

YEAR 10

ASSESSMENT SCHEDULE

2025





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Year 10 Assessment Policy 2025

THE RECORD OF SCHOOL ACHIEVEMENT

The **Record of School Achievement (RoSA)** is the New South Wales Education Standards Authority (NESA) credential available to Year 10 & 11 students. Students satisfactorily completing Year 10 in 2024 will be eligible for a RoSA if they leave school before the end of Year 12. The RoSA will show grades A-E for all Year 10 courses as well as any Year 11 or 12 courses completed before the student leaves school. It will also nominate, but not show grades, for any courses partially completed in Years 11 or 12. There are no RoSA external examinations for school courses, but students may opt to sit state-wide online literacy and numeracy tests to augment the grades they receive for formal assessment tasks in completed courses. NESA specifies procedures governing schools' assessment processes for the fair and accurate awarding of grades so that they are comparable across the state. Students become ineligible for a RoSA if they receive an 'N' Determination or Award for failing to satisfactorily complete any Year 10 course. It is therefore essential that *all students complete all assessment tasks to the best of their ability and submit them on time*. Assessment requirements are as follows:

1. Teachers will:
 - a. Nominate assessment tasks to be listed in attached subject schedules, which also show the weighting for each task.
 - b. Provide students with written assessment task outlines, including assessable components and outcomes, two weeks before due dates.
 - c. Assign a mark/grade for each task which will formally contribute to the course grade (A-E) for each student as directed by NESA.
 - d. Consider classwork and informal assessment as well as assessment tasks in determining final RoSA grades.
 - e. Keep parents informed of general student progress, especially unsubmitted or incomplete tasks, and the risk of a failure to complete the course.
 - f. Closely monitor and support student progress with tasks and provide meaningful feedback and guidance on outcomes.



- g. Ensure assessment tasks respond to and reflect the context of student learning and are based on NESA-determined course components.

Students will:

- a. Complete all requirements of NESA developed or endorsed courses and achieve at least some if not all of the course outcomes.
 - b. Apply themselves with 'diligence and sustained effort' to the set tasks and experiences provided in the course by the school. That is, work hard and keep working.
 - c. Complete all tasks honestly and submit them by the set date to gain marks or grades. (Parents/Carers are asked to notify the school if a student is unexpectedly absent on the day of a task). A number of unsubmitted tasks can result in an "N" award.
 - d. If there are genuine reasons, complete and submit an Application for Extension (Appendix B) before the due date or an Illness Misadventure Application (Appendix A) after the due date, signed by a parent/carers. Provide supporting evidence such as a medical certificate if ill or a written explanation of unavailability or misadventure signed by parents/carers. If an Extension or Appeal is granted, an alternative task may be set or an estimate given based on work completed.
2. To safeguard effective communication and fairness, an Assessment Panel (head teacher and principal's nominee) will:
- a. Adjudicate, where necessary, on Extensions and Appeals and advise students of the outcome.
 - b. Refer the matter to the principal if the student and/or parents are unhappy with the outcome.
 - c. Determine the best course of action in the case of unexpected or unusual circumstances.

An "N" Determination, made when a student has failed to complete the essential requirements of a course, can only be given following appropriate warning letters home (**Appendix C**) and after time for correction has been allowed. Students have a right to appeal an "N" Award (see NESA website above for procedures). "N" awards in mandatory



courses will result in ineligibility for a RoSA and may prevent entry into Year 11 Preliminary courses.

The following schedules include an indication of the outcome categories or numbers covered in each task. As each task is issued, more explicit information about the outcomes is given to students. Assessment task details will be available on the Year 10 Assessment Calendar on the school website. Students, parents and carers can access detailed information about outcomes in each course through the NESA website. Contact the school if you require assistance with this.



School Reports and Grades

Student reports will be provided at the conclusion of each semester. Parent Teacher Evenings are scheduled every year. Parents are welcome to contact the school at any time to discuss their child's progress and educational needs.

Students should receive feedback on assessments tasks within 2 weeks of the due date or submission/completion of the task.

Student progress (reports and assessment tasks) will be reported using the NESA General Performance descriptors of achievement (Grades A – E):

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

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Year 10 Course Assessment 2025 Agriculture

Components	Task 1	Task 2	Task 3	Task 4	Weighting
	Practical Skills	Agricultural Data Collection	Research Task	Safety Examination	
	Term 1 Week 11	Term 2 Week 8	Term 3 Week 7	Term 4 Week 4	
	AG5-4, AG5-7, AG5-10, AG5-14	AG5-2, AG5-6, AG5-11, AG5-12	AG5-1, AG5-3, AG5-5, AG5-8	AG5-13, AG5-9	
Knowledge and understanding	40%	5	5	20	40%
Skills <ul style="list-style-type: none"> • production and marketing • problem solving • data collection and analysis • communication • safe work practices 	60%	25	20	10	60%
Total	30	30	25	15	100%



Year 10 Course Outcomes - Agriculture

A student:

- AG5-1 explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets
- AG5-2 explains the interactions within and between agricultural enterprises and systems
- AG5-3 explains the interactions within and between the agricultural sector and Australia's economy, culture and society
- AG5-4 investigates and implements responsible production systems for plant and animal enterprises
- AG5-5 investigates and applies responsible marketing principles and processes
- AG5-6 explains and evaluates the impact of management decisions on plant production enterprises
- AG5-7 explains and evaluates the impact of management decisions on animal production enterprises
- AG5-8 evaluates the impact of past and current agricultural practices on agricultural sustainability
- AG5-9 evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics
- AG5-10 implements and justifies the application of animal welfare guidelines to agricultural practices
- AG5-11 designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts
- AG5-12 collects and analyses agricultural data and communicates results using a range of technologies
- AG5-13 applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery
- AG5-14 demonstrates plant and/or animal management practices safely and in collaboration with others

Completion of homework will be an integral part of the successful completion of this course.

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Year 10 Course Assessment 2025 Child Studies

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 1 Week 5	Term 2 Week 5	Term 3 Week 9	Term 4 Week 6	
	The Diverse Needs of Children	Families & Cultures	Media & Technology in Childhood	Childcare & Career Opportunities	
	CS5-4, CS5-8, CS5-11	CS5-2, CS5-5, CS5-9	CS5-3, CS5-4, CS5-5	CS5-7, CS5- 9, CS5-10	
Weighting	25	25	25	25	100



Year 10 Course Outcomes – Child Studies

A student:

- CS5-1 identifies the characteristics of a child at each stage of growth and development
- CS5-2 describes the factors that affect the health and wellbeing of the child
- CS5-3 analyses the evolution of childhood experiences and parenting roles over time
- CS5-4 plans and implements engaging activities when educating and caring for young children within a safe environment
- CS5-5 evaluates strategies that promote the growth and development of children
- CS5-6 describes a range of parenting practices for optimal growth and development
- CS5-7 discusses the importance of positive relationships for the growth and development of children
- CS5-8 evaluates the role of community resources that promote and support the wellbeing of children and families
- CS5-9 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
- CS5-10 demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
- CS5-11 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- CS5-12 applies evaluation techniques when creating, discussing and assessing information related to child growth and development

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Year 10 Course Assessment 2025 Commerce

Component	Task 1	Task 2	Task 3	Weighting
	Term 1 Week 10	Term 2 Week 4	Term 3 Week 10	
	Consumer Choice Report	Law, society and political involvement examination	Business Plan	
	COM5-1, COM5-4, COM5-8	COM5-1, COM5-2, COM5.8	COM5-2, COM5-6, COM5-7	
Weighting	30	40	30	100



Year 10 Course Outcomes - Commerce

A student:

- COM5-1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
- COM5-2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business, economic, legal, political and employment contexts
- COM5-3 examines the role of law in society
- COM5-4 analyses key factors affecting decisions
- COM5-5 evaluates options for solving problems and issues
- COM5-6 develops and implements plans designed to achieve goals
- COM5-7 researches and assesses information using a variety of sources
- COM5-8 explains information using a variety of forms
- COM5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes

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Year 10 Course Assessment 2025 Computing Technology

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 1 Week 11	Term 2 Week 7	Term 3 Week 8	Term 4 Week 5	
	Network security documentation	Set up a network (practical project)	Plan and document an app	Build and program a functioning app	
	CT5-COM-01 CT5-DAT 01	CT5-SAF-01	CT5-DPM-01	CT5-DES-01	
Weighting	25	25	25	25	100

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Year 10 Course Outcomes – iSTEM

A student:

CT5-COM-01: communicates ideas, processes and solutions using appropriate media

CT5-DAT 01: explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts

CT5-DES-01: designs and creates user interfaces and the user experience

CT5-DPM-01: applies iterative processes to define problems and plan, design, develop and evaluate computing solutions

CT5-SAF-01: selects and applies safe, secure and responsible practices in the ethical use of data and computing technology

CTLS-COM-01: communicates ideas, processes or solutions

CTLS-SAF-01: uses computing technologies and data safely and responsibly

CTLS-DPM-01: recognises the processes used to design and produce computing solutions

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Year 10 Course Assessment 2025 Creative and Performing Arts

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Term 1 Week 8	Term 2 Week 6	Term 3 Week 7	Term 4 Week 6	
	Appreciation and Performance	Making and Appreciation	Performance	Making and Appreciating	
	5.1.4, 5.2.1, 5.3.2	5.2.2, 5.3.2	5.1.1, 5.3.3	5.1.2, 5.2.3	
Performing	5	5	10		20
Making	5	15	10	10	40
Appreciating	5		5	10	20
Self-Assessment and Peer Assessment	5	5	5	5	20
Total %	20	25	30	25	100



Year 10 Course Outcomes - Drama

A student:

- 5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
- 5.1.2 contributes, selects, develops and structures ideas in improvisation and playbuilding
- 5.1.3 devises, interprets and enacts drama using scripted and unscripted material or text
- 5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
- 5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
- 5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
- 5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
- 5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
- 5.3.2 analyses the contemporary and historical contexts of drama
- 5.3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology

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Year 9 Course Assessment 2025 English

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8	Term 4 Week 4	
	Novel Voices	Reshaping the World	Shakespeare Retold	Fact or Fiction - Truth in the Media	
	Analytical Response	Half Yearly Examination	Discursive Response	Yearly Examination	
	EN5-RVL-01, EN5- URA-01 EN5-URB-01, EN5-ECA-01 EN4-ECB-01	EN5-RVL-01, EN5-URA-01 EN5-URB-01, EN4-URC-01 EN4-ECA-01	EN5-URA-01, EN5- URC-01 EN5-ECA-01	EN5-RVL-01, EN5-URB-01 EN5-ECA-01, EN5-ECB-01	
Knowledge and understanding of course content	12.5	12.5	12.5	12.5	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context	12.5	12.5	12.5	12.5	50
Weighting	25	25	25	25	100

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Year 10 Course Outcomes - English

A student:

- EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts
- EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures
- EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes
- EN5-URC-01 investigates and explains ways of valuing texts and the relationships between them
- EN5-ECA-01 crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning
- EN5-ECB-01 uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

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Year 10 Course Assessment 2025 Food Technology

	Task 1	Task 2	Task 3	Task 4	
	Term 1 Week 10	Term 2 Week 5	Term 3 Week 9	Term 4 Week 4	
Component	Food in Australia Research Task	Practical Work	Food for specific needs design task	End-of-course examination	Weighting
	FT5-7, FT5-8, FT5-9	FT5-1, FT5-3, FT5-5	FT5-4, FT5-6, FT5-10, FT5-11	FT5-2, FT5-12, FT5-13	
	FTLS-5, FTLS-6	FTLS-1, FTLS-2, FTLS-7	FTLS-3 FTLS-8, FTLS-9, FTLS-10	FTLS-4, FTLS-11, FTLS-12	
Weighting	25	25	25	25	



Year 10 Course Outcomes – Food Technology

A student:

- FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product
- FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
- FT5-3 describes the physical and chemical properties of a variety of foods
- FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage
- FT5-5 applies appropriate methods of food processing, preparation and storage
- FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- FT5-7 justifies food choices by analysing the factors that influence eating habits
- FT5-8 collects, evaluates and applies information from a variety of sources
- FT5-9 communicates ideas and information using a range of media and appropriate terminology
- FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes
- FT5-12 examines the relationship between food, technology and society
- FT5-13 evaluates the impact of activities related to food on the individual, society and the environment

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Year 10 Course Assessment 2025 Geography

Component	Task 1	Task 2	Weighting
	Term 2 Week 2	Term 4 Week 4	
	Research Task	Examination	
	GE5-2, GE5-5, GE5-7, GE5-8	GE5-1, GE5-3, GE5-4, GE5-6, GE5-7	
	GELS-2, GELS-5, GELS-7, GELS-8	GELS-1, GELS-3, GELS-4, GELS-6, GELS-7	
Tools & Skills Apply geographical tools for geographical inquiry. Develop skills to acquire, process and communicate geographical information	30	10	40
Knowledge and understanding Knowledge and understanding of the features, characteristics and interactions of people, places and environments across a range of scales	20	40	60
Weighting	50	50	100



Year 10 Course Outcomes – Geography

A student:

- GE5-1 explains the diverse features and characteristics of a range of places and environments
- GE5-2 explains the processes that form and transform places and environments
- GE5-3 analyses the effect of interactions and connections between people, places and environments
- GE5-4 accounts for perspectives of people and organisations on a range of geographical issues
- GE5-5 assesses management strategies for places and environments for their sustainability
- GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing
- GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- GE5-8 communicates geographical information to a range of audiences using a variety of strategies

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Year 10 Course Assessment 2025 History

Component	Task 1	Task 2	Weighting
	Term 2 Week 3	Term 3 Week 4	
	WWII Source Analysis	Examination	
	HT5-5, HT5-8, HT5-9	HT5-2, HT5-3, HT5-4, HT5-9	
Knowledge and understanding Knowledge and understanding of the nature of history, significant changes and impact of ideas, movements, people and events.	15	25	40
Tools and Skills Skills to undertake historical inquiry and to communicate an understanding of history.	35	25	60
Weighting	50	50	100



Year 10 Course Outcomes – History

A student:

- HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia
- HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
- HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia
- HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process
- HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
- HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia
- HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
- HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

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Year 10 Course Assessment 2025 Industrial Technology – Metal

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 2 Week 1	Term 3 Week 6	Term 4 Week 5	Term 4 Week 4	
	Camp BBQ/Firepit	Soft Face Hammer	Major Project and Portfolio	End of Course Examination	
	IND5-4, IND5-8	IND5-5	IND5-7, IND5-5	IND5-9, IND5-10	
Historical Inquiry and skills	INDLS5	INDLS7 INDLS9	INDLS6 INDLS8	-	50
Weighting	20	25	40	15	100



Year 10 Course Outcomes – Industrial Technology - Metal

A student:

- IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.
- IND5-2 applies design principles in the modification, development and production of projects
- IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications
- IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- IND5-6 identifies and participates in collaborative work practices in the learning environment
- IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects
- IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications
- IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

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Industrial Technology – Timber Year 10 Course Assessment 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 2 Week 5	Term 2 Week 7	Term 4 Week 2	Term 4 Week 4	
	Occasional Table	Folio	Chess Board	End of course examination	
	IND5-1, IND5-7	IND 5-5, IND5-8, IND5-9, IND5-10	IND 5-2, IND5-5, IND5-6, IND5-7	IND5-9, IND 5-10	
Historical Inquiry and skills	INDLS5-1, INDLS5-2, INDLS5-5	INDLS5-7, INDLS5-9, INDLS5-10	INDLS5-3, INDLS5-4, INDLS5-6, INDLS5-8	-	
Weighting	30	30	30	10	100



Year 10 Course Outcomes – Industrial Technology - Timber

A student:

- IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.
- IND5-2 applies design principles in the modification, development and production of projects
- IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications
- IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- IND5-6 identifies and participates in collaborative work practices in the learning environment
- IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects
- IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications
- IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

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Year 10 Course Assessment 2025 Mathematics

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 1 Week 8	Term 2 Week 4	Term 3 Week 8	Term 4 Week 4	
	Investigation Task	Topic Test with Student created A4 Summary Sheet	Assignment	Topic Test with common section & Student created A4 Summary Sheet	
	MA5-TRG-C-01 MA5-TRG-C-02 MA5-TRG-P-01 MA5-EQU-P-02	MA5-FIN-C-02 MA5-NLI-C-01 MA5-NLI-C-02 MA5-NLI-P-01	MA5-DAT-C-02 MA5-DAT-P-01	Various Pathway options based on student subject selection	
Weighting	25	25	25	25	100



Year 10 Course Outcomes – Mathematics

A student:

MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions
MA5-ALG-P-01	simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions
MA5-ALG-P-02	selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions
MA5-DAT-C-02	displays and interprets datasets involving 2-variable data
MA5-DAT-P-01	plans, conducts and reviews a statistical inquiry into a question of interest
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction
MA5-EQU-P-01	solves monic quadratic equations, linear inequalities and cubic equations of the form
MA5-EQU-P-02	solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations
MA5-FIN-C-01	applies algebraic and numerical techniques to solve financial problems involving simple interest, earning money and spending money
MA5-FIN-C-02	solves financial problems involving compound interest and depreciation
MA5-FNC-P-01	uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables
MA5-IND-C-01	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5-IND-P-01	applies the index laws to operate with algebraic expressions involving negative-integer indices
MA5-IND-P-02	describes rational and irrational numbers and performs operations with surds and fractional indices
MA5-LOG-P-01	establishes and applies the laws of logarithms to solve problems
MA5-MAG-C-01	solves measurement problems by using standard form to represent numbers and rounding to a given number of significant figures
MA5-NLI-C-01	identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts
MA5-NLI-C-02	identifies and compares features of parabolas and exponential curves in various contexts
MA5-NLI-P-01	interprets and compares non-linear relationships and their transformations, both algebraically and graphically
MA5-POL-P-01	defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems
MA5-PRO-C-01	solves problems involving probabilities in multistage chance experiments
MA5-PRO-P-01	solves problems involving Venn diagrams, 2-way tables and conditional probability
MA5-RAT-P-01	identifies and solves problems involving direct and inverse variation and their graphical representations
MA5-RAT-P-02	analyses and constructs graphs relating to rates of change
MA5-TRG-C-01	applies trigonometric ratios to solve right-angled triangle problems
MA5-TRG-C-02	applies trigonometry to solve problems, including bearings and angles of elevation and depression
MA5-TRG-P-01	applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems, and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings

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Year 10 Course Assessment 2025 Physical Activity and Sports Studies (PASS)

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting
	Term 1 Week 9	Terms 1 and 2 Ongoing	Term 2 Week 10	Term 3 Week 10	Terms 3 and 4 Ongoing	
	Body Systems and Physical Fitness	Practical Participation, Skill and Teamwork	Physical Activity and Sport in Society	Enhancing Participation and Performance	Practical Participation, Skill and Teamwork	
	PASS5-1, PASS5-2, PASS5-6	PASS5-7, PASS5-8, PASS5-9	PASS5-3, PASS5-4	PASS5-5, PASS5-7, PASS5-10	PASS5-5, PASS5-7, PASS5-9	
Weighting	20	30	15	15	20	100



Year 10 Course Outcomes – Physical Activity and Sports Studies (PASS)

A student:

- PASS5-1 discusses factors that limit and enhance the capacity to move and perform
- PASS5-2 analyses the benefits of participation and performance in physical activity and sport
- PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport
- PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives
- PASS5-5 demonstrates actions and strategies that contribute to active participation and skilful performance
- PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport
- PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance
- PASS5-8 displays management and planning skills to achieve personal and group goals
- PASS5-9 performs movement skills with increasing proficiency
- PASS5-10 Analyses and appraises information, opinions and observations to inform physical activity and sport decisions

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Year 9 Course Assessment 2025 PD/Health/PE

	Task 1	Task 2	Task 3	Task 4	Task 5	
Content Strand	Term 1 Week 10	Terms 1 and 2, Ongoing	Term 2 Week 9	Term 3 Week 9	Terms 3 and 4 Ongoing	Weighting
	Sexual Health	Practical Participation and Skill	Mental Health	Drugs Research Task	Practical Participation and Skill	
	PD5-2, PD5-3, PD5-10	PD5-4, PD5-11	PD5-1, PD5-2, PD5-7	PD5-2, PD5-6, PD5-9	PD5-4, PD5-5, PD5-11	
	Weighting	20	30	15	15	



Year 10 Course Outcomes – PDHPE

A student:

- PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges
- PD5-2 researches and appraises the effectiveness of health information and support services available in the community
- PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships
- PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
- PD5-5 appraises and justifies choices of actions when solving complex movement challenges
- PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
- PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
- PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
- PD5-9 assesses and applies self-management skills to effectively manage complex situations
- PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
- PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

Yass High School



Year 10 Course Assessment 2025 Science

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 1 Week 11	Term 2 Week 4	Term 3 Week 3	Term 4 Week 4	
	Portfolio of Classwork	Mid-course Examination	Student Research Project	Yearly Examination	
	SC5-9WS, SC5-6WS	SC5-8WS, SC5-17CW, SC5-15LW	SC5-4WS, SC5- 5WS, SC5-7WS, SC5-9WS	SC5-8WS, SC5- 14LW, SC5-10PW	
Skills Skills in applying the processes of working scientifically	15	5	20	10	50
Knowledge & understanding Knowledge of the Physical World, Earth and Space, Living World, Chemical World. Understanding about the nature, development, use and influence of Science	5	15	10	20	50
Weighting	20	20	30	30	100



Year 10 Course Outcomes – Science

A student:

- SC5-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
- SC5-2VA shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
- SC5-3VA demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
- SC5-4WS develops questions or hypotheses to be investigated scientifically
- SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
- SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
- SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
- SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
- SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
- SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion
- SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
- SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
- SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
- SC5-14LW analyses interactions between components and processes within biological systems
- SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
- SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
- SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

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Year 9 Course Assessment 2025 Visual Arts

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8	Term 4 Week 4	
	Art practice and Historical study	Art practice and Critical study	Body of work and exhibition	Exam Conceptual study and frames	
	5.1, 5.3, 5.5, 5.7 5.10	5.2, 5.4, 5.6, 5.7 5.10	5.1, 5.2, 5.5, 5.6	5.7, 5.8, 5.9	
History/Criticism	10	10		20	40
Art Making	15	15	30		60
Weighting	25	25	30	20	100



Year 10 Course Outcomes – Visual Arts

A student:

- 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.2 makes artworks informed by their understanding of the function of and relationships between the artist – artwork – world – audience
- 5.3 makes artworks informed by an understanding of how the frames affect meaning
- 5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts
- 5.5 makes informed choices to develop and extend concepts and different meanings in their artworks
- 5.6 demonstrates developing technical accomplishment and refinement in making artworks
- 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art
- 5.8 uses their understanding of the function of and relationship between artist – artwork – world – audience in critical and historical interpretations of art
- 5.9 demonstrates how the frames provide different interpretations of art
- 5.10 demonstrates how art criticism and art history construct meanings



This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage

Course: **Skills for Work and Vocational Pathways**
 Board Endorsed Course **180 hour**

3 Preliminary and/or HSC units in total
There is not an Australian Tertiary Admission Rank (ATAR) option for this course

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of FSK20119 Certificate II in Skills for Work and Vocational Pathways training.gov.au - [FSK20119 - Certificate II in Skills for Work and Vocational Pathways](#). You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Entry Requirements

You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a business/construction environment and be able to use a personal digital device including a personal computer or laptop.

Foundation Skills Training Package (FSK 2.0) Units of Competency

Core	Elective
FSKLRG011: Use routine strategies for work-related learning	*BSBOPS203: Deliver a service to customers
Elective	*BSBWHS211: Contribute to health and safety of self and others
FSKNUM014: Calculate with whole numbers and familiar fractions, decimals and percentages for work	*FNSFLT211: Develop and use personal budgets
FSKNUM015: Estimate, measure and calculate with routine metric measurements for work	*FNSFLT212: Develop and use a savings plan
FSKRDG009: Read and respond to routine standard operating Procedures	*SITXFSA001: Use hygienic practices for food safety
FSKRDG010: Read and respond to routine workplace information	*SITHCCC002: Prepare and present simple dishes
FSKDIG003: Use digital technology for non-routine workplace tasks	*SITHFAB004: Prepare and serve non-alcoholic beverages
FSKLRG010: Use routine strategies for career planning	*SITHFAB005: Prepare and serve espresso coffee
FSKOCM004: Use oral communication skills to participate in workplace meetings	*SIRXIND002: Organise and maintain the store environment
FSKOCM007: Interact effectively with others at work	*SIRXSLS001: Sell to the retail customer
FSKWTG009: Write routine workplace texts	*CPCCCM2006: Apply basic levelling procedures
FSKLRG009: Use strategies to respond to routine workplace problems	*Trainer will advise on elective units chosen. Not all units of competency are available.

Students may apply for Recognition of Prior Learning (RPL) and/or credit transfer provided suitable evidence is submitted.

Pathways to Industry - Skills gained in this course transfer to other occupations

- Reading, writing, oral communication, learning and numeracy skills primarily aligned to the Australian Core Skills Framework
- Entry level digital literacy and employability skills
- A vocational training and employment plan

Mandatory HSC Course Requirements

Students must complete 180 indicative hours of course work. Students who do not meet these requirements will be 'N' determined as required by NESA.

External Assessment

There is **not** an external assessment (optional HSC examination) for this course and this course **does not** contribute towards an ATAR.

Competency-Based Assessment

In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

Course Cost: Nil

A school-based traineeship is not available in this course, for more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

Exclusions: VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2023 Course Descriptor FSK20119 Certificate II in Skills for work and vocational pathways RTO Department of Education – 90333, 90222, 90072, 90162 Version 0.12 Updated March 2022 *Disclaimer: If you require accessible documents, please contact your VET coordinator for support*

Yass High School



YEAR 10 2025 ASSESSMENT PLANNING

Line 1	Line 2
Industrial Technology Timber	iSTEM
Commerce	Physical Activities and Sports Studies
Food Technology	Visual Art
Textiles	Industrial Technology Timber
Industrial Technology Metal	Food Technology

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Term 1	Week 1/2	Week 3	Week 4	Week 5	Week 6
				Child Studies	
	Week 7	Week 8	Week 9	Week 10	Week 11
		Maths	Visual Arts	Food Technology	Science
		CAPA	English	PDHPE	Agriculture
			PASS	Commerce	iStem
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5
	IT Metal	Geography	History	Stage 5 Exam Week	Child Studies
				Science	IT-Timber
				Maths	Food Technology
				Commerce	
	Week 6	Week 7	Week 8	Week 9	Week 10
	Textiles	IT-Timber	Agriculture	Visual Arts	PASS
CAPA	iStem		PDHPE		
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5
			Science		History
	Week 6	Week 7	Week 8	Week 9	Week 10
	IT- Metal	Agriculture	Visual Arts	Food Technology	Commerce
		CAPA	English	Child Studies	PASS
		History - Elective	Maths	PDHPE	
			iStem		

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Term 4	Week 1/2	Week 3	Week 4	Week 5	Week 6
	IT-Timber		Stage 5 Exam Week	iStem	Child Studies
			Visual Arts	IT - Metal	CAPA
			Science		
			English		
			IT-Timber		
			IT-Metal		
			Textiles Technology		
			Maths		
			Geography		
			Food Technology		
			CAPA		
			Agriculture		
			History		
Week 7	Week 8	Week 9	Week 10	Week 11	



Assessment Task Illness/Misadventure Application

Name: _____ Year: _____ Date: _____

Subject: _____ Teacher: _____

Assessment Task Number (as per Booklet): _____

Assessment Task Title: _____

Assessment Weighting: _____ Your Mark: _____ Your Rank: _____

I wish to appeal on the following grounds: (Please staple any documentary evidence to this form including Assessment Task Notification Sheet, Marking guidelines and your submitted task)

I have read the Assessment Booklet and ensured that the grounds for appeal are consistent with that policy.

Student Signature: _____ Date: _____

Parent/Carer Signature: _____ Date: _____

Head Teacher Signature: _____ Date: _____

Comment: _____

Assessment Appeal – Panel Recommendation If Appeal is not recommended by Head Teacher

Decision Details: _____

Deputy/Principal: _____ Date: _____

Original to student, copy to teacher & student file

Yass High School



Assessment Task Extension Application

Name: _____ Year: _____ Date: _____

Subject: _____ Teacher: _____

Assessment Task Number (as per Booklet): _____

Assessment Task Title: _____

I apply for an extension based on consideration of the following factors which may affect my performance in this Assessment Task. (Documentary evidence must be provided except in exceptional circumstances)

Proposed New Date: _____

In applying for this special consideration, I assure the principal that I am not seeking unfair advantage over other students in this course.

Student Signature: _____ Date: _____

Parent/Carer Signature: _____ Date: _____

Head Teacher Signature: _____ Date: _____

Comment: _____

Application for Extension – Panel Recommendation If Extension is not recommended by Head Teacher

Decision Details: _____

Deputy/Principal: _____ Date: _____

Original to student, copy to teacher & student file

Yass High School



'N' Determination Warning Letter

Yass High School

1 Grampian Street Yass, Yass NSW 2582

T: (02)62261711

E: yass-h.school@det.nsw.edu.au W: www.yass.h-schools.nsw.edu.au



We value respect, responsibility and honesty

Rel. Principal: Mr Andrew Facer

Deputy Principals: Mr Scott Grose, Mrs Ruth Riach

30/01/17

Mr. John Smith and Mrs. Elizabeth Smith

Official Warning - Non-completion of a Year 12 Course

Non-completion of a task by the due date -

Teacher - Karen Barty

Dear Mr. John Smith and Mrs. Elizabeth Smith

I am writing to advise that [] is in danger of not meeting the Course Completion Criteria for the HSC course in [].

The NSW Educational Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. Please regard this letter as an official warning concerning [].

A minimum of two unresolved course-specific warnings must be issued prior to a final 'N' (non-completion of course) determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and affect the student's eligibility for the Higher School Certificate. It may also mean that the student is unable to proceed to the Higher School Certificate course if [] has not satisfactorily completed the Preliminary Course.

To date [] has not satisfactorily met criteria [] of the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for [] to satisfy the Course Completion Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

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To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by .

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by

has also previously received notification of outstanding N warnings. These are available via your students chronicle profile on Compass.

Please discuss this matter with and contact the school if further information or clarification is needed.

Yours sincerely

Andrew Facer
Principal

Please detach and return this section to the Front Office on the next school day

Year 12 Course Warning -
Non-completion of a task by the due date

Requirements for the satisfactory completion of HSC Course:

* I have received the letter dated 30/01/17 indicating that is in danger of not having satisfactorily completed .

* I am aware that this course may appear on 's Record of Achievement.

* I am also aware that the determination of non-completion of course requirements may make ineligible to receive the Higher School Certificate.

Parent/Guardian's signature Date

Student's signature Date