

PICTON HIGH SCHOOL

ASSESSMENT INFORMATION

Year 11 2025





PICTON HIGH SCHOOL

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 either as a hard copy in class or uploaded digitally to the class learning platform (ie Canvas). It is up to the student to ensure they have access to the Assessment Notification and follow up with the class teacher if they are absent when the notification is issued / discussed in class.

What notice for assessments will be given?

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

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

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



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Senior Assessment Policy

Specific policy information

1.0 Late Submission of an Assessment Task

Year 11 (Preliminary HSC) from 2024 booklet – needs checking

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

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.
- 1.4 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.
- 3.5 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.

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4.0 Cheating, Plagiarising and Malpractice

- 4.1 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 for 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. NESAs also encourage 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. NESAs treat 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 NESAs 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.
- 5.2 Please note: if a Year 11 student enrolls 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 re-commence studies after the start of Year 12 for their repeat year, their assessment record is determined as for transferring students as outlined above.

7.0 Assessment Reviews

- 7.1 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 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:

- ☐ If you are absent on the day of an examination or when an assessment is due
- ☐ 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 not in class:

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: _____

Date: _____

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

Subject List Year 11 2024

PRELIMINARY

Agriculture
Ancient History
Biology
Business Studies
Ceramics
Community & Family Studies
Chemistry
Design & Technology
English Advanced
English Extension
English Standard
English Studies
Exploring Early Childhood
Food Technology
Geography
Health and Movement Science
Investigating Science
Industrial Technology
Legal Studies
Marine Studies
Mathematics Advanced
Mathematics Extension 1
Mathematics Standard
Modern History
Music 1
Numeracy
Physics
Society & Culture
Sport, Lifestyle & Recreation (SLR)
Visual Arts
Visual Design

VET COURSES

Business Services
Construction
Entertainment Industry
Hospitality (Food & Beverage)
Hospitality (Kitchen Operations)
IDT Information Digital Technology
Primary Industries
Retail Services
Sport Coaching

VET Courses Information

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

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

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

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

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

ASSESSMENT TASKS

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

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

approximately two weeks before they are due.

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

PRELIMINARY ASSESSMENT DUE DATES

2025

PRELIMINARY ASSESSMENT DUE DATES					
2025					
Term 1 2025					
Wk 1	Thur 6 Feb – Fri 7 Feb				
Wk 2	Mon 10 Feb – Fri 14 Feb				
Wk 3	Mon 17 Feb – Fri 21 Feb				
Wk 4	Mon 24 Feb – Fri 28 Feb				
Wk 5	Mon 3 Mar – Fri 7 Mar				
Wk 6	Mon 10 Mar – Fri 14 Mar			X	
Wk 7	Mon 17 Mar – Fri 21 Mar	X			
Wk 8	Mon 24 Mar – Fri 28 Mar	X	X		
Wk 9	Mon 31 Mar – Fri 4 Apr			X	X
Wk 10	Mon 7 Apr – Fri 11 Apr		X		
Wk 11					
Term 2 2025					
Wk 1	Wed 30 Apr – Fri 2 May				
Wk 2	Mon 5 May – Fri 9 May				
Wk 3	Mon 12 May – Fri 16 May				
Wk 4	Mon 19 May – Fri 23 May				
Wk 5	Mon 26 May – Fri 30 May				
Wk 6	Mon 2 Jun – Fri 6 Jun	X		X	
Wk 7	Tue 10 Jun – Fri 13 Jun			X	
Wk 8	Mon 16 Jun – Fri 20 Jun				
Wk 9	Mon 23 Jun – Fri 27 Jun		X	X	
Wk 10	Mon 30 Jun – Fri 4 Jul			X	
Term 3 2025					
Wk 1	Tue 22 July – Fri 25 July				
Wk 2	Mon 28 July – Fri 1 Aug		X		
Wk 3	Mon 4 Aug – Fri 8 Aug				
Wk 4	Mon 11 Aug – Fri 15 Aug				
Wk 5	Mon 18 Aug – Fri 22 Aug			X	
Wk 6	Mon 25 Aug – Fri 29 Aug				X
Wk 7	Mon 1 Sep – Fri 5 Sep			X	
Wk 8	Mon 8 Sep – Fri 12 Sep	X	X	X	X
Wk 9	Mon 15 Sep – Fri 19 Sep	X	X	X	X
Wk 10	Mon 22 Sep – Fri 26 Sep				

PRELIMINARY ASSESSMENT TASK GRID 2025									SUBJECT: <i>AGRICULTURE</i>			
TASK	SYLLABUS OUTCOMES								40%	40%	20%	DUE DATE
COURSE	P1.1	P1.2	P2.1	P2.2	P2.3	P3.1	P4.1	P5.1	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	KNOWLEDGE & UNDERSTANDING OF FACTORS THAT INTERACT IN AGRICULTURAL PRODUCTION SYSTEMS	SKILLS IN RESEARCH, EXPERIMENTATION & COMMUNICATION	
Farm Case Study	X		X		X	X		X	10	15	5	Term 1 Week 8
Presentation (Plant or Animal Problem)			X	X		X		X	10	10	10	Term 2 Week 6
Yearly Examination	X		X	X	X	X	X	X	20	15	5	Term 3 Weeks 8-9

Outcomes: A student

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

PRELIMINARY ASSESSMENT TASK GRID 2025											SUBJECT: <i>ANCIENT HISTORY</i>				
TASK	SYLLABUS OUTCOMES										40%	20%	20%	20%	DUE DATE
COURSE	AH11-1	AH11-2	AH11-3	AH11-4	AH11-5	AH11-6	AH11-7	AH11-8	AH11-9	AH11-10	KNOWLEDGE AND UNDERSTANDING	HISTORICAL SKILLS	HISTORICAL INQUIRY AND RESEARCH	COMMUNICATION OF HISTORICAL UNDERSTANDING	
Palmyra and the Silk Road – Research Report	X			X		X				X	15	10		5	30% Term 1 Week 7
Historical Investigation:		X					X	X	X		10		20	10	40% Term 3 Week 3
Yearly Examination			X		X				X		15	10		5	30% Term 3 Weeks 8-9

Outcomes: A student

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

PRELIMINARY ASSESSMENT TASK GRID 2025												SUBJECT: <i>BIOLOGY</i>		
TASK	SYLLABUS OUTCOMES											60%	40%	DUE DATE
COURSE	BIO11-1	BIO11-2	BIO11-3	BIO11-4	BIO11-5	BIO11-6	BIO11-7	BIO11-8	BIO11-9	BIO11-10	BIO11-11	SKILLS IN WORKING SCIENTIFICALLY	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	
Depth Study	X	X	X	X	X	X	X			X	X	30	10	Term 1 Week 9
Data Processing			X	X	X	X	X			X	X	20	10	Term 2 Week 9
Yearly Examination	X	X	X	X	X	X	X	X	X	X	X	10	20	Term 3 Weeks 8-9

Outcomes: A student

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

PRELIMINARY ASSESSMENT TASK GRID 2025											SUBJECT: <i>BUSINESS STUDIES</i>				
TASK	SYLLABUS OUTCOMES										40%	20%	20%	20%	DUE DATE
COURSE	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	KNOWLEDGE AND UNDERSTANDING	STIMULUS BASED SKILLS	COMMUNICATION OF BUSINESS INFORMATION, IDEAS & ISSUES IN APPROPRIATE FORMS	INQUIRY AND RESEARCH	
Nature of Business Task	X	X						X	X		10	5	5	10	Term 1 Week 8
Business Management Task			X		X		X		X		15		5	10	Term 2 Week 9
Yearly Examination				X		X		X	X	X	15	15	10		Term 3 Weeks 8-9

Outcomes: A student

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

PRELIMINARY ASSESSMENT TASK GRID - 2025												SUBJECT: CERAMICS		
TASK	SYLLABUS OUTCOMES											70%	30%	DUE DATE
COURSE	M1	M2	M3	M4	M5	M6	CH1	CH2	CH3	CH4	CH5	PRACTICAL CERAMICS	CRITICAL & HISTORICAL STUDIES IN CERAMICS	
Introductory unit Functional Ceramics					X	X	X					20	10	Term 1 Week 9
Portraiture	X	X						X				30	10	Term 2 Week 9
Vessels			X	X						X		20	10	Term 3 Weeks 5

Outcomes: A student

M1	generates a characteristic style that is increasingly self-reflective in their ceramic practice
M2	explores concepts of artist/ceramist/sculptor/designer/maker, interpretations of the world and of audience response in their making of ceramic works
M3	investigates different points of view in the making of ceramic works
M4	explores ways of generating ideas as representations in the making of ceramic works
M5	engages in the development of different techniques suited to artistic intentions in the making of ceramic works
M6	takes into account issues of Work Health and Safety in their practice
CH1	generates in their critical and historical investigations ways to interpret and explain ceramic works and practices
CH2	investigates the roles and relationships of the concepts of work, world, artist/ceramist/sculptor/designer/maker and audience in critical and historical investigations
CH3	distinguishes between different points of view in their critical and historical studies
CH4	explores ways in which histories, narratives and other accounts can be built to explain practices and interests in ceramics
CH5	recognises how ceramic works are used in various fields of cultural production

PRELIMINARY ASSESSMENT TASK GRID - 2025													SUBJECT: COMMUNITY AND FAMILY STUDIES		
TASK	SYLLABUS OUTCOMES												40%	60%	DUE DATE
COURSE	P1.1	P1.2	P2.1	P2.2	P2.3	P2.4	P3.1	P3.2	P4.1	P4.2	P5.1	P6.1	KNOWLEDGE & UNDERSTANDING	SKILLS IN CRITICAL THINKING, RESEARCH, ANALYSING & COMMUNICATING	
Resource Management Task								X	X			X		25	Term 1 Week 6
Individuals and Groups Task			X		X					X				35	Term 2 Week 6
Yearly Examination	X	X		X		X	X				X		40		Term 3 Weeks 8-9

Outcomes: A student

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

PRELIMINARY ASSESSMENT TASK GRID 2025	SUBJECT: CHEMISTRY
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TASK	SYLLABUS OUTCOMES											60%	40%	DUE DATE
COURSE	BIO11-1	BIO11-2	BIO11-3	BIO11-4	BIO11-5	BIO11-6	BIO11-7	BIO11-8	BIO11-9	BIO11-10	BIO11-11	SKILLS IN WORKING SCIENTIFICALLY	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	
Depth Study	X	X	X			X	X		X			20	10	Term 1 Week 9
Data Processing Task				X	X	X			X	X		20	10	Term 2 Week 7
Yearly Exam	X	X	X	X	X	X	X	X	X	X	X	20	20	Term 3 Weeks 8-9

Outcomes: A student

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

PRELIMINARY ASSESSMENT TASK GRID 2025													SUBJECT: <i>DESIGN & TECHNOLOGY</i>		
TASK	SYLLABUS OUTCOMES												40%	60%	DUE DATE
COURSE	P1.1	P2.1	P2.2	P3.1	P4.1	P4.2	P4.3	P5.1	P5.2	P5.3	P6.1	P6.2	KNOWLEDGE & UNDERSTANDING OF COURSE CONTENT	KNOWLEDGE & SKILLS IN DESIGNING, MANAGING, PRODUCING & EVALUATING DESIGN PROJECTS	
Preliminary Report 1	X	X	X						X		X		10	20	Term 2 Week 2
Major Project & Folio					X	X	X	X	X	X		X	10	30	Term 3 Week 5
Yearly Exam	X	X	X				X		X	X			20	10	Term 3 Weeks 8-9

Outcomes: A student

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

PRELIMINARY ASSESSMENT TASK GRID – 2025							SUBJECT: ENGLISH EXTENSION		
TASK	SYLLABUS OUTCOMES						50%	50%	DUE DATE
COURSE	EE11-01	EE11-02	EE11-03	EE11-04	EE11-05	EE11-06	KNOWLEDGE AND UNDERSTANDING OF COMPLEX TEXTS AND OF HOW AND WHY THEY ARE VALUED	SKILLS IN COMPLEX ANALYSIS, SUSTAINED COMPOSITION AND INDEPENDENT INVESTIGATION	
Imaginative Response	X	X	X				15	15	Term 1 Week 11
Multimodal Presentation	X			X	X		20	20	Term 3 Week 3
Yearly Examination		X	X		X	X	15	15	Term 3 Week 8-9

Outcomes: A student:

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

PRELIMINARY ASSESSMENT TASK GRID – 2025										SUBJECT: ENGLISH STANDARD		
TASK	SYLLABUS OUTCOMES									50%	50%	DUE DATE
COURSE	EN11-01	EN11-02	EN11-03	EN11-04	EN11-05	EN11-06	EN11-07	EN11-08	EN11-09	KNOWLEDGE & UNDERSTANDING OF COURSE CONTENT	SKILLS IN RESPONDING TO TEXTS & COMMUNICATION OF IDEAS APPROPRIATE TO AUDIENCE, PURPOSE & CONTEXTS ACROSS ALL MODES	
Common Module: <i>Reading to Write</i> – Written Composition and Reflection				X	X				X	15	15	Term 1 Week 10
Module A: <i>Contemporary Possibilities</i> – Multimodal Presentation		X					X	X		15	15	Term 2 Week 10
Yearly Examination	X		X			X				20	20	Term 3 Week 8-9

Outcomes – A student:

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

PRELIMINARY ASSESSMENT TASK GRID – 2025	SUBJECT: ENGLISH STUDIES
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TASK	SYLLABUS OUTCOMES										50%	50%	DUE DATE
COURSE	ES11-01	ES11-02	ES11-03	ES11-04	EN11-05	ES11-06	ES11-07	ES11-08	ES11-09	ES11-10	KNOWLEDGE & UNDERSTANDING OF COURSE CONTENT	SKILLS IN RESPONDING TO TEXTS & COMMUNICATION OF IDEAS APPROPRIATE TO AUDIENCE, PURPOSE & CONTEXTS ACROSS ALL MODES	
<u>Mandatory Module: Achieving Through English</u> – Workplace Documents Portfolio	X		X		X						15	15	Term 1 Week 10
<u>Module F: MiTunes and text</u> – Multimodal Presentation		X				X		X	X		15	15	Term 2 Week 10
<u>All Modules</u> – Collection of Classwork				X			X			X	20	20	Term 3 Week 6

Outcomes: A student

ES11-01	Comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
ES11-02	Identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
ES11-03	Gains skills in accessing, comprehending and using information to communicate in a variety of ways
ES11-04	Composes a range of texts with increasing accuracy and clarity in different forms
ES11-05	Develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
ES11-06	Uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purposes
ES11-07	Represents own ideas in critical, interpretive and imaginative texts
ES11-08	Identifies and describes relationships between texts
ES11-09	Identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
ES11-10	Monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

PRELIMINARY ASSESSMENT TASK GRID 2025																		SUBJECT: EXPLORING EARLYCHILDHOOD		
TASK	SYLLABUS OUTCOMES																	50%	50%	DUE DATE
COURSE	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	2.5	3.1	4.1	4.2	4.3	5.1	6.1	6.2	KNOWLEDGE AND UNDERSTANDING	SKILLS	
Pregnancy and Childbirth Task	X			X											X	X		5%	25%	Term 1 Week 6
Child Growth and Development Task		X	X			X												10%	25%	Term 2 Week 8
Yearly Examination	X			X	X		X	X	X	X	X							35%		Term 3 Weeks 8-9

Outcomes: A student

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

PRELIMINARY ASSESSMENT TASK GRID - 2025												SUBJECT: <i>FOOD TECHNOLOGY</i>			
TASK	SYLLABUS OUTCOMES											40%	30%	30%	DUE DATE
COURSE	P1.1	P1.2	P2.1	P2.2	P3.1	P3.2	P4.1	P4.2	P4.3	P4.4	P5.1	KNOWLEDGE & UNDERSTANDING	DESIGNING, RESEARCH, ANALYSING AND EVALUATING	EXPERIMENTING AND PREPARING FOOD	
Food Availability Report and Practical		X					X	X			X	10	10	10	Term 1 Week 8
Nutrition and Functional Properties			X	X		X				X		10	10	20	Term 2 Week 8
Yearly Exam	X		X	X	X				X			20	10		Term 3 Weeks 8-9

Outcomes – A Student

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

PRELIMINARY ASSESSMENT TASK GRID 2025										SUBJECT: GEOGRAPHY				
TASK	SYLLABUS OUTCOMES									40%	20%	20%	20%	DUE DATE
COURSE	GE11-01	GE11-02	GE11-03	GE11-04	GE11-05	GE11-06	GE11-07	GE11-08	GE11-09	KNOWLEDGE AND UNDERSTANDING	GEOGRAPHICAL UNDERSTANDING	GEOGRAPHICAL INQUIRY	COMMUNICATION	
Research Task	X		X	X					X	10	5	5	5	Term 1 Week 8
Geographical Investigation					X	X	X	X	X	10	10	10	5	Term 3 Week 2
Yearly Examination	X	X		X				X		20	5	5	10	Term 3 Weeks 8-9

Outcomes: A student

GE11-01	examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time
GE11-02	explains geographical processes and influences, at a range of scales, that form and transform places and environments
GE11-03	explains geographical opportunities and challenges, and varying perspectives and responses
GE11-04	assesses responses and management strategies, at a range of scales, for sustainability
GE11-05	analyses and synthesises relevant geographical information from a variety of sources
GE11-06	identifies geographical methods used in geographical inquiry and their relevance in the contemporary world
GE11-07	applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
GE11-08	applies mathematical ideas and techniques to analyse geographical data
GE11-09	communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

PRELIMINARY ASSESSMENT TASK GRID 2025												SUBJECT: <i>INVESTIGATING SCIENCE</i>		
TASK	SYLLABUS OUTCOMES											60%	40%	DUE DATE
COURSE	INST1-1	INST1-2	INST1-3	INST1-4	INST1-5	INST1-6	INST1-7	INST1-8	INST1-9	INST1-10	INST1-11	SKILLS IN WORKING SCIENTIFICALLY	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	
Depth Study	X	X	X			X	X	X	X			20	10	Term 1 Week 8
Data Processing Task				X	X	X			X	X		20	10	Term 2 Week 8
Yearly Exam	X	X	X	X	X	X	X	X	X	X	X	20	20	Term 3 Weeks 8-9

Outcomes: A student

INST1-1	develops and evaluates questions and hypotheses for scientific investigation.
INST1-2	designs and evaluates investigations in order to obtain primary and secondary data and information.
INST1-3	conducts investigations to collect valid and reliable primary and secondary data and information.
INST1-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
INST1-5	analyses and evaluates primary and secondary data and information.
INST1-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
INST1-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
INST1-8	identifies that the collection of primary and secondary data initiates scientific investigations
INST1-9	examines the use of inferences and generalisations in scientific investigations
INST1-10	develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
INST1-11	describes and assesses how scientific explanations, laws and theories have developed

HEALTH & MOVEMENT SCIENCE- YEAR 11 2025 *Amended

TASK											60%	40%	DUE DATE
COURSE	HMS1101	HMS1102	HMS1103	HMS1104	HMS1105	HMS1106	HMS1107	HMS1108	HMS1109	HMS1110	SKILLS IN	KNOWLEDGE & UNDERSTANDING OF COURSE CONTENT	
Core 2 Depth Study			X	X		X	X	X			20	10	Term 1, WEEK 10
Collaborative Investigation	X	X	X	X	X	X	X		X	X	20	20	Term 3, WEEK 6
Preliminary Yearly Exam	X	X	X	X		X	X		X		15	15	Term 3 WEEKS 8-9

Outcomes:

HMS1101	Interprets meanings, measures and patterns of health experienced by Australians	HMS1102	Analyses methods and resources to improve and advocate for the health of young Australians
HMS1103	Analyses the systems of the body in relation to movement	HMS1104	Investigates movement skills and psychology to improve participation and performance
HMS1105	Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts	HMS1106	Analysis: analyses the relationships and implications of health and movement concepts
HMS1107	Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes	HMS1108	Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts
HMS1109	Problem-solving: proposes and evaluates solutions to health and movement issues	HMS1110	Research: analyses a range of sources to make conclusions about health and movement concepts

PRELIMINARY ASSESSMENT TASK GRID 2025																	SUBJECT: INDUSTRIAL TECHNOLOGY		
TASK	SYLLABUS OUTCOMES																40%	60%	DUE DATE
COURSE	P1.1	P1.2	P2.1	P2.2	P3.1	P3.2	P3.3	P4.1	P4.2	P4.3	P5.1	P5.2	P6.1	P6.2	P7.1	P7.2	KNOWLEDGE & UNDERSTANDING	KNOWLEDGE & SKILLS	
Planning and Communication				X	X		X				X	X					10	10	Term 1 Week 10
Preliminary Project			X		X	X		X	X	X		X					10	30	Term 3 Week 5
Yearly examination	X	X	X										X	X	X	X	20	20	Term 3 Weeks 8-9

Outcomes: A student

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

PRELIMINARY ASSESSMENT TASK GRID 2025											SUBJECT: <i>LEGAL STUDIES</i>			
TASK	SYLLABUS OUTCOMES										50%	30%	20%	DUE DATE
COURSE	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	KNOWLEDGE AND UNDERSTANDING	INQUIRY AND RESEARCH	COMMUNICATION	
Media File Task	X	X	X					X	X		10	10	5	Term 1 Week 8
Law In Practice Task				X		X	X	X		X	10	10	15	Term 2 Week 9
Yearly Examination		X			X		X		X		30	10		Term 3 Weeks 8-9

Outcomes: A student

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

PRELIMINARY ASSESSMENT TASK GRID 2025						SUBJECT: <i>MARINE STUDIES</i>	
TASK	SYLLABUS OUTCOMES					% WEIGHTING	DUE DATE
COURSE	1	2	3	4	5		
Water Safety Video	X	X	X	X	X	30	Term 1 Week 7
Ecosystem Presentation	X	X	X			30	Term 2 Week 6
Yearly Examination	X	X	X	X	X	40	Term 3 Weeks 8-9

Outcomes: A student

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

PRELIMINARY ASSESSMENT TASK GRID 2025										SUBJECT: MATHEMATICS ADVANCED		
TASK	SYLLABUS OUTCOMES									50%	50%	DUE DATE
COURSE	MAT1-1	MAT1-2	MAT1-3	MAT1-4	MAT1-5	MAT1-6	MAT1-7	MAT1-8	MAT1-9	UNDERSTANDING FLUENCY AND COMMUNICATION	PROBLEM SOLVING, REASONING & JUSTIFICATION	
Open Book	X	X						X	X	15	15	Term 1 Week 9
Investigative Assignment	X		X				X	X	X	15	15	Term 2 Week 8
Yearly Examination	X	X	X	X	X	X	X		X	20	20	Term 3 Weeks 8-9

Outcomes: A student

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

PRELIMINARY ASSESSMENT TASK GRID 2025								SUBJECT: MATHEMATICS EXTENSION 1		
TASK	SYLLABUS OUTCOMES							50%	50%	DUE DATE
COURSE	ME11-1	ME11-2	ME11-3	ME11-4	ME11-5	ME11-6	ME11-7	UNDERSTANDING FLUENCY AND COMMUNICATION	PROBLEM SOLVING, REASONING & JUSTIFICATION	
Sighted Assessment					X	X	X	15	15	Term 2 Week 2
Investigative Assignment	X	X				X	X	15	15	Term 3 Week 1
Yearly Examination	X	X	X	X	X		X	20	20	Term 3 Weeks 8-9

Outcomes: A student

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

PRELIMINARY ASSESSMENT TASK GRID 2025											SUBJECT: MATHEMATICS STANDARD		
TASK	SYLLABUS OUTCOMES										50%	50%	DUE DATE
COURSE	MS11-1	MS11-2	MS11-3	MS11-4	MS11-5	MS11-6	MS11-7	MS11-8	MS11-9	MS11-10	UNDERSTANDING FLUENCY COMMUNICATION	PROBLEM SOLVING REASONING JUSTIFICATION	
Sighted Assessment	X	X	X	X	X	X			X	X	15	15	Term 1 Week 9
Investigative Assessment	X	X				X	X		X	X	15	15	Term 3 Week 2
Yearly Examination	X	X	X	X	X	X	X	X		X	20	20	Term 3 Weeks 8-9

Outcomes: A student

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

PRELIMINARY ASSESSMENT TASK GRID 2025											SUBJECT: <i>MODERN HISTORY</i>				
TASK	SYLLABUS OUTCOMES										40%	20%	20%	20%	DUE DATE
COURSE	MHT1-1	MHT1-2	MHT1-3	MHT1-4	MHT1-5	MHT1-6	MHT1-7	MHT1-8	MHT1-9	MHT1-10	KNOWLEDGE AND UNDERSTANDING	HISTORICAL SKILLS	HISTORICAL INQUIRY AND RESEARCH	COMMUNICATION OF HISTORICAL UNDERSTANDING	
Investigating the Nature of Modern History: Source Based Task		X	X			X				X	15	10		5	Term 1 Week 9
Historical Investigation: Research Task			X			X		X	X		10	5	15	10	Term 3 Week 2
Yearly Examination	X			X	X		X				15	5	5	5	Term 3 Weeks 8-9

Outcomes: A student

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

PRELIMINARY ASSESSMENT TASK GRID 2025												SUBJECT: <i>MUSIC 1</i>				
TASK	SYLLABUS OUTCOMES											25%	25%	30%	20%	DUE DATE
COURSE	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	PERFORMANCE	COMPOSITION	MUSICOLOGY	AURAL	
Performance	X				X				X	X	X	25	5			Term 1 Week 8
Composition		X	X					X		X			20	10		Term 3 Week 2
Yearly Examination	X			X		X	X			X				20	20	Term 3 Weeks 8-9

Outcomes: A student

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

PRELIMINARY ASSESSMENT TASK GRID 2025												SUBJECT: <i>NUMERACY</i>		
TASK	SYLLABUS OUTCOMES											50%	50%	DUE DATE
COURSE	N6-1.1	N6-1.2	N6-1.3	N6-2.1	N6-2.2	N6-2.3	N6-2.4	N6-2.5	N6-2.6	N6-3.1	N6-3.2	KNOWLEDGE AND UNDERSTANDING	SKILLS	
Assignment 1 – In Class Task		X	X	X	X	X	X	X	X	X	X	15%	10%	Term 1 Week 9
Assignment 2 –Hand In Assessment	X	X	X	X	X	X	X	X	X	X	X	15%	20%	Term 2 Week 8
Assignment 3 – Research Project	X	X	X	X	X	X	X	X	X	X	X	20%	20%	Term 3 Weeks 6

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

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

PRELIMINARY ASSESSMENT TASK GRID - 2025																		SUBJECT: PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)			
TASK	SYLLABUS OUTCOMES																	40%	30%	30%	DUE DATE
COURSE	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	KNOWLEDGE AND UNDERSTANDING	SKILLS INFLUENCING PERSONAL HEALTH	SKILLS IN CRITICAL THINKING	
Core 1- Better Health for Individuals Task		X	X	X											X	X		10	10	10	Term 1 Week 10
Body in MotionTask							X	X	X	X	X					X		10	10	10	Term 2 Week 10
Yearly Examination	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	20	10	10	Term 3 Weeks 8-9

Outcomes: A student

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

PRELIMINARY ASSESSMENT TASK GRID 2025												SUBJECT: <i>PHYSICS</i>		
TASK	SYLLABUS OUTCOMES											60%	40%	DUE DATE
COURSE	PH11-1	PH11-2	PH11-3	PH11-4	PH11-5	PH11-6	PH11-7	PH11-8	PH11-9	PH11-10	PH11-11	SKILLS IN WORKING SCIENTIFICALLY	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	
Kinematic Assignment		X		X	X	X		X				20	10	Term 1 Week 8
Depth Study	X	X	X				X		X			30	10	Term 2 Week 9
Yearly Examination	X	X	X	X	X	X	X	X	X	X	X	10	20	Term 3 Weeks 8-9

Outcomes: A student

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

PRELIMINARY ASSESSMENT TASK GRID 2025											SUBJECT: SOCIETY AND CULTURE			
TASK	SYLLABUS OUTCOMES										50%	30%	20%	DUE DATE
COURSE	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	APPLICATION AND EVALUATION OF SOCIAL AND CULTURAL RESEARCH METHODOLOGIES	COMMUNICATION OF INFORMATION, IDEAS AND ISSUES IN APPROPRIATE FORMS	
The Social and Cultural World Task	X		X			X				X	15	5	5	Term 1 Week 8
Personal & Social Identity Research Task (Mini PIP)			X				X	X		X	15	15	10	Term 2 Week 9
Yearly Examination		X		X	X				X	X	20	10	5	Term 3 Weeks 8-9

Outcomes: A student

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

PRELIMINARY ASSESSMENT TASK GRID - 2025

SUBJECT:
SPORT, LIFESTYLE AND
RECREATION (SLR)

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

Outcomes: A student

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

PRELIMINARY ASSESSMENT TASK GRID 2025											SUBJECT: VISUAL ARTS		
TASK	SYLLABUS OUTCOMES										50%	50%	DUE DATE
COURSE	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	MAKING	CRITICAL & HISTORICAL STUDY	
Subjective Frame		X		X		X			X	X	20	20	Term 2 Week 3
Cultural/Postmodern Frame	X		X		X						30		Term 3 Week 6
Yearly Examination							X	X	X	X		30	Term 3 Weeks 8-9

Outcomes: A student

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

PRELIMINARY ASSESSMENT TASK GRID 2025	SUBJECT: VISUAL DESIGN
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TASK	SYLLABUS OUTCOMES										70%	30%	DUE DATE
COURSE	DM1	DM2	DM3	DM4	DM5	DM6	CH1	CH2	CH3	CH4	PRACTICAL DESIGN/ ART MAKING	CRITICAL AND HISTORICAL STUDIES	
Graphic Design:	X			X			X				20	10	Term 1 Week 10
Wearable Design		X	X					X	X		30	10	Term 2 Week 10
Product Design			X		X	X	X			X	20	10	Term 3 Week 6

Outcomes: A student

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

VET SUBJECTS

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School Name: Picton High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for BSB30120 Certificate III in Business			Task 1 Let's get tech savvy	Task 2 Organising business safety	Task 3 Working in industry
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 10	Week 10	Week 10
			Term 1	Term 2	Term 3
Code	Unit of Competency	HSC Examinable			
BSBTEC201	Use business software applications	Yes	X		
BSBTEC202	Use digital technologies to communicate in the work environment	No	X		
BSBWHS311	Assist with maintaining workplace safety	Yes		X	
BSBINS302	Organise workplace information	No		X	
BSBXCM301	Engage in workplace communication	Yes			X
BSBOPS201	Work effectively in business environments	No			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward BSB30120 Certificate III in Business.

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

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards.

Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

VET TASK GRID 2025 - 2026														SUBJECT: Business Services	
TASK	COMPETENCIES													DUE DATE	
COURSE	BSBTEC201- Use business software applications	BSBTEC202- Use digital technologies to communicate in the work environment	BSBWHS311- Assist with maintain workplace safety	BSBINS302- Organise workplace information	BSBXCM301- Engage in workplace communication	BSBOPS201- Work effectively in business environments	BSBPFEF201- Support personal wellbeing in the workplace	BSBPFEF301- Organise personal work priorities	BSBTEC301- Design and produce business documents	BSBSUS211- Participate in sustainable work practices	BSBTWK301- Use inclusive work practices	BSBTEC303- Create electronic presentations	BSBCRT311- Apply critical thinking skills in a team environment	BSBOPS301- Maintain business resources	
TASK 1	X	X													<u>Year 11</u> Term 1- Week 10
TASK 2			X	X											<u>Year 11</u> Term 2- Week 10
TASK 3					X	X									<u>Year 11</u> Term 3- Week 10
TASK 4							X								<u>Year 12</u> Term 4 – Week 4
TASK 5								X	X						<u>Year 12</u> Term 1 – Week 8
TASK 6										X	X	X			<u>Year 12</u> Term 2 – Week 10
TASK 7													X	X	<u>Year 12</u> Term 3- Week 10
YEAR 11 WORK PLACEMENT (35 HOURS)															<u>Year 11</u> Term 3 - Week 10
YEAR 12 WORK PLACEMENT (35 HOURS)															<u>Year 12</u> Term 3 - Week 5
PRELIMINARY EXAMINATION	<u>Year 11</u> Preliminary Exam Period 30%				TRIAL HSC EXAMINATION					<u>Year 12</u> Trial HSC Period 70%				100%	<u>TOTAL MARK SUBMITTED TO NESA</u>

School Name: Picton High School

Tiling

Assessment Schedule Year 11 – 2025

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. *Task 2 completion may be carried over to HSC year			Task 1 White card	Task 2 Tools and equipment	Task 3 Work safe	Task 4 Working it out
Code	Unit of Competency	HSC Examinable	Week 6 Term 1	Week 10 Term 2 (HSC)	Week 10 Term 1	Week 10 Term 3
CPCWHS1001	Prepare to work safely in the construction industry		X			
CPCCCA2002	Use carpentry tools and equipment			X		
CPCCCM2005	Use construction tools and equipment	✓		X		
CPCCCA2011	Handle carpentry materials			X		
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	✓			X	
CPCCCM1011	Undertake basic estimation and costing					X
CPCCOM1015	Carry out measurements and calculations	✓				X

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

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

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

VET TASK GRID 2025 - 2026

SUBJECT: Construction

TASK	COMPETENCIES												DUE DATE
COURSE Construction CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)	CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction Industry	CPCCCOM1012 Work effectively and sustainably in the construction Industry	CPCCCOM1013 Plan and organise work	CPCCCVEI011 Undertake a basic construction project	CPCCCOM1015 Carry out measurement and calculations	CPCCCGM1011 Undertake basic estimation and costing	CPCCCOM2001 Read and interpret plans and specifications	CPCCCA2002 Use carpentry tools and equipment	CPCCCA2011 Handle carpentry materials	CPCCCM2005 Use construction tools and equipment	CPCCWHS1001 Prepare to work safely in the construction Industry	CPCCWF2002 Use wall and floor tiling tools and equipment	CPCCCM2013 Undertake basic installation of wall tiles
TASK 1 White Card											X		<u>Year 11</u> Term 1 - Week 6
TASK 2 Work Safe, Stay Safe	X												<u>Year 11</u> Term 1 - Week 10
TASK 3 Working it Out				X	X								<u>Year 12</u> Term 3 - Week 10
TASK 4 Project Planning			X				X						<u>Year 12</u> Term 4 - Week 10
TASK 5 Floor and Wall Tiling												X	X <u>Year 12</u> Term 1 - Week 10
TASK 6 Tools and Equipment								X	X	X			<u>Year 12</u> Term 2 - Week 10
TASK 7 Group Project		X				X							<u>Year 12</u> Term 3 - Week 10
YEAR 11 WORK PLACEMENT (35 HOURS)													<u>Year 11</u> Term 3 - Week 10
YEAR 12 WORK PLACEMENT (35 HOURS)													<u>Year 12</u> Term 3 - Week 5
RELIMINARY EXAMINATION	<u>Year 11</u> Preliminary Exam Period 30%					TRIAL HSC EXAMINATION	<u>Year 12</u> Trial HSC Period 70%					100%	<u>TOTAL MARK</u> <u>SUBMITTED TO NESA</u>

School Name: Picton High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for CUA30420 Certificate III in Live Production and Technical Services Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 – White card	Task 2 – Plan a career	Task 3 – Safe and sound	Task 4 – Bump in the light
Code	Unit of Competency	HSC Examinable	Week Term	Week 10 Term 3	Week 5 Term 2	Week 10 Term 3
CPCCWHS1001	Prepare to work safely in the construction industry		Prior to WPL			
CUAIND314	Plan a career in the creative arts industry			Post WPL		
CUAWHS312	Apply work health and safety practice	X			X	
CUASOU331	Undertake live audio operations	X			X	
CUALGT311	Operate basic lighting	X				X
CUASTA212	Assist with bump in and bump out of shows					X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward 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.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent’. In some cases, other descriptive words may be used leading up to “competent”.

VET TASK GRID 2025 - 2026

SUBJECT: Entertainment

TASK	COMPETENCIES												DUE DATE
COURSE	Prepare to work safely in the construction industry	Plan a career in the Creative arts Industry	Apply work health and safety practice	Undertake live audio operations	Operate basic lighting	Assist with bump in and bump out of shows	Work Effectively in the Creative Arts Industry	Provide Service to Customers	Operate Sound Reinforcement Systems	Operate Vision Systems	Assist with production operations for live performances	Work effectively during backstage during performances	
TASK 1 White Card	X												<u>Year 11</u> Term 1 - Week 10
TASK 2 Plan a Career		X											<u>Year 12</u> Term 3, Week 10
TASK 3 Safe and Sound			X	X									<u>Year 11</u> Term 2 - Week 5
TASK 4 Bump in the light					X	X							<u>Year 11</u> Term 3 – Week 10
TASK 5 Working in the Industry							X						<u>Year 12</u> Term 4 – Week 6
TASK 6 To Project and Serve								X	X	X			<u>Year 12</u> Term 2 – Week 5
TASK 7 Showtime											X	X	<u>Year 12</u> Term 3 – Week 10
YEAR 11 WORK PLACEMENT (35 HOURS)													<u>Year 11</u> Term 3 - Week 10
YEAR 12 WORK PLACEMENT (35 HOURS)													<u>Year 12</u> Term 3 - Week 5
PRELIMINARY EXAMINATION	Year 11 Preliminary Exam Period 30%					TRIAL HSC EXAMINATION		Year 12 Trial HSC Period 70%					<u>TOTAL MARK SUBMITTED TO NESAS</u>

School Name: Picton High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 Safety in the kitchen	Task 2 Service please
Code	Unit of Competency	HSC Examinable	Week 9 Term 2	Week 5 Term 3
SITXWHS005	Participate in safe work practices	X	X	
SITXFSA005	Use hygienic practices for food safety	X	X	
SITXFSA006	Participate in safe food handling practices	X	X	
SITHCCC025	Prepare and present sandwiches		X	
SITXCCS011	Interact with customers	X		X
SITXCOM007	Show social and cultural sensitivity			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward 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.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

VET TASK GRID 2025 - 2026		SUBJECT: HOSPITALITY FOOD & BEVERAGE
TASK	COMPETENCIES	DUE DATE

COURSE	SITXVH005 - Participate in safe work practices	SITXFSA005 - Use hygienic practices for food safety	SITXFSA006 - Participate in safe food handling	SITHCCC025 - Prepare and present sandwiches	SITXCCS011 - Interact with customers	SITXCOM007 - Show social and cultural sensitivity	SITHIND006 - Source and use information on the hospitality industry	SITHFAB024 - Prepare and serve non-alcoholic	SITHFAB025 - Prepare and serve espresso coffee	SITHFAB027 - Serve food and beverages	BSBTWK201 - Work effectively with others	SITHIND007 - Use hospitality skills effectively		
TASK 1 Safety in the Kitchen	X	X	X	X									Year 11 Term 2 - Week 9	
TASK 2 Service please					X	X							Year 11 Term 3 -Week 5	
TASK 3 The hospitality industry							X						Year 12 Term 1 - Week 10	
TASK 4 Working in the hospitality industry								X	X	X			Year 12 Term 2 – Week 10	
TASK 5 Working 9 to 5											X	X	Year 12 Term 3 – Week 3	
YEAR 11 WORK PLACEMENT (35 HOURS)											X	X	Year 11 Term 3 - Week 10	
YEAR 12 WORK PLACEMENT (35 HOURS)											X	X	Year 12 Term 3 - Week 5	
PRELIMINARY EXAMINATION	Year 11 Preliminary Exam Period 30%					TRIAL HSC EXAMINATION		Year 12 Trial HSC Period 70%					TOTAL MARK SUBMITTED TO NESA	

Assessment Tasks for SIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1		Task 2	
Code	Unit of Competency	HSC Examinable	Week Term	10 2	Week Term	5 3
SITXWHS005	Participate in safe work practices	X		X		
SITXFSA005	Use hygienic practices for food safety	X		X		
SITXFSA006	Participate in safe food handling procedures	X		X		
SITHCCC025	Prepare and present sandwiches			X		
SITXCOM007	Show social and cultural sensitivity	X				X
SITXCCS011	Interact with customers	X				X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward 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.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

VET TASK GRID 2025 - 2026					SUBJECT: Cookery									
TASK	COMPETENCIES													DUE DATE
COURSE	SITXFSA005 Use hygienic practices for food safety	SITXWHS005 Participate in safe work practices	SITXFSA006 Participate in safe food handling practices	SITHCCC025 Prepare and present sandwiches	SITXCOM007 Show social and cultural sensitivity	SITXCCS011 Interact with customers	SITHKOP009 Clean kitchen premises and equipment	SITXINV006 Receive, store and maintain stock	SITHCCC026 Package prepared foodstuffs	SITHCCC023 Use food preparation equipment	SITHCCC024 Prepare and present simple dishes	SITHCCC027 Prepare dishes using basic methods of cookery	SITHCCC034 Work effectively in a commercial kitchen	
TASK 1 Safety in the Kitchen	x	x	x	x										Week 10 Term 2
TASK 2 Service Please					X	x								Week 5 Term 3
TASK 3 Let's start cooking and cleaning							x	x						Week 10 Term 4
TASK 4 Pack It Up									x					Week 10 Term 4
TASK 5 There's no I in Team										x	x	x	x	Week 10 Term 2
YEAR 11 WORK PLACEMENT (35 HOURS)														Year 11 Term 3 - Week 10
YEAR 12 WORK PLACEMENT (35 HOURS)														Year 12 Term 3 - Week 5
PRELIMINARY EXAMINATION	Year 11 Preliminary Exam Period 30%			TRIAL HSC EXAMINATION			Year 12 Trial HSC Period 70%			100%			TOTAL MARK SUBMITTED TO NESA	

Assessment Tasks for ICT30120 Certificate III in Information Technology Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 Safe digital work	Task 2 Team web
			Week 1 Term 2	Week 3 Term 2
Code	Unit Name	HSC Examinable		
BSBWHS311	Assist with maintaining workplace safety	✓	X	
ICTWEB305	Produce digital images for the web		X	
BSBXTW301	Work in a team	✓		X
ICTWEB304	Build simple web pages			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward ICT30120 Certificate III in Information Technology.

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

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

VET TASK GRID 2025 - 2026

SUBJECT: Information and Digital Technology (IDT)

TASK COURSE	COMPETENCIES												DUE DATE
	Develop and extend critical and creative thinking skills	Provide ICT advice to clients	Securely manage personally identifiable information and	Identify IP, ethics and privacy policies in ICT environments	Apply introductory programming techniques	Work in a team	Assist with maintaining workplace safety	Produce digital images for the web	Build simple web pages	Run standard diagnostic tests	Operate application software packages	Develop web presence using social media	
TASK 1							X	X					Year 11 Term 2 - Week 1
TASK 2						X			X				Year 11 Term 3 -Week 2
TASK 3			X	X									Year 12 Term 4 - Week 2
TASK 4		X								X			Year 12 Term 1 - Week
TASK 5	X										X		Year 12 Term 3 – Week 6
TASK 6					X							X	Year 12 Term 3 – Week 9
YEAR 11 WORK PLACEMENT (35 HOURS)													Year 11 Term 3 - Week 10
YEAR 12 WORK PLACEMENT (35 HOURS)													Year 12 Term 3 - Week 5
PRELIMINARY EXAMINATION	Year 11 Preliminary Exam Period 30%					TRIAL HSC EXAMINATION		Year 12 Trial HSC Period 70%					TOTAL MARK SUBMITTED TO NESA

School Name: Picton High School

Blended – Assessment Schedule Year 11 - 2025

Assessment Tasks for AHC20122 Certificate II in Agriculture Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task WHS	Task Operate Tractors	Task Biosecurity	Task Communicate and Work Effectively	Task Handle and Observe Livestock	Task Care Livestock
			Week 1 Term 7	Week 10 Term 1	Week 10 Term 1	Week 10 Term 2	Week 10 Term 3	Week 10 Term 3
Code	Unit of Competency	HSC Examinable						
AHCWHS202	Participate in workplace health and safety processes	√	X					
AHCMOM202	Operate tractors			X				
AHCMOM304	Operate machinery and equipment			X				
AHCBIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity				X			
AHCWRK212	Work effectively in industry	√				X		
AHCWRK213	Participate in workplace communications					X		
AHCLSK205	Handle livestock using basic techniques						X	
AHCLSK204	Carry out regular livestock observation						X	
AHCLSK202	Care for health and welfare of livestock	√						X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward AHC20122 Certificate II in Agriculture.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent’. In some cases, other descriptive words may be used leading up to “competent”.

VET TASK GRID 2025-2026
PRIMARY INDUSTRIES

TASK	DUE DATE																
COURSE	Participate in workplace health and safety	Operate tractors	Operate machinery and equipment	Inspect and clean machinery, tools and	Work effectively in industry	Participate in workplace communications	Handle livestock using basic techniques	Carry out regular livestock observation	Handle livestock using basic techniques	Assist with soil or growing media sampling and testing	Recognise Plants	Observe and report on weather	Apply chemicals under supervision	Treat weeds	Participate in environmentally sustainable work practices	Electric Fencing	
WHS	X																Year 11 Term 1 – Week 7
OPERATE TRACTORS		X	X														Year 11 Term 1 - Week 10
BIOSECURITY				X													Year 11 Term 1 -Week 10
COMMUNITY AND WORK EFFECTIVELY					X	X											Year 11 Term 2 - Week 10
HANDLE AND OBSERVE LIVESTOCK							X	X									Year 11 Term 3 – Week 10
CARE FOR LIVESTOCK									X								Year 11 Term 3 – Week 10
SOIL										X							Year 12 Term 4 Week 6
RECOGNISE PLANTS											X						Year 12 Term 4 Week 10
WEATHER												X					Year 12 Term 2 Week 7
CHEMICALS AND WEEDS													X	X			Year 12 Term 1 Week 10
ENVIRONMENTALLY SUSTAINABLE															X		Year 12 Term 2 Week 10
ELECTRIC FENCING																X	Year 12 Term 3 Week 10
YEAR 11 WORK PLACEMENT (35 HOURS)																	Year 11 Term 3 - Week 10
YEAR 12 WORK PLACEMENT (35 HOURS)																	Year 12 Term 3 - Week 5
PRELIMINARY EXAMINATION	30%				TRIAL EXAMINATION					70%				TOTAL MARK SUBMITTED TO NESA			

School Name: Picton High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIR30216 Certificate III in Retail			Task 1 Get ready for retail	Task 2 Operation safety
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 11 Term 1	Week 10 Term 2
Code	Unit of Competency	HSC Examinable		
SIRXIND001	Work Effectively in a Service Environment	✓	X	
SIRXCOM002	Work Effectively in a Team	✓	X	
SIRXWHS002	Contribute to Workplace Health and Safety	✓		X
SIRRINV001	Receive and Handle Retail Stock			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIR30216 Certificate III in Retail.

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

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

VET TASK GRID 2025 - 2026

SUBJECT: Retail Service (RET)

TASK COURSE	COMPETENCIES												DUE DATE
	Work Effectively in a Service Environment	Work Effectively in a Team	Contribute to Workplace Health & Safety	Receive and Handle Retail Stock	Follow Point-of-Sale Procedures	Balance and Secure Point-of-Sale Terminal	Identify and Respond to Security Risks	Engage the Customer	Assist with Customer Difficulties	Build Customer Relationships and Loyalty	Advise on Products and Services	Sell to the Retail Customer	Product Visual Merchandise Displays
TASK 1	X	X											<u>Year 11</u> Term 1 - Week 11
TASK 2			X	X									<u>Year 11</u> Term 2 - Week 10
TASK 3					X	X	X						<u>Year 12</u> Term 4 - Week 6
TASK 4								X	X	X			<u>Year 12</u> Term 1 - Week 10
TASK 5											X	X	<u>Year 12</u> Term 2 - Week 11
TASK 6												X	<u>Year 12</u> Term 3 - Week 8
YEAR 11 WORK PLACEMENT (35 HOURS)													<u>Year 11</u> Term 3 - Week 10
YEAR 12 WORK PLACEMENT (35 HOURS)													<u>Year 12</u> Term 3 - Week 5
PRELIMINARY EXAMINATION		<u>Year 11</u> Preliminary Exam Period 30%				TRIAL HSC EXAMINATION				<u>Year 12</u> Trial HSC Period 70%			<u>TOTAL MARK</u> <u>SUBMITTED TO NESA</u>

School Name: Picton High School

Assessment Schedule Year 11 - 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 1 Tournament time	Task 2 Coaching the individual
		Week 2	Week 8
		Term 2	Term 3
Code	Unit of Competency		
HLTWHS001	Participate in workplace health and safety	X	
SISXIND006	Conduct sport, fitness and recreation events	X	
SISSSC0003	Meet participant coaching needs		X
BSBPOS403	Apply business risk management processes		X

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

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

VET TASK GRID 2025 - 2026

SUBJECT: Sports Coaching

TASK COURSE	COMPETENCIES										Due Date
	Participate in workplace health and safety	Conduct sport, fitness or recreation events	Work in a community coaching role	Continuously improve coaching skills and knowledge	Continuously improve officiating skills and knowledge	Instruct strength and conditioning techniques	Meet participant coaching needs	Apply business risk management processes	Coach sport participants up to an intermediate level	Provide first aid	
TASK 1	X	X									<u>Year 11</u> Term 2 - Week 2
TASK 2			X	X							<u>Year 11</u> Term 3 - Week 8
TASK 3A					X						<u>Year 12</u> Term 4 - Week 5
TASK 3C						X					<u>Year 12</u> Term 2 - Week 5
TASK 4							X				<u>Year 12</u> Term 1 - Week 9
TASK 5								X	X		<u>Year 12</u> Term 3 - Week 3
TASK 6										X	<u>Year 12</u> Term 3 - Week 9
YEAR 11/12 WORK PLACEMENT (35 HOURS)											<u>Year 12</u> Term 3, Week 5
PRELIMINARY EXAMINATION	N/A					TRIAL HSC EXAMINATION	N/A				N/A

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