

Year 12 2026

ASSESSMENT INFORMATION





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

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/carers, in writing, that the student has missed the assessment task without sufficient documentation. This notification will be in the form of a Warning of Non-Completion Letter. Copies of all such letters will be retained as part of faculty records. This notification will provide specific information on the nature of the task and a new submission deadline that the student is to adhere to.

4.0 Cheating, Plagiarising and Malpractice

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

- 4.8 Students should not allow others to copy their work. Allowing others to copy your work makes you as guilty of plagiarism as the person doing the copying and you may face the same penalties. Copying is cheating and may result in a zero for an assessment or a complete course being withheld.
- 4.9 Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

- Sharing answers to an assessment with other students and/or
- Submitting work that has been substantially contributed to by another person, such as student, parent, coach or subject expert, and/or
- Contract cheating by outsourcing work to a third party, and/or
- Unauthorised use of artificial intelligence technologies

- 4.9 Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.
- 4.10 Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESa treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA or the HSC.

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

SUBJECTS for YEAR 12 2026

HSC SUBJECTS

Agriculture
Ancient History
Biology
Business Studies
Ceramics (new grid this year)
Community and Family Studies
Chemistry
Design & Technology
English Studies
English Standard
English Advanced
English Extension 1
English Extension 2
Exploring Early Childhood
Food Technology
Geography (new grid this year)
Health & Movement Science (new grid this year)
Investigating Science (new grid this year)
Industrial Technology
Legal Studies
Mathematics Standard 1
Mathematics Standard 2
Mathematics Advanced
Mathematics Extension 1
Mathematics Extension 2
Modern History
Music 1
Numeracy
Physics
Society & Culture
Sport, Lifestyle & Recreation (SLR)
Visual Arts
Visual Design

VET

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

HSC ASSESSMENT DUE DATES TERM 4 2025		
	Wk 1	Wk 2
	Mon 13 Oct - 17 Oct	20 Oct - 24 Oct
	27 Oct - 31 Oct	3 Nov - 7 Nov
	10 Nov - 14 Nov	17 Nov - 21 Nov
	24 Nov - 28 Nov	1 Dec - 5 Dec
	8 Dec - 12 Dec	15 Dec - 19 Dec
VET Sports Coaching		
VET Retail Services		
VET Primary Industries		
VET Information & Digital Technology		
VET Hospitality (Kitchen Operations Cookery)		
VET Hospitality (Food & Beverage)		
VET Entertainment Industry		
VET Construction		
VET Business Services		
Visual Design		
Visual Arts		
Sport, Lifestyle & Recreation (SLR)		
Society & Culture		
Physics		
Numeracy		
Music 1		
Modern History		
Mathematics Extension 2		
Mathematics Extension 1		
Mathematics Advanced		
Mathematics Standard 2		
Mathematics Standard 1		
Legal Studies		
Industrial Technology		
Investigating science		
Health & movement Science		
Geography		
Food Technology		
Exploring Early Childhood		
English Extension 2		
English Extension 1		
English Advanced		
English Standard		
English Studies		
Design & Technology		
Chemistry		
Community & Family Studies		
Ceramics		
Business Studies		
Biology		
Ancient History		
Agriculture		

**HSC
ASSESSMENT
DUE DATES
TERM 1
2026**

[illegible]

[illegible]

**HSC
ASSESSMENT
DUE DATES
TERM 3
2026**

[illegible]

HSC ASSESSMENT TASK GRID 2026										SUBJECT: AGRICULTURE			
TASK	SYLLABUS OUTCOMES									40%	40%	20%	DUE DATE
COURSE	H1.1	H2.1	H2.2	H3.1	H3.2	H3.3	H3.4	H4.1	H5.1	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	KNOWLEDGE, UNDERSTANDING AND SKILLS REQUIRED TO MANAGE AGRICULTURAL PRODUCTION SYSTEMS	SKILLS IN EFFECTIVE RESEARCH, EXPERIMENTATION AND COMMUNICATION	
Oral Presentation	X	X	X							5	5	5	Term 4 Week 7
Practical Test				X	X	X	X			10	15		Term 1 Week 7
Trial Examination	X	X	X	X	X	X	X	X	X	15	15		Term 2 Weeks 9-10
Research							X	X	X	10	5	15	Term 3 Week 5

Outcomes: A student

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

HSC ASSESSMENT TASK GRID 2026											SUBJECT: ANCIENT HISTORY				
TASK	SYLLABUS OUTCOMES										40%	20%	20%	20%	DUE DATE
COURSE	AH12-1	AH12-2	AH12-3	AH12-4	AH12-5	AH12-6	AH12-7	AH12-8	AH12-9	AH12-10	KNOWLEDGE AND UNDERSTANDING	HISTORICAL SKILLS	HISTORICAL INQUIRY AND RESEARCH	COMMUNICATION OF HISTORICAL UNDERSTANDING	
Pompeii/Herculaneum source						X		X		X	10		10	5	Term 4 Week 9
Historical Society: Historical Analysis Task					X		X		X		5		10	5	Term 1 Week 10
HSC Trial Examination	X	X		X					X		15	10		5	Term 2 Weeks 9 & 10
Personality Task			X		x				X		10	10		5	Term 3 Week 6

Outcomes – A student:

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

HSC ASSESSMENT TASK GRID 2026												SUBJECT: BIOLOGY		
TASK	SYLLABUS OUTCOMES											60%	40%	DUE DATE
COURSE	BIO12-1	BIO12-2	BIO12-3	BIO12-4	BIO12-5	BIO12-6	BIO12-7	BIO12-12	BIO12-13	BIO12-14	BIO12-15	SKILLS IN WORKING SCIENTIFICALLY	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	
Depth Study	X		X	X	X		X			X		15	5	Term 4 Week 8
Data Processing Task		X		X		X	X	X				10	15	Term 1 Week 7
Trial HSC Examination	X	X	X	X	X	X	X	X	X	X		20	10	Term 2 Weeks 9 & 10
Data Processing		X		X		X	X		x		X	15	10	Term 3 Week 6

Outcomes: A student

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

HSC ASSESSMENT TASK GRID 2026								SUBJECT: BUSINESS STUDIES				
TASK	SYLLABUS OUTCOMES							40%	20%	20%	20%	DUE DATE

COURSE	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10	KNOWLEDGE AND UNDERSTANDING	STIMULUS BASED SKILLS	INQUIRY & RESEARCH	COMMUNICATION OF BUSINESS IDEAS	
Operations Task		X			X		X		X		10		5	5	Term 4 Week 8
Finance Task				X				X	X	X	10		10	5	Term 1 Week 7
HSC Trial Exam	X		X			X				X	10	10		10	Term 2 Weeks 9 & 10
Human Resources Task			X			X		X	X		10	10	5		Term 3 Week 5

Outcomes: A student

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

HSC ASSESSMENT TASK GRID – 2026												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	
Project 1				X	X	X				X	X	30%	10%	Term 4 Week 10
Project 2		X	X				X	X				20%	10%	Term 1 Week 10
Project 3	X			X	X	X			X			20%	10%	Term 3 Week 9

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.

HSC ASSESSMENT TASK GRID 2026															SUBJECT: COMMUNITY & FAMILY STUDIES		
TASK	SYLLABUS OUTCOMES														40%	60%	DUE DATE
COURSE	H1.1	H2.1	H2.2	H2.3	H3.1	H3.2	H3.3	H3.4	H4.1	H4.2	H5.1	H5.2	H6.1	H6.2	KNOWLEDGE AND UNDERSTANDING	SKILLS IN CRITICAL THINKING, RESEARCHING, ANALYSING & COMMUNICATING	
Independent Research Project									X	X					5	15	Term 4 Week 9
Groups in Context – Detailed Study					X	X	X								10	15	Term 1 Week 8
HSC Trial Exam		X						X				X			15	15	Term 2 Weeks 9& 10
Parenting & Caring Case Study	X		X	X							X		X	X	10	15	Term 3 Weeks 6

Outcomes: A student

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

HSC ASSESSMENT TASK GRID 2026										SUBJECT: CHEMISTRY		
TASK	SYLLABUS OUTCOMES									60%	40%	DUE DATE

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

Outcomes: A student

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

HSC ASSESSMENT TASK GRID 2026														SUBJECT: DESIGN & TECHNOLOGY		
TASK	SYLLABUS OUTCOMES													40%	60%	DUE DATE
COURSE	H1.1	H1.2	H2.1	H2.2	H3.1	H3.2	H4.1	H4.2	H4.3	H5.1	H5.2	H6.1	H6.2	KNOWLEDGE & UNDERSTANDING	KNOWLEDGE & SKILLS IN DESIGNING & PRODUCING	
Project Proposal Presentation			X				X	X			X				20	Term 4 Week 8
Innovation and Emerging Case Study		X		X	X	X							X	20		Term 1 Week 5
Project Development and Management Report									X	X	X	X			30	Term 2 Week 6
HSC Trial Exam	X		X	X	X								X	20	10	Term 2 Weeks 9 & 10

Outcomes – A student:

H1.1	critically analyses the factors affecting design and the development and success of design projects
H1.2	relates the practices and processes of designers and producers to the major design project
H2.1	explains the influence of trends in society on design and production
H2.2	evaluates the impact of design and innovation on society and the environment
H3.1	analyses the factors that influence innovation and the success of innovation
H3.2	uses creative and innovative approaches in designing and producing
H4.1	identifies a need or opportunity and researches and explores ideas for design development and production of the major design project
H4.2	selects and uses resources responsibly and safely to realise a quality major design project
H4.3	evaluates the processes undertaken and the impacts of the major design project
H5.1	manages the development of a quality major design project

HSC ASSESSMENT TASK GRID 2026														SUBJECT: ENGLISH STUDIES		
TASK	SYLLABUS OUTCOMES													50%	50%	DUE DATE

COURSE	ES12-01	ES12-02	ES12-03	ES12-04	ES12-05	ES12-06	ES12-07	ES12-08	ES12-09	ES12-10	KNOWLEDGE & UNDERSTANDING OF COURSE CONTENT	SKILLS IN: COMPREHENDING TEXTS; COMMUNICATING IDEAS; & USING LANGUAGE ACCURATELY, APPROPRIATELY & EFFECTIVELY	
Common Module Multimodal Task		X				X		X			10	10	Term 4 Week 10
Module C Travel Writing	X						X		X		10	10	Term 1 Week 10
Trial Examination	X				X		X				10	10	Term 2 Week 9
Collection of Classwork All Modules			X	X						X	20	20	Term 3 Week 5

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

HSC ASSESSMENT TASK GRID 2026										SUBJECT: ENGLISH STANDARD		
TASK	SYLLABUS OUTCOMES									50%	50%	DUE DATE
COURSE	EN12-01	EN12-02	EN12-03	EN12-04	EN12-05	EN12-06	EN12-07	EN12-08	EN12-09	KNOWLEDGE & UNDERSTANDING OF COURSE CONTENT	SKILLS IN RESPONDING TO TEXTS & COMMUNICATION OF IDEAS APPROPRIATE TO AUDIENCE, PURPOSE & CONTEXTS ACROSS ALL MODES	
Common Module In-class Analytical Response	X					X	X			10	10	Term 4 Week 10
Module A Multimodal Task		X	X					X		15	10	Term 1 Week 10
Trial Examination	X		X		X					15	15	Term 2 Week 9
Module C Writing Task and Reflection				X	X				X	10	15	Term 3 Week 5

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

HSC ASSESSMENT TASK GRID 2026										SUBJECT: ENGLISH ADVANCED		
TASK	SYLLABUS OUTCOMES									50%	50%	DUE DATE
COURSE	EA12-01	EA12-02	EA12-03	EA12-04	EA12-05	EA12-06	EA12-07	EA12-08	EA12-09	KNOWLEDGE & UNDERSTANDING OF COURSE CONTENT	SKILLS IN RESPONDING TO TEXTS & COMMUNICATION OF IDEAS APPROPRIATE TO AUDIENCE, PURPOSE & CONTEXTS ACROSS ALL MODES	
Common Module In-class Analytical Response	X					X	X			10	10	Term 4 Week 10
Module A Multimodal Task		X				X		X		15	10	Term 2 Week 2
Trial Examination	X		X		X					15	15	Term 2 Week 9
Module C Writing Task and Reflection				X	X				X	10	15	Term 3 Week 5

Outcomes: A student

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

HSC ASSESSMENT TASK GRID 2026						SUBJECT: ENGLISH EXTENSION 1		
TASK	SYLLABUS OUTCOMES					50%	50%	DUE DATE
COURSE	EE12-1	EE12-2	EE12-3	EE12-4	EE12-5	KNOWLEDGE AND UNDERSTANDING OF COMPLEX TEXTS AND OF HOW AND WHY THEY ARE VALUED	SKILLS IN COMPLEX ANALYSIS, SUSTAINED COMPOSITION AND INDEPENDENT INVESTIGATION	
Imaginative Response and Reflection		X		X	X	15	15	Term 1 Week 5
Critical Response with Related Text	X	X	X	X		20	20	Term 2 Week 5
Examination		X	X	X	X	15	15	Term 3 Week 5

Outcomes A student:

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

HSC ASSESSMENT TASK GRID 2026						SUBJECT: ENGLISH EXTENSION 2		
TASK	SYLLABUS OUTCOMES					50%	50%	DUE DATE
COURSE	EEX12-1	EEX12-2	EEX12-3	EEX12-4	EEX12-5	SKILLS IN EXTENSIVE INDEPENDENT RESEARCH	SKILLS IN SUSTAINED COMPOSITION	
Viva Voce (including written proposal)	X			X	X	15	15	Term 1 Week 2
Literature Review	X	X	X	X		20	20	Term 2 Week 2
Critique of the Creative Process		X	X		X	15	15	Term 3 Week 1

Outcomes: A student

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

HSC ASSESSMENT TASK GRID 2026																	SUBJECT: EXPLORING EARLY CHILDHOOD			
TASK	SYLLABUS OUTCOMES																50%	50%	DUE DATE	
COURSE	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	2.5	3.1	4.1	4.2	4.3	5.1	6.1	6.2	KNOWLEDGE AND UNDERSTANDING	SKILLS	
Play Assessment			X				X											15	20	Term 4 Week 8
Children Literature		X													X				30	Term 1 Week 6
Trial Examination				X					X	X	X							15		Term 2 Week 9-10
Young Children and the Law						X			X		X	X						20		Term 3 Weeks 4

Outcomes: A student

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

N.B These outcomes are for both Preliminary and HSC Course – some are assessed during Yr 11.

HSC ASSESSMENT TASK GRID – 2026											SUBJECT: FOOD TECHNOLOGY			
TASK	SYLLABUS OUTCOMES										40%	30%	30%	DUE DATE
COURSE	H1.1	H1.2	H1.3	H1.4	H2.1	H3.1	H3.2	H4.1	H4.2	H5.1	KNOWLEDGE & UNDERSTANDING	DESIGNING, RESEARCH, ANALYSING AND EVALUATING	EXPERIMENTING AND PREPARING FOOD	
Australian Food Industry Depth Study		X		X		X				X	5	5	15	Term 4 Week 8
Food Product Development Design Project			X					X		X		15	15	Term 1 Week 9
HSC Trial Exam	X	X			X				X		25			Term 2 Weeks 9 and 10
Contemporary Nutrition Issues Case Study					X		X				10	10		Term 3 Week 5

Outcomes – A Student

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

HSC ASSESSMENT TASK GRID 2026						GEOGRAPHY								
TASK	SYLLABUS OUTCOMES									40%	20%	20%	20%	DUE DATE
COURSE	GE 12-01	GE 12-02	GE12-03	GE 12-04	GE 12-05	GE 12-06	GE 12-07	GE 12-08	GE 12-09	Knowledge & Understanding	Geographical skills & Tools	Geographical inquiry	Communication	
Global Sustainability - In Class Response	X			X	X				X	10	5		5	Term 4 Week 9
Rural & Urban Places - Research Task	X		X		X		X		X	10		10	5	Term 1 Week 10
HSC Trial Exam				X		X		X	X	10	5	5	10	Term 2 Weeks 9 & 10
Ecosystems & Biodiversity - Fieldwork Report		X	X			X	X	X		5	10	5	5	Term 3 Week 6
Outcomes - A student:														
GE12-01	Analyses rural and urban places, ecosystems, global biodiversity and economic activity, for their characteristics, spatial patterns, interactions and nature and extent of change over time.													
GE12-02	analyses geographical processes and influences, at a range of scales, that form and transform places and environments.													
GE12-03	Assesses geographical opportunities and challenges, and the role of varying perspectives and reponses in their management.													
GE12-04	Evaluates responses and management strategies at a range of scales, for sustainability.													
GE12-05	Synthesises and evaluates relevant geographical information from a variety of sources.													
GE12-06	Justifies geographical methods used in geographical inquiry and their relevance in the contemporary world.													
GE12-07	Selects and applies geographical inquiry skills & tools, including spatial technologies, fieldwork and ethical practices to investigate places and evironments.													
GE12-08	Applies mathematical ideas and techniques to analyse complex geographical data.													
GE12-09	Communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools in appropriate forms.													

HSC ASSESSMENT TASK GRID 2026						INVESTIGATING SCIENCE								
TASK	SYLLABUS OUTCOMES											60%	40%	DUE DATE
COURSE	INS11-1	INS11-2	INS11-3	INS11-4	INS11-5	INS11-6	INS11-7	INS11-12	INS11-13	INS11-14	INS11-15	Skills in working scientifically	Knowledge & Understanding of course content	
Depth Study	X	X	X	X	X	X	X	X				10	10	Term 4 Week 8
Secondary Source Research Task	X			X	X		X			X		15	5	Term 1 Week 6
HSC Trial Exam	X	X	X	X	X	X	X	X	X	X		20	15	Term 2 Weeks 9 & 10
Depth Study	X	X	X	X	X	X	X		X		X	15	10	Term 3 Week 5
Outcomes - A student:														
INS11-1	Develops and evaluates questions and hypotheses for scientific investigation.													
INS11-2	Designs and evaluates investigations in order to obtain primary & secondary data and information.													
INS11-3	Conducts investigations to collect valid and reliable primary and secondary data and information.													
INS11-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.													
INS11-5	Analyses and evaluates primary and secondary data and information.													
INS11-6	Solves specific problems using primary and secondary data, critical thinking skills and scientific processes.													
INS11-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.													
INS11-12	Develops and evaluates the process of undertaking scientific investigations.													
INS11-13	Describes and explains how science drives the development of technologies.													
INS11-14	Uses evidence-based analysis in a scientific investigation to support or refute a hypothesis.													
INS11-15	Evaluates the implications of ethical, social, economic and political influences on science.													

HSC ASSESSMENT TASK GRID 2026																	SUBJECT: INDUSTRIAL TECHNOLOGY		
TASK	SYLLABUS OUTCOMES																40%	60%	DUE DATE
COURSE	H1.1	H1.2	H1.3	H2.1	H3.1	H3.2	H3.3	H4.1	H4.2	H4.3	H5.1	H5.2	H6.1	H6.2	H7.1	H7.2	KNOWLEDGE & UNDERSTANDING	KNOWLEDGE & SKILLS MAJOR PROJECT	
Proposal Presentation					X	X	X				X	X					5	15	Term 4 Week 8
Industry Study	X		X			X									X	X	15		Term 1 Week 5
Project Development & Management Report		X		X		X		X	X	X		X						35	Term 2 Week 7
HSC Trial Exam	X	X		X									X	X					Term 2 Weeks 9 & 10

Outcomes – A student:

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

HSC ASSESSMENT TASK GRID 2026											SUBJECT: LEGAL STUDIES			
TASK	SYLLABUS										60%	20%	20%	DUE DATE
COURSE	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10	KNOWLEDGE & UNDERSTANDING	INQUIRY & RESEARCH	COMMUNICATION OF INFORMATION	
Crime Task	X			X			X	X	X		10	5	5	Term 4 Week 10
Human Rights Task		X	X							X	15	5	5	Term 1 Week 9
HSC Trial Exam	X	X		X	X		X		X		25		5	Term 2 Weeks 9 & 10
Family Research Task	X					X		X		X	10	10	5	Term 3 Week 5

Outcomes: A student:

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

HSC ASSESSMENT TASK GRID 2026											SUBJECT: MATHEMATICS STANDARD 1		
TASK NAME	SYLLABUS OUTCOMES										50%	50%	DUE DATE
COURSE	MS1-12-1	MS1-12-2	MS1-12-3	MS1-12-4	MS1-12-5	MS1-12-6	MS1-12-7	MS1-12-8	MS1-12-9	MS1-12-10	UNDERSTANDING, FLUENCY, AND COMMUNICATING	PROBLEM SOLVING, REASONING AND JUSTIFICATION	
In Class Test		X				X		X	X	X	10	10	Term 4 Week 8
Open book test	X		X		X		X		X	X	15	15	Term 1 Week 8
HSC Trial Exam	X	X	X	X	X	x	X			X	15	15	Term 2 Week 9 & 10
In Class Test				X			X		X	X	10	10	Term 3 Week 5

Outcomes: A student

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

HSC ASSESSMENT TASK GRID 2026											SUBJECT: MATHEMATICS STANDARD 2		
TASK NAME	SYLLABUS OUTCOMES										50%	50%	DUE DATE
COURSE	MS2-12-1	MS2-12-2	MS2-12-3	MS2-12-4	MS2-12-5	MS2-12-6	MS2-12-7	MS2-12-8	MS2-12-9	MS2-12-10	UNDERSTANDING, FLUENCY, AND COMMUNICATING	PROBLEM SOLVING, REASONING AND JUSTIFICATION	
In Class Test		X				X		X	X	X	10	10	Term 4 Week 8
Open Book Test	X		X		X		X		X	X	15	15	Term 1 Week 8
HSC Trial Exam	X	X	X	X	X	X	X	X		X	15	15	Term 2 Week 9 & 10
In Class Test				X			X	X	X	X	10	10	Term 3 Week 5

Outcomes: A student

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

HSC ASSESSMENT TASK GRID 2026									SUBJECT: MATHEMATICS ADVANCED				
TASK NAME	SYLLABUS OUTCOMES										50%	50%	DUE DATE
COURSE	MA 12-1	MA 12-2	MA12-3	MA 12-4	MA 12-5	MA 12-6	MA12-7	MA12-8	MA12-9	MA12-10	UNDERSTANDING, FLUENCY, AND COMMUNICATING	PROBLEM SOLVING, REASONING AND JUSTIFICATION	
In Class Test	X					X	X	X	X	X	10	10	Term 4 Week 8
Open Book Test			X			X			X	X	15	15	Term 1 Week 8
Trial HSC Exam	X	X	X	X	X	X	X	X		X	15	15	Term 2 Week 9 & 10
In Class Test		X		X					X	X	10	10	Term 3 Week 6

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

HSC ASSESSMENT TASK GRID 2026								SUBJECT: MATHEMATICS EXTENSION 1		
TASK	SYLLABUS OUTCOMES							WEIGHTINGS		
COURSE	ME 12-1	ME 12-2	ME 12-3	ME 12-4	ME 12-5	ME 12-6	ME 12-7	UNDERSTANDING, FLUENCY AND COMMUNICATING 50%	PROBLEM SOLVING, REASONING AND COMMUNICATING 50%	DUE DATE
In Class Test	X	X					X	15	15	Term 4 Week 9
Open Book Test			X		X	X	X	10	10	Term 1 Week 9
HSC Trial Exam	X	X	X	X	X		X	15	15	Term 2 Week 9 & 10
In Class Test		X		X			X	10	10	Term 3 Week 5

Outcomes – A student:

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

HSC ASSESSMENT TASK GRID 2026								SUBJECT: MATHEMATICS EXTENSION 2		
TASK	SYLLABUS OUTCOMES							WEIGHTINGS		

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

Outcomes – A student:

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

HSC ASSESSMENT TASK GRID 2026												SUBJECT: NUMERACY		
TASK	SYLLABUS OUTCOMES											50%	50%	DUE DATE
COURSE	N6-1.1	N6-1.2	N6-1.3	N6-2.1	N6-2.2	N6-2.3	N6-2.4	N6-2.5	N6-2.6	N6-3.1	N6-3.2	KNOWLEDGE AND UNDERSTANDING	SKILLS	
Portfolio	X	X	X	X	X	X	X	X	X	X	X	10	10	Term 4 Week 9
Assignment #	X	X	X	X	X	X	X	X	X	X	X	10	10	Term 1 Week 5
Assignment #	X	X	X	X	X	X	X	X	X	X	X	15	15	Term 2 Week 5
Assignment #	X	X	X	X	X	X	X	X	X	X	X	15	15	Term 3 Week 6

Outcomes will vary for these assessments.

Outcomes: A student

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

HSC ASSESSMENT TASK GRID 2026										SUBJECT: MODERN HISTORY				
TASK	SYLLABUS OUTCOMES									40%	20%	20%	20%	DUE DATE
COURSE	MH12-1	MH12-2	MH12-3	MH12-4	MH12-5	MH12-6	MH12-7	MH12-8	MH12-9	KNOWLEDGE AND UNDERSTANDING OF COURSE, CONTENT	HISTORICAL SKILLS IN THE ANALYSIS AND EVALUATION OF SOURCES AND INTERPRETATIONS	HISTORICAL INQUIRY AND RESEARCH	COMMUNICATION OF HISTORICAL UNDERSTANDING IN APPROPRIATE FORMS	
Power and Authority Source Based Task				X		X	X				10	10		Term 4 Week 7
National Study Historical Analysis		X	X			X		X		5	5	10	5	Term 1 Week 5
HSC Trial Examination	X	X			X		X		X	20	5		5	Term 2 Weeks 9 & 10
Change in the Modern World Task	X		X	X					X	15			10	Term 3 Week 4

Outcomes – A student:

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

HSC ASSESSMENT TASK GRID 2026												MUSIC							
TASK	SYLLABUS OUTCOMES											10%	10%	10%	25%	15%	15%	15%	DUE DATE
COURSE	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10	H 11	PERFORMANCE CORE	COMPOSITION CORE	MUSICOLOGY CORE	AURALCORE	ELECTIVE 1	ELECTIVE 2	ELECTIVE 3	
Practical Workshop	X		X		X					X	X	10		10	15				Term 4 Week 7
Aural Analysis Task	X	X		X			X	X					10		10		15		Term 1 Week 5
HSC Trial Exam	X					X			X							15		15	Term 2 Weeks 9 & 10

Outcomes – A student:

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

HSC ASSESSMENT TASK GRID 2026												SUBJECT: PHYSICS		
TASK	SYLLABUS OUTCOMES											60%	40%	DUE DATE
COURSE	PH11/12-1	PH11/12-2	PH11/12-3	PH11/12-4	PH11/12-5	PH11/12-6	PH11/12-7	PH12-12	PH12-13	PH12-14	PH12-15	SKILLS IN WORKING SCIENTIFICALLY	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	
Mechanics Depth Study	X	X				X	X	X				15	10	Term 4 Week 7
Electromagnetism Depth Study	X	X		X		X	X		X			15	15	Term 1 Week 6
Trial Examination	X	X	X	X	X	X	X	X	X	X	X	20	10	Term 2 Weeks 9 & 10
Data Processing Task			X	X	X	X	X				X	10	5	Term 3 Week 5

Outcomes – A student:

PH12-1	develops and evaluates questions and hypotheses for scientific investigation
PH12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH12-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH12-5	analyses and evaluates primary and secondary data and information
PH12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PH12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH12-12	describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
PH12-13	explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
PH12-14	describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
H12-15	explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

HSC ASSESSMENT TASK GRID 2026											SUBJECT: SOCIETY AND CULTURE			
TASK	SYLLABUS OUTCOMES										50%	30%	20%	DUE DATE
COURSE	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10	KNOWLEDGE AND UNDERSTANDING	SOCIAL AND CULTURAL RESEARCH	COMMUNICATION	
Social & Cultural Continuity Change Research Task					X		X		X	X	10	10	5	Term 4 Week 6
PIP Proposal				X		X		X				5		Term 4 Week 8
PIP progress						X	X	X		X	5	5	5	Term 1 Week 8
HSC Trial Examination	X	X		X		X				X	25		5	Term 2 Weeks 9 & 10
Depth Study Task	X	X	X						X	X	10	5	5	Term 3 Week 5

Outcomes – A student:

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

HSC ASSESSMENT TASK GRID 2025	SUBJECT: SPORT, LIFESTYLE AND RECREATION
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																(SLR)											
TASK		SYLLABUS OUTCOMES																				50%	50%	DUE DATE			
COURSE		1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5	KNOWLEDGE & UNDERSTANDING	SKILLS	
1	Aquatics Test			X														X						X	30		Term 4 Week 8
	Resistance Training			X								X		X												30	Term 1 Week 9
2	Coaching Theory Task							X																X	20		Term 2 Week 8
	Coaching Practical Task												X								X					20	Term 2 Week 8

Outcomes: A student

1.1	Applies the rules and conventions that relate to participation in a range of physical activities.
1.2	Explains the relationship between physical activity, fitness and healthy lifestyle.
1.3	Demonstrates ways to enhance safety in physical activity.
1.4	Investigates and interprets the patterns of participation in sport and physical activity.
1.5	Critically analyses the factors affecting lifestyle balance and their impact on health status
1.6	Describes administrative processes that support successful performance outcomes
2.1	Explains the principles of skill development and training.
2.2	Analyses the fitness requirements of specific activities.
2.3	Selects and participates in physical activities that meet individual needs interests and abilities
2.4	Describes how societal influences impact on the nature of sport in Australia
2.5	Describes the relationship between anatomy, physiology and performance
3.1	Selects appropriate strategies and tactics for success in a range of movement contexts
3.2	Designs programs that respond to performance needs.
3.3	Measures and evaluates physical performance.
3.4	Composes, performs and appraises movement.
3.5	Analyses personal health practices.
3.6	Assesses and responds appropriately to emergency care situations
3.7	Analyses the impact of professionalism in sport
4.1	Plans strategies to achieve performance goals
4.2	Makes strategic plans to overcome the barriers to personal and community health
4.3	Demonstrates leadership skills and a capacity to work cooperatively in movement context
4.4	Demonstrates competence and confidence in movement contexts
4.5	Recognises the skills and abilities required to adopt roles that support health, safety and physical activity.

HSC ASSESSMENT TASK GRID 2025	SUBJECT: VISUAL ARTS
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TASK	SYLLABUS OUTCOMES										50%	50%	DUE DATE
COURSE	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10	MAKING	ART CRITICISM & ART HISTORY	
Art Criticism and Art History Task									X	X		20	Term 1 Week 4
BOW & Process Diary	X	X	X	X							20		Term 1 Week 6
HSC Trial Exam							X	X	X	X		30	Term 2 Weeks 9 & 10
Resolution of BOW & Process Diary					X	X					30		Term 3 Week 3

Outcomes – A student:

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

HSC ASSESSMENT TASK GRID 2025											SUBJECT: VISUAL DESIGN		
TASK	SYLLABUS OUTCOMES										70%	30%	DUE DATE
COURSE	DM1	DM2	DM3	DM4	DM5	DM6	CH1	CH2	CH3	CH4	MAKING	ART CRITICISM	
Project 1	x	x					x		x		30	10	Term 4 Week 10
Project 2			x		x			x			20	10	Term 1 Week 10
Project 3				x		x				x	20	10	Term 3 Week 8

Outcomes: A student

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

VET



School Name: _____

Assessment Schedule Year 12 – 2026

Assessment Task for Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			Task 4 Wellbeing	Task 5 Mastering document design	Task 6 Sharing is caring	Task 7 Thinking critically	TRIAL EXAM
			Week	Week	Week	Week	Week
			Term	Term	Term	Term	Term
Code	Unit Name	HSC Examinable	Date	Date	Date	Date	Date
BSBPEF201	Support personal wellbeing in the workplace	Yes	X				
BSBPEF301	<u>Organise</u> personal work priorities	Yes		X			
BSBTEC301	Design and produce business documents	No		X			
BSBSUS211	Participate in sustainable work practices	Yes			X		
BSBTWK301	Use inclusive work practices	Yes			X		
BSBTEC303	Create electronic presentations	No			X		
BSBCRT311	Apply critical thinking skills in a team environment	Yes				X	
BSBOPS301	Maintain business resources	No				X	

Depending on the achievement of units of competency, the possible qualification outcome is a 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	BSBPPEF201- Support personal wellbeing in the workplace	BSBPPEF301- 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: _____

Tiling

Assessment Schedule Year 12 – 2026

Assessment Task for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			Task 5 Tiling	Task 6 Project planning	Task 7 Group project	TRIAL EXAM
Code	Unit Name	HSC Examinable	Week	Week	Week	Week
			Term	Term	Term	Term
			Date	Date	Date	Date
CPCCFW2002	Use wall and floor tiling tools and equipment		X			
CPCCCM2013	Undertake basic installation of wall tiles		X			
CPCCOM2001	Read and interpret plans and specifications	✓		X		
CPCCOM1013	Plan and organise work	✓		X		
CPCCFE1011	Undertake a basic construction project				X	
CPCCOM1012	Work effectively and sustainably in the Construction Industry	✓			X	

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

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

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

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	CPCCCVE1011 Undertake a basic construction project	CPCCCOM1015 Carry out measurement and calculations	CPCCCM1011 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	CPCWHS1001 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%	TOTAL MARK SUBMITTED TO NESA



School Name: _____

Assessment Schedule Year 12 – 2026

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 2 – Plan a career	Task 5 – Work in the industry	Task 6- To project and serve	Task 7 - Showtime	TRIAL EXAM
			Week	Week	Week	Week	Week
			Term	Term	Term	Term	Term
Code	Unit Name	HSC Examinable	Date	Date	Date	Date	Date
CUAIND314	Plan a career in the creative arts industry		Post WPL				
CUAIND311	Work effectively in the creative arts industry	X		X			
SITXCCS006	Provide service to customers	X			X		
CUASOU306	Operate sound reinforcement systems				X		
CUAVSS312	Operate vision systems	X			X		
CUASTA311	Assist with production operations for live performances	X				X	
CUASMT311	Work effectively backstage during performances					X	

Depending on the achievement of units of competency, the possible qualification outcome 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 COURSE	COMPETENCIES												DUE DATE
	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 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	<u>Year 11</u> Preliminary Exam Period 30%					TRIAL HSC EXAMINATION		<u>Year 12</u> Trial HSC Period 70%					<u>TOTAL MARK SUBMITTED TO NES</u>



School Name: _____

Assessment Schedule Year 12 – 2026

Assessment Task for			Task 3 The hospitality industry	Task 4 Working in the industry	TRIAL EXAM
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			Week	Week	Week
			Term	Term	Term
			Date	Date	Date
Code	Unit Name	HSC Examinable			
SITHIND006	Source and use information on the hospitality industry		X		
SITHFAB024	Prepare and serve non-alcoholic beverages	X		X	
SITHFAB025	Prepare and serve espresso coffee	X		X	
SITHFAB027	Serve food and beverages	X		X	
BSBTWK201	Work effectively with others			X	
SITHIND007	Use hospitality skills others			X	

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

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

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	SITXWHS005 - 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	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									<u>Year 11</u> Term 2 - Week 9
TASK 2 Service please					X	X							<u>Year 11</u> Term 3 -Week 5
TASK 3 The hospitality industry							X						<u>Year 12</u> Term 1 - Week 10
TASK 4 Working in the hospitality industry								X	X	X			<u>Year 12</u> Term 2 – Week 10
TASK 5 Working 9 to 5											X	X	<u>Year 12</u> Term 3 – Week 3
YEAR 11 WORK PLACEMENT (35 HOURS)											X	X	<u>Year 11</u> Term 3 - Week 10
YEAR 12 WORK PLACEMENT (35 HOURS)											X	X	<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 SUBMITTED TO NESA</u>



School Name: _____

Assessment Schedule Year 12 – 2026

Assessment Task for SIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			Task 3	Task 4	Task 5	TRIAL EXAM
			Week	Week	Week	Week
			Term	Term	Term	Term
			Date	Date	Date	Date
Code	Unit Name	HSC Examinable				
SITHKOP009	Clean kitchen premises and equipment	X	X			
SITXINV006	Receive, store and maintain stock		X			
SITHCCC026	Packaged prepared foodstuffs			X		
SITHCCC023	Use food preparation equipment	X			X	
SITHCCC024	Prepare and present simple dishes				X	
SITHCCC027	Prepare dishes using basic methods of cookery	X			X	
SITHCCC034	Work effectively in a commercial kitchen				X	

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

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

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	SITXCSC011 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	



School Name: _____

Assessment Schedule Year 12 – 2026

Assessment Task 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 3 Security	Task 4 Run tests provide advice	Task 5 Programming	Task 6 Social media	TRIAL EXAM
			Week	Week	Week	Week	Week
			Term	Term	Term	Term	Term
Code	Unit Name	HSC Examinable	Date	Date	Date	Date	Date
BSBXCS303	Securely manage personally identifiable information and workplace information	✓	X				
ICTICT313	Identify IP, ethics and privacy policies in ICT environments	✓	X				
ICTSAS305	Provide ICT advice to clients	✓		X			
ICTSAS308	Run standard diagnostic tests			X			
ICTPRG302	Apply introductory programming techniques	✓			X		
ICTICT214	Operate application software packages				X		
BSBCRT301	Develop and extend critical and creative thinking skills	✓			X		
ICTWEB306	Develop web presence using social media	*Optional unit to achieve full qualification				X	

Depending on the achievement of units of competency, the possible qualification outcome is a 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					<u>Year 11</u> Term 2 - Week 1
TASK 2						X			X				<u>Year 11</u> Term 3 - Week 2
TASK 3			X	X									<u>Year 12</u> Term 4 - Week 2
TASK 4		X								X			<u>Year 12</u> Term 1 - Week
TASK 5	X										X		<u>Year 12</u> Term 3 - Week 6
TASK 6					X							X	<u>Year 12</u> Term 3 - Week 9
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 SUBMITTED TO NESA</u>



School Name: _____

Blended – Assessment Schedule Year 12 – 2026 **Update for HSC 2026**

Assessment Task 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 Soil	Task Recognise Plants	Task Weather	Task Chemicals and Weeds	Task Environmentally Sustainable	Task Insert Elective Option Name	TRIAL EXAM
			Week	Week	Week	Week	Week	Week	Week
			Term	Term	Term	Term	Term	Term	Term
Code	Unit Name	HSC Examinable	Date	Date	Date	Date	Date	Date	Date
AHCSOL203	Assist with soil or growing media sampling and testing		X						
AHPCCM204	Recognise Plants			X					
AHCWRK210	Observe and report on weather	v			X				
AHCCHM201	Apply chemicals under supervision	v			X				
AHCPMG201	Treat weeds					X			
AHCWRK211	Participate in environmentally sustainable work practices	v					X		
Insert Elective Option Code	Insert Elective Option UoC							X	

Depending on the achievement of units of competency, the possible qualification outcome is a AHC20122 Certificate II in Agriculture.

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								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																<u>Year 11</u> Term 1 – Week 7
OPERATE TRACTORS		X	X														<u>Year 11</u> Term 1 - Week 10
BIOSECURITY				X													<u>Year 11</u> Term 1 -Week 10
COMMUNITY AND WORK EFFECTIVELY					X	X											<u>Year 11</u> Term 2 - Week 10
HANDLE AND OBSERVE LIVESTOCK							X	X									<u>Year 11</u> Term 3 – Week 10
CARE FOR LIVESTOCK									X								<u>Year 11</u> Term 3 – Week 10
SOIL										X							<u>Year 12</u> Term 4 Week 6
RECOGNISE PLANTS											X						<u>Year 12</u> Term 4 Week 10
WEATHER												X					<u>Year 12</u> Term 2 Week 7
CHEMICALS AND WEEDS													X	X			<u>Year 12</u> Term 1 Week 10
ENVIRONMENTALLY SUSTAINABLE															X		<u>Year 12</u> Term 2 Week 10
ELECTRIC FENCING																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	30%				<u>TRIAL EXAMINATION</u>					70%				<u>TOTAL MARK SUBMITTED TO NESA</u>			



School Name: _____

Assessment Schedule Year 12 – 2026

Assessment Task for SIR30216 Certificate III in Retail Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			Task 3 Cash, count secure	Task 4 Serving the customer	Task 5 Going, going sold	Task 6 Plan, create display	TRIAL EXAM
Code	Unit Name	HSC Examinable	Week Term 4 Date	Week Term 1 Date	Week Term 2 Date	Week Term 3 Date	Week Term Date
SIRXSL002	Follow Point-of-Sale Procedures	✓	X				
SIRRRTF001	Balance and secure point-of-sale terminal		X				
SIRXRSK001	Identify and Respond to Security Risks	✓	X				
SIRXCEG001	Engage the Customer	✓		X			
SIRXCEG002	Assist with Customer Difficulties			X			
SIRXCEG003	Build Customer Relationships and Loyalty			X			
SIRXPDK001	Advise on Products and Services	✓			X		
SIRXSL001	Sell to the Retail Customers	✓			X		
SIRRMER001	Produce Visual Merchandise Displays	✓				X	

Depending on the achievement of units of competency, the possible qualification outcome is a 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	COMPETENCIES													DUE DATE
COURSE	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: _____

Assessment Schedule Year 12 – 2026

Assessment Task 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 3a Officiating in sport	Task 3b Inclusive coaching	Task 3c Strength and conditioning	Task 4 The community coach	Task 5 Next level coaching	Task 6 First aid
Code		Week	Week	Week	Week	Week	Week
Unit Name		Term	Term	Term	Term	Term	Term
Date		Date	Date	Date	Date	Date	Date
Remove the unit and task column of the unit not being delivered							
SISSSOF002	Continuously improve officiating skills and knowledge	X					
SISXDIS001	Facilitate inclusion for people with a disability		X				
SISXCAI009	Instruct strength and conditioning techniques			X			
SISSSCO002	Work in a community coaching role				X		
SISSSCO005	Continuously improve coaching skills and knowledge				X		
SISSSCO012	Coach sports participants up to an intermediate level					X	
HLTAID011	Provide first aid						X

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

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										
	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	Due Date
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			<u>N/A</u>