confirmed by teacher.

Hospitality

RTO Department of Education 90333, 90222, 90072, 90162

Qualifications: SIT20322 Certificate 11 in Hospitality

Cohort 2024-2025

Training Package: SIT Tourism, Travel and Hospitality

School Name:

Assessment Schedule Year 12 - 2025

Ongoing asse	ertificate II in Hospitality essment of skills and knowledge is collected	Task 3 The hospitality industry	Task 4 Working in the hospitality industry
throughout the course and forms part of the evidence of competence of students.		Week 10	Week 10
		Term 2	Term 4
Code	Unit of Competency	Date	Date
SITHIND006	Source and use information on the hospitality industry	Х	
SITHFAB024	Prepare and serve non-alcoholic beverages		X
SITHFAB025	Prepare and serve espresso coffee		X
SITHFAB027	Serve food and beverages		X
BSBTWK201	Work effectively with others		X
SITHIND007	Use hospitality skills effectively		X

Week 8/9 Term 2 Date	HSC	TRIAL EXAM
Term 2		
	٧	Week 8/9
Date		Term 2
	Date	е

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

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

^{*} Examinable units to be confirmed by teacher.

RTO Department of Education 90333, 90222, 90072, 90162

Qualification: SIS30521 Certificate 111 in Sport Coaching

Cohort 2024-2025

Training Package SIS Sport, Fitness and Recreation

School	Name:		

Assessment Schedule Year 11 - 2024

	Assessment Tasks for SIS30521 Certificate III in Sport Coaching		Task 2 The Community Coach	Task 3 Option Study
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 2 Term 2	Week 8 Term 3	Week 4 Term 3
Code	Unit of Competency	Date	Date	Date
HLTWHS001	Participate in workplace health and safety	X		
SISXIND006	Conduct sport, fitness and recreation events	X		
SISSSC0002	Work in a community coaching role		X	
SISSSC0005	Continuously improve coaching skills and knowledge		X	
Insert unit code	Select 1 of 3 electives			X

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

* This course is not HSC examinable

Sport Coaching

RTO Department of Education 90333, 90222, 90072, 90162

Qualification: SIS30521 Certificate 111 in Sport Coaching

Cohort 2024-2025

Training Package SIS Sport, Fitness and Recreation

School Name:

Assessment Schedule Year 12 - 2025

Assessment Tasks for SIS30521 Certificate III in Sport Coaching Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 3 Strength & Conditioning Week 10 Term 4	Task 4 Coaching the Individual Week 10 Term 1	Task 5 Next Level Coaching Week 10 Term 3	Task 6 First Aid Week 3 Term 3
Code	Unit of Competency	Date	Date	Date	Date
Insert unit code	Select 1 of 3 electives	Х			
SISSSCO003	Meet participant coaching		Х		
BSBOPS403	Apply business risk management processes		X		
SISSSC0012	Coach sport participants up to an intermediate level			X	
HLTAID011	Provide first aid				X

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

* This course is not HSC examinable