

**YEAR 11**

**ASSESSMENT  
SCHEDULE**

**2025**





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## Studying for the HSC Begins with Year 11

### INTRODUCTION

The HSC is an internationally recognised credential, giving you a strong foundation for your next step in life, whether it's going to university, starting vocational training or your first job. The HSC will involve completing school-based assessment tasks throughout the HSC Year and also sitting the HSC exams with the rest of the state. The results of your school-based assessments and HSC exams will contribute equally to your final HSC mark. While marks gained during Year 11 do not directly count towards the HSC, the Year 11 courses must be completed satisfactorily before a student is eligible to begin the HSC Year itself in Term 4 of Year 11. In all other respects, the Year 11 matches the HSC Year in course requirements and is an **essential preparation in skills and knowledge development for the HSC.**

#### 1. RATIONALE

The provision of a separate Assessment Mark from the Examination Mark in the HSC and for the Preliminary Year has a two-fold purpose. It is intended to provide a measure of a student's attainment which is based on:

- a wider range of syllabus objectives than is measured by the external examination;
- measures and observations obtained throughout the course rather than at a single examination.

Assessment is used to measure satisfactory completion of the Year 11 course outcomes and requirements, and the eligibility to proceed to the HSC course in that subject.

#### **Advantages of school-based assessment include:**

- Enables assessment of specific skills which are best demonstrated over time (for example practical skills)
- Caters for elements such as fieldwork where assessment can be completed in the field
- Provides good feedback on student progress and reinforces learning and



development

- May increase the accuracy of the final assessment of student achievement by using multiple measures over time
- Students who achieve consistently but do not perform as well under examination pressure are not disadvantaged
- Good practice for tertiary institutions which increasingly utilise a variety of assessment procedures and always expect deadlines to be met
- Additional information is provided to students, employers, and other educational institutions in the community

## 2. DEFINITION OF AN ASSESSMENT TASK

An assessment task is a piece of work undertaken by a student to measure how well that student has achieved specific course outcomes. It may be an in-class task undertaken at a particular time, or an independent piece of research to be submitted on a due date. Alternately it may be a long-term project where final marks are awarded following expected completion of work.

All tasks (including written Components of pre-prepared in-class tasks) must be handed in by **9:00am on the due date** to teaching staff in the designated area.

### Quality Assessment Tasks:

- are integral to the teaching and learning process
- focus upon syllabus outcomes
- are appropriate for the outcome being assessed
- are valid, reliable, equitable and measurable
- allow each student to demonstrate his or her level of achievement
- are worded to clearly explain to students what they are required to do
- communicate to students the assessment criteria/marking scheme.

## 3. COMMUNICATION

Each teacher will provide students with written notification of each specific assessment task, at least two weeks before the due date



## **This will include:**

- syllabus outcomes to be assessed
- the due date and assessment weighting
- the nature and content of the task
- assessment criteria/marking guidelines to be used
- procedures students should follow when submitting the task
- all students having equal access to classwork and assistance
- the nature of feedback that will be provided.

All students must sign and date the **Senior Assessment Task Receipt Summary** to acknowledge they have been given the Assessment Task. Teachers must ensure all students have signed and dated this form, with a copy to be kept in the HSC Monitoring Folder

Students will receive meaningful feedback within two weeks of the date the task was submitted

## **4. NSW EDUCATIONAL STANDARDS AUTHORITY - NESA**

To comply with HSC entry requirements, course restrictions and rules set by the Authority relating to Year 11, students need to

- Study courses approved by NESA
- Complete at least 12 units as full-time students, according to the NESA rules
- Undertake all set Year 11 Assessment tasks and make a genuine attempt to complete them
- Sit and make a genuine attempt in any examination set as part of the course
- Complete all course work diligently and participate actively in all set experiences offered in each course
- Complete more than half of the value of Year 11 Assessment Tasks in each course to be eligible to proceed to the HSC in that course
- The 'N' determination process will be applied to students who do not meet course requirements and/or submit assessment tasks.



- In the case of Extension courses, students who fail to meet the assessment requirements for the common (or 2 units) part of the course will not receive a result in the course.
- A minimum of 2 course specific warnings will be issued prior to a final “N” (non-completion of course) determination being made for a course. See **Appendix E** determination flow chart.

## 5. ILLNESS AND MISADVENTURE

- Where a student’s performance in an assessment task is affected by a valid illness/misadventure preventing presentation of part or the entire task, the student should complete an **Assessment Task Application (Appendix A)**. In general, a valid misadventure is a situation that is unpredictable and out of the control of the student.
- An appeal for consideration of misadventure should be submitted to the relevant Head Teacher in the case of a single task or the Deputy Principal in the case of multiple tasks within two days of returning to school. If the appeal is upheld, the student may be awarded a mark based on the original task, a substitute task or in exceptional circumstances an estimate based on other evidence.
- Students should note that loss of work through computer or electronic malfunction **does not** constitute a valid misadventure. Students who submit work electronically are required to keep another copy and submit a hard copy if requested. Students should use standard backup procedures

## 6. REQUEST FOR AN EXTENSION

- Requests for an extension of time to submit or complete an assessment task should be made in writing on an **Assessment Task Extension Application (Appendix B)** and supported by a Doctor's Certificate (if applicable). Requests for an extension for reasons other than medical should be made in writing on the same form (**Appendix B**) and signed by parents/guardians. Such requests will be considered by the Head Teacher, usually in consultation with the class teacher. **Requests for extension of time must be made 2 school days prior to the due date**





## **of the task.**

- The Assessment Panel, comprising a class teacher, a head teacher and the Principal or nominee, will adjudicate when extensions, or appeal decisions are challenged and other unforeseen situations as they arise.

## **7. DISHONESTY, MALPRACTICE AND BREACH OF EXAMINATION AND ASSESSMENT RULES**

- It is expected that all work submitted by a student as part of an assessment will be a result of their own honest effort and will not be as a result of malpractice or breach of the school's and NESA's examination and assessment rules (see *HSC: All My Own Work* program which helps you understand your rights and responsibilities in the HSC and ethical scholarship issues such as plagiarism and copyright).
- Where it is alleged that a student has been dishonest and has breached the rules a report will be written by the supervising teacher for review by the Head Teacher and, if necessary, the assessment panel. The student will also be invited to submit a written report (voluntary) and may be called to meet with the Head Teacher or panel to discuss the allegation of malpractice.
- In cases where a student has been proven to have been dishonest, a penalty will be imposed, ranging from a percentage reduction in marks to a zero mark and a recording of non-completion of that assessment task. This breach must also be formally communicated to NESA and the penalty noted.

## **8. STUDENT RESPONSIBILITIES**

- Maintain a satisfactory record of attendance, behavior and progress at school.
- Complete the requirements of each course including draft or practice tasks, homework, oral tasks, practical or project work and work placement (as relevant).
- Inform Teachers if you will be absent and find out what work or tasks are set for the period of absence.
- Check with teachers on return from any absence about missed work or task information.
- Present your own work and make a genuine and honest effort – dishonesty or



failure to follow teachers' instructions or examination rules may lead to a zero mark or non-attempt.

- Present tasks on the due date or follow the procedures for Application for Extension (**Appendix B**) prior to the due date.
- Notify the school in the morning if you are absent the day a task is due.
- Follow up with an Illness/Misadventure application form (**Appendix A**) and evidence e.g. a medical certificate.
- Attend your classes – don't miss one subject to work on a task for another subject.
- Remember your teachers are there to help and you may also request assistance from the Learning and Support Teacher (LAST).
- Submit tasks before 9.00am on the due date via the class digital learning platform or as specified on the Assessment Task Notification (**Appendix D**).
- Keep your Assessment Task Submission receipt or email as evidence of compliance

## 9. SCHOOL AND TEACHER RESPONSIBILITIES

The welfare and equitable achievement of students has been the prime concern in establishing an Assessment Policy for Yass High School.

**The school and its staff will undertake to ensure that:**

- Staff, students and parents are briefed annually on this policy.
- Students are given at least 2 weeks' notice in writing of assessment tasks and their relative weighting. A teacher may apply for a change to an assessment task to the assessment committee will consult and recommend fair changes.
- Assessment tasks will not consume excessive time. A page limit or word limit will be given for all written tasks.
- Assessment tasks are coordinated through a grid to avoid excessive demands on students.
- Assessment tasks are planned so that they do not interfere with student preparation for formal examinations.
- The Deputy Principal will coordinate assessment task schedules.
- Teachers and Head Teachers will use a range of strategies to support students in



the preparation and submission of assessment tasks based on the individual needs of students and keep a central record of adjustments and support given.

- Teachers will accept drafts and provide feedback prior to assessment tasks. For specific details refer to the feedback policy on the school website.
- No later than 7 days prior to the due date, teachers will accept one draft and provide feedback.
- Staff will provide an Assessment Task Submission Receipt to students upon submission of tasks, and keep a register of notification, submission and feedback dates
- Staff will record and mail an 'N' Determination Warning letter (**Appendix C**) if tasks are NOT submitted by the designated time on the due date
- Students will be referred to the Learning and Support Team if appropriate
- Documentation of appeals are maintained on file at the school
- 'N' Determination Warning letters (**Appendix C**) are entered in Compass and are e-mailed directly to parents once approved by a Head Teacher and Deputy Principal

## 10. RECOMMENDATIONS

- Visit Students Online NSW ([studentsonline.nesa.nsw.edu.au](http://studentsonline.nesa.nsw.edu.au)) for a step-by-step guide to how the HSC works – from getting started, completing assessments, sitting exams and understanding your HSC results. You will also find handy study tips and tools and answers to frequently asked questions about the HSC.
- Keep your teacher informed of your progress with tasks and **ask for help** if needed.
- **Do not give up** on tasks because of their difficulty or because of other personal, school or work-related factors or pressures.
- Submit whatever work you have completed by the due date even if you are not entirely happy with it, so at least some marks are allocated for the task.



## Year 11 ROSA and Year 12 Disability Provisions

Students may apply for Disability Provisions for a range of difficulties that impact on their being able to demonstrate their knowledge and understanding of course content equitably with their peers.

### Some of the provisions include:

- Use of a reader and/or writer
- Extra time
- Rest breaks

Students must have a diagnosed physical or mental health medical condition or have a learning difficulty the school is aware of e.g., severe reading difficulties, diagnosed dyslexia, etc.

If students do not have a diagnosed medical condition (physical, mental health diagnosis e.g. anxiety disorder, etc) and are only concerned that they feel anxious during exams then please be aware that the following information has been sent to schools from NESA Student Support:

- There is a difference between heightened anxiety in an examination situation and a diagnosed anxiety disorder.
- Students experiencing an anxiety disorder should seek appropriate treatment or therapy prior to applying for provisions, to ensure they have adequate strategies to cope in an examination situation. Evidence-based treatment often removes the need for disability provisions. Applications are likely to be declined unless the student has first undertaken treatment or therapy. If treatment has not adequately addressed the issues, only then should provisions be sought to assist the student in an examination situation.
- There is no substantial evidence that rest breaks alone help a student to reduce anxiety. They may in fact just prolong their anxiety unless the student has been trained to undertake appropriate remediation.
- Extra time is not usually appropriate to address anxiety.

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Just to clarify, the additional time for anxiety disorder is allocated in terms of rest breaks, where the exam paper is turned face down. The student may not read or write during this period; however, they may use relaxation techniques to assist in managing a diagnosed anxiety disorder. This is why NESAs states that extra time may just prolong an anxious situation for students who have not sought prior treatment or therapy for a disorder.

The school may provide disability provisions to students for assessment tasks and exams; however, there is no guarantee that NESAs will provide the same provisions for the HSC exams. Documentation supporting all applications are sent by the school on behalf of the student and are reviewed by a panel at NESAs before a decision to approve disability provisions for HSC exams is made.

If a student wishes to apply for disability provisions or if there are any issues that parents/ caregivers wish to discuss with regards to disability provisions, please contact the Learning and Support Co-ordinator at the school, as soon as possible.



## HSC Assessment Advice for Vocational Education and Training - VET Courses

- Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments
- You will be deemed Competent if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA Courses.
- Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.
- Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not achieved'. Refer to the Student Guide for additional advice. You will also receive a Report from the school each Semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.
- **The achievement of units of competency** will lead to a **Certificate** at AQF level I, II or III or a **Statement of Attainment** towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.



- **Recognition of Prior Learning (RPL)** on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.
- **Credit Transfer (CT)** may be given for units of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer prior to the commencement of the delivery of this UoC.
- **N Determination** letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and/or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

**Work placement** is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

- You will not be permitted to participate in a work placement if you are not deemed ‘work ready’ by your trainer.
- An ‘N’ determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
- The scheduled date for work placement is shown in the course assessment summary.
- You will complete a workplace journal of your placement.



## Work placement advice from NESAs in response to COVID

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

**HSC Examination is only available in some VET courses. (Refer to the NESAs course outline and the specific course assessment summary for detailed information).**

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency-based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure.





## Year 11 Course Assessment- 2025 Agriculture - 2 Unit

Components	Task 1	Task 2	Task 3	Weighting
	Term 1 Week 11	Term 2 Week 8	Term 3 Weeks 9/10	
	Practical report experimental design	Farm Product Study	Final Exam	
	P1.2, P2.1, P2.2, P4.1	P1.1, P1.2, P2.3, P3.1, P5.1	P1.1, P1.2, P2.2, P2.3, P3.1, P4.1, P5.1	
Knowledge & Understanding of course content	10	10	20	40
Knowledge, understanding and skills required to manage agricultural production systems	10	15	15	40
Skills in effective research, experimentation and communication	10	5	5	20
<b>Mark</b>	30	30	40	100



## Year 11 Course Outcomes – Agriculture

A student:

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

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## Year 11 Course Assessment- 2025 Ancient History - 2 Unit

Components	Task 1	Task 2	Task 3	Weighting
	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9/10	
	Site Study Investigating Ancient History	Research and essay Historical Investigation	Yearly Examination	
	AH11-6, AH11-7 AH11-9, AH11-10	AH11-3, AH11-4 AH11-5, AH11-6 AH11-8, AH11-9	AH11-1, AH11-2 AH11-6, AH11-7 AH11-9	
Life skills outcomes	AHLS6-2, AHLS6-8, AHLS6-9	AHLS6-5, AHLS6-10, AHLS6-12	AHLS6-3, AHLS6-6, AHLS6-11	
Knowledge and understanding of course content	20		20	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research	5	15		20
Communication of historical understanding in appropriate forms	5	10	5	20
<b>Mark</b>	40	30	30	100



## Year 11 Course Outcomes – Ancient History

A student:

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

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## Year 11 Course Assessment- 2025 Biology - 2 Unit

Components	Task 1	Task 2	Task 3	Weighting
	Term 1 Week 9	Term 3 Week 1	Term 3 Weeks 9/10	
	Practical Module 1	Depth Study Module 3	Yearly Examination	
	BIO 11/12-2 BIO11/12-3 BIO 11/12-4 BIO 11/12-5 BIO 11-8	BIO 11/12-1 BIO 11/12-4 BIO 11/12-5 BIO 11/12-7 BIO 11-10	BIO 11/12-4 to BIO 11/12-7 and BIO 11-8 to BIO 11-11	
Skills in applying the processes of working scientifically	20	20	10	50
Knowledge and understanding of the structure and function of organisms	10	10	30	50
<b>Mark</b>	30	30	40	100



## Year 11 Course Outcomes – Biology

A student:

- BIO11/12-1 develops and evaluated questions and hypothesis for scientific investigation.
- BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information.
- BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information.
- BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
- BIO11/12-5 analyses and evaluates primary and secondary data and information.
- BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
- BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
- BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes.
- BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms.
- BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species.
- BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

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## Year 11 Course Assessment- 2025

Components	Task 1	Task 2	Task 3	Weighting
	Term 1 Week 9	Term 3 Week 3	Term 3 Weeks 9/10	
	Topic Test	Shark Tank Project	Yearly Examination	
	P1 & P2	P3, P4, P7, P8, P9	P2 – P6, P10	
Life Skills Outcomes	BELS1 & BELS2 & BELS4	BELS12 & BELS11	BELS6 & BELS8 & BELS10	
Knowledge and understanding	15	10	15	40
Inquiry and research	10	10		20
Communicate business ideas and concepts		20		20
Stimulus-based skills			20	20
<b>Mark</b>	25	40	35	100

## Business Studies - 2 Unit



## Year 11 Course Outcomes – Business Studies

A student:

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



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## Year 11 Course Assessment- 2025 Chemistry - 2 Unit

Components	Task 1	Task 2	Task 3	Weighting
	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 9/10	
	Practical Test Module 1	Depth Study Report Module 2	Yearly Examination	
	CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-7 CH11-8	CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-9	CH11/12-1 to CH11/12-7 And CH11-8 to CH 11-11	
<b>Skills in working scientifically</b>	20	20	10	60
<b>Knowledge and understanding</b>	10	10	30	40
<b>Mark</b>	30	30	40	100



## Year 11 Course Outcomes – Chemistry

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
- CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter
- CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
- CH11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
- CH11-11 analyses the energy considerations in the driving force for chemical reactions

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## Year 11 Course Assessment- 2025 Community and Family Studies

Components	Task 1	Task 2	Task 3	Weighting
	Term 1 Week 10	Term 2 Week 7	Term 3 Weeks 9/10	
	Resource Management	Leadership Report	Yearly Examination	
	P1.2, P4.1, P4.2, P6.1	P1.2, P2.1, P2.3, P3.2 P6.2, P4.1, P4.2	P1.1 – P6.1	
Knowledge and understanding of how resource management, positive relationships, societal factors and nature of groups, families and communities' impact on wellbeing	5	10	15	30
Skills in applying management strategies to meet the needs of individuals, groups, families and communities in planning to take responsible actions to promote wellbeing	5	15	15	35
Knowledge and understanding about research, methodology and skills in researching, critical thinking and analysing and communicating	10	15	10	35
<b>Mark</b>	20	40	40	100



## Year 11 Course Outcomes – Community and Family Studies

A student:

- P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
- P1.2 proposes effective solutions to resource problems
- P2.1 accounts for the roles and relationships that individuals adopt within groups
- P2.2 describes the role of the family and other groups in the socialisation of individuals
- P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4 analyses the interrelationships between internal and external factors and their impact on family functioning
- P3.2 analyses the significance of gender in defining roles and relationships
- P4.1 utilises research methodology appropriate to the study of social issues
- P4.2 presents information in written, oral and graphic form
- P6.1 distinguishes those actions that enhance wellbeing
- P6.2 uses critical thinking skills to enhance decision making

# Yass High School



## Construction – Certificate II

Construction RTO - Department of Education - 90333, 90222, 90072, 90162



Education

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

Cohort 2024 – 2025

Training Package CPC Construction, Plumbing and Services Training Package

School Name: Yass High School Assessment Schedule Year 11 -2025

Assessment Tasks for			Task 1	Task 2	Task 3	Task 4	EXAM
CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)			White Card	Work safe, stay safe	Working it out	Project planning	(Optional)
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 2 Term 1	Week 10 Term 1	Week 10 Term 2	Week 10 Term 3	Week 9 &10 Term 3
Code	Unit of Competency	HSC Examinable Unit					
CPCWHS1001	Prepare to work safely in the construction industry		X				
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	√		X			
CPCCCM1011	Undertake basic estimation and costing				X		
CPCCOM1015	Carry out measurements and calculations	√			X		

# Yass High School



CPCCOM2001	Read and interpret plans and specifications	√				X
CPCCOM1013	Plan and organise work	√				X



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

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”.

School Name: Yass High School

Assessment Schedule Year 12 - 2025

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			<b>Task 5</b> Option 5.1, 5.2 or 5.3	<b>Task 6</b> Tools and equipment	<b>Task 7</b> Group project	<b>HSC TRIAL EXAM</b>
			Week 10 Term 4	Week 10 Term 1, 2025	Week 10 Term 3, 2025	Week 4&5 Term 3, 2025
<b>Code</b>	<b>Unit of Competency</b>	<b>HSC Examinable Unit</b>				

# Yass High School



CPCCBL2001	Handle and prepare bricklaying and blocklaying materials		X				
CPCCBL2002	Use bricklaying and blocklaying tools and equipment		X				
CPCCWF2002	Use wall and floor tiling tools and equipment		X				
CPCCCM2013	Undertake basic installation of wall tiles		X				
CPCCJN2001	Assemble components		X				
CPCCJN3004	Manufacture and assemble joinery components		X				
CPCCCA2002	Use carpentry tools and equipment				X		
CPCCCM2005	Use construction tools and equipment	√			X		
CPCCCA2011	Handle carpentry materials				X		
CPCCVE1011	Undertake a basic construction project					X	
CPCCOM1012	Work effectively and sustainability 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 will be calculated using the HSC Trial Exam result. HSC Examinable units are specified in the above table.**

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”.

# Yass High School



## Year 11 Course Assessment- 2025 Economics

Components	Task 1	Task 2	Task 3	Weighting
	Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 9/10	
	Stimulus based skills test	Research Essay	Yearly Examination	
	P1, P2, P4, P5, P7	P8, P9, P10, P11	P3, P4, P5, P6, P11	
Knowledge and understanding of course content	10	10	20	40
Stimulus based skills	10		10	20
Inquiry and research		20		20
Communication of economic information, ideas and issues in appropriate forms	5	5	10	20



# Yass High School



Mark	25	35	40	100
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## Year 11 Course Outcomes – Economics

A student:

- P1 demonstrates understanding of economic terms, concepts and relationships
- P2 explains the economic role of individuals, firms and government in an economy
- P3 describes, explains and evaluates the role and operation of markets
- P4 compares and contrasts aspects of different economies
- P5 analyses the relationship between individuals, firms, institutions and government in the Australian economy
- P6 explains the role of government in the Australian economy
- P7 identifies the nature and causes of economic problems and issues for individuals, firms and governments
- P8 applies appropriate terminology, concepts and theories in economic contexts
- P9 selects and organises information from a variety of sources for relevance and reliability
- P10 communicates economic information, ideas and issues in appropriate forms
- P11 applies mathematical concepts in economic contexts

# Yass High School



P12 works independently and in groups to achieve appropriate goals in set timelines

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9/10	
	Engineering Product Analysis by Team	Engineering Solution & Report	Yearly Examination	
	P1.2, P2.1, P4.1, P4.2, P5.1	P1.1, P2.2, P3.1, P3.2 P5.2, P6.2	P1.2, P2.1, P3.1, P3.3, P4.2, P4.3, P6.1	
Knowledge and understanding of course content	10	10	40	60
Knowledge and skills in research, problem solving, and communication related to engineering practice	20	20		40
<b>Mark</b>	30	30	40	100

**Year 11 Course Assessment- 2025**  
**Engineering Studies**



## Year 11 Course Outcomes – Engineering Studies

A student:

- P1.1 identifies the scope of engineering and recognises current innovations
- P1.2 explains the relationship between properties, structure, uses and applications of materials in engineering
- P2.1 describes the types of materials, components and processes and explains their implications for engineering development
- P2.2 describes the nature of engineering in specific fields and its importance to society
- P3.1 uses mathematical, scientific and graphical methods to solve problems of engineering practice P3.2
- P3.3 applies graphics as a communication tool
- P4.1 describes developments in technology and their impact on engineering products
- P4.2 describes the influence of technological change on engineering and its effect on people
- P4.3 identifies the social, environmental and cultural implications of technological change in engineering
- P5.1 demonstrates the ability to work both individually and in teams
- P5.2 applies management and planning skills related to engineering
- P6.1 applies knowledge and skills in research and problem-solving related to engineering
- P6.2 applies skills in analysis, synthesis and experimentation related to engineering

# Yass High School



## Year 11 Course Assessment- 2025 English – Advanced

Component	Task 1	Task 2	Task 3	Weighting
	Term 1 Week 8	Term 2 Week 9	Term 3 Week 9/10	
	Reading to Write	Module A- Narratives that Shape Our World	Module B- Critical Study	
	Writing Task	Multimodal	Yearly Examination	
Knowledge and understanding of course content	EA11-1, EA11-5 EA11-9	EA11-2, EA11-6 EA11-7, EA11-8	EA11-3, EA11-4	40
Knowledge and understanding of course content	15	15	20	50
Skills in comprehending texts, communicating ideas, using language accurately appropriately and effectively	15	15	20	50
<b>Mark</b>	30	30	40	100



## Year 11 Course Outcomes – English Advanced

A student:

- EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes,
- EA11-3 analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes,
- EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA11-6 investigates and evaluates the relationships between texts
- EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning
- EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

# Yass High School



## Year 11 Course Assessment- 2025

Component	Task 1	Task 2	Task 3	Weighting
	Term 1 Week 9	Term 2 Week 8	Term 3 Week 9/10	
	Multimodal presentation	Independent Research Project	Yearly Examination	
	EE 11-1, 11-5	EE 11-4, 11-6	EE 11-2, 11-3, 11-5	
Knowledge and understanding of course content	5	10	10	25
Skills in comprehending texts, communicating ideas, using language accurately appropriately and effectively	5	10	10	25
<b>Mark</b>	10	20	20	50
Component	Task 1	Task 2	Task 3	Weighting

## English – Extension



## Year 11 Course Outcomes – English Extension

A student:

- EE 11-1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies.
- EE 11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts.
- EE 11-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretative and critical ways to respond to, compose and explore the relationships between sophisticated texts.
- EE 11-4 develops skills in research methodology to undertake effective independent investigation.
- EE 11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts.
- EE 11-6 reflects on and assesses the development of independent learning gained through the process of research, writing and creativity.

# Yass High School



## Year 11 Course Assessment- 2025 English – Standard

Component	Task 1	Task 2	Task 3	Weighting
	Term 1 Week 8	Term 2 Week 7	Term 3 Week 9/10	
	Reading to Write	Module A- Contemporary Possibilities	Module B- Close Study	
	Writing Task	Multimodal	Yearly Examination	
Knowledge and understanding of course content	EN11-1, EN11-5, EN11-9	EN11-2, EN11-6, EN11-7	EN11-3, EN11-4	25
Knowledge and understanding of course content	15	15	20	50
Skills in comprehending texts, communicating ideas, using language accurately appropriately and effectively	15	15	20	50
<b>Mark</b>	30	30	40	100





## Year 11 Course Outcomes – English Standard

A student:

- EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
- EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
- EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
- EN11-6 investigates and explains the relationships between texts
- EN11-7 understands and explains the diverse ways texts can represent personal and public worlds
- EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning
- EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

# Yass High School



## Year 11 Course Assessment- 2025 English – English Studies

Component	Task 1	Task 2	Task 3	Weighting
	Term 1 Week 8	Term 2 Week 7	Term 3 Week 7	
	Application letter and resume	Multimodal	Portfolio	
	ES11-1, ES11-3, ES11-4	ES11-6, ES11-2	ES11-5, ES11-7, ES11-10	
	ENLS6-1, ENLS6-5, ENLS6-6	ENLS6-8, ENLS6-4	ENLS6-7, ENLS6-9, ENLS6-12	25
Knowledge and understanding of course content	15	15	20	50
Skills in comprehending texts, communicating ideas, using language accurately appropriately and effectively	15	15	20	50
<b>Mark</b>	30	30	40	100

# Yass High School



## Year 11 Course Outcomes – English Studies

A student:

- ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways
- ES11-4 composes a range of texts with increasing accuracy and clarity in different forms
- ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and feature that convey meaning in texts
- ES11-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES11-7 represents own ideas in critical, interpretive and imaginative texts
- ES11-8 identifies and describes relationships between texts
- ES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
- ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

# Yass High School



## Year 11 Course Assessment- 2025 Food Technology

Components	Task 1	Task 2	Task 3	Weighting
	Term 2 Week 2	Term 3 Week 2	Term 3 Weeks 9/10	
	Food Availability Report and Practical	Nutrition and Food Quality Research	Yearly Examination	
	P1.2, P4.1, P4.2, P5.1	P2.1, P2.2, P3.2, P4.4	P1.1, P3.1, P4.3	
	FTLS2, FTLS14	FTLS6, FTLS7	FTLS8, FTLS9	
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10	30
Skills in experimenting with and preparing food by applying theoretical concepts	10	20	0	30
<b>Mark</b>	30	40	30	100



## Year 11 Course Outcomes – Food Technology

A student:

- P 1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
- P 1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
- P 2.1 explains the role of food nutrients in human nutrition
- P 2.2 identifies and explains the sensory characteristics and functional properties of food
- P 3.1 assesses the nutrient value of meals/diets for particular individuals and groups
- P 3.2 presents ideas in written, graphic and oral form using computer software where appropriate
- P4.1 selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food
- P4.2 plans, prepares and presents foods which reflect a range of the influences on food selection
- P4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
- P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
- P 5.1 generates ideas and develops solutions to a range of food situations

# Yass High School



## Year 11 Course Assessment- 2025 Health and Movement Science – 2 Unit

Components	Task 1	Task 2	Task 3	Weighting
	Term 1 Week 10	Term 3 Week 4	Term 3 Weeks 9/10	
	Health Report	Collaborative Investigation	Yearly Examination	
Health for Individuals and Communities <ul style="list-style-type: none"> <li>Skills in critical thinking, research, analysis and communicating</li> </ul> Knowledge and understanding of course content	30		20	50
The Body and Mind in Motion <ul style="list-style-type: none"> <li>Skills in critical thinking, research, analysis and communicating</li> </ul> Knowledge and understanding of course content		30	20	50
<b>Mark</b>	30	30	40	100



## Year 11 Course Outcomes – Health and Movement Science

A student:

- HM-11-01** interprets meanings, measures and patterns of health experienced by Australians
- HM-11-02** analyses methods and resources to improve and advocate for the health of young Australians
- HM-11-03** analyses the systems of the body in relation to movement
- HM-11-04** investigates movement skills and psychology to improve participation and performance
- HM-11-05** Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts
- HM-11-06** Analysis: analyses the relationships and implications of health and movement concepts
- HM-11-07** Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes
- HM-11-08** Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts
- HM-11-09** Problem-solving: proposes and evaluates solutions to health and movement issues
- HM-11-10** Research: analyses a range of sources to make conclusions about health and movement concepts
- HM-11-01** interprets meanings, measures and patterns of health experienced by Australians
- HM-11-02** analyses methods and resources to improve and advocate for the health of young Australians
- HM-11-03** analyses the systems of the body in relation to movement
- HM-11-04** investigates movement skills and psychology to improve participation and performance
- HM-11-05** Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts

# Yass High School



Education

Hospitality  
 Qualification: SIT20322 Certificate II in Hospitality  
 Cohort 2024 - 2025  
 Training Package SIT Tourism, Travel and Hospitality

RTO - Department of Education - 90333, 90222, 90072, 90162

School Name: Yass High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for <i>SIT20322 Certificate II in Hospitality</i>		Task 1 Safety in the kitchen		Task 2 Service please		EXAM
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Week	10	Week	10	Week 9&10 Term 3
		Term	2	Term	3	
		Date	2024	Date	2024	
Code	Unit of Competency					
SITXFSA005	Use hygienic practices for food safety		X			
SITXWHS005	Participate in safe work practices		X			
SITXFSA006	Participate in safe food handling practices		X			
SITHCCC025	Prepare and present sandwiches		X			
SITXCCS011	Interact with customers				X	
SITXCOM007	Show social and cultural sensitivity				X	



# Yass High School



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

**\* Examinable units to be confirmed by teacher.**

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”.

# Yass High School



Education

Hospitality  
 Qualification: SIT20322 Certificate II in Hospitality  
 Cohort 2024 - 2025  
 Training Package SIT Tourism, Travel and Hospitality

RTO - Department of Education - 90333, 90222, 90072, 90162

School Name: Yass High School

Assessment Schedule Year 12 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 The hospitality industry	Task 4 Beverage making 101	Task 5 Working 9 to 5	HSC TRIAL EXAM
<b>Code</b>	<b>Unit of Competency</b>	Week 10 Term 1 Date 2025	Week 10 Term 2 Date 2025	Week 10 Term 3 Date 2025	Week 4&5 Term 3 Date 2025
SITHIND006	Source and use information on the hospitality industry	X			
SITHFAB024	Prepare and serve non-alcoholic beverages		X		
SITHFAB025	Prepare and serve espresso coffee		X		
SITHFAB027	Serve food and beverages		X		
BSBTWK201	Work effectively with others			X	
SITHIND007	Use hospitality skills effectively			X	

# Yass High School



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 will be calculated using the trial HSC**

**\* Examinable units to be confirmed by teacher.**

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”.

# Yass High School



## Year 11 Course Assessment- 2025 Industrial Technology – Timber

Components	Task 1	Task 2	Task 3	Weighting
	Term 1 Week 11	Term 2 Week 9	Term 3 Weeks 9/10	
	Jewellery Box	Turned Side Table	Yearly Examination	
	P1.1, P1.2, P6.2, P7.2	P2.1, P2.2, P4.1, P4.2, P4.3	P6.1, P7.1	
	ITLS1, ITLS2, ITLS5, ITLS6, ITLS7,	ITLS1		
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production or projects	20	30	10	60
<b>Mark</b>	30	40	30	100



## Year 11 Course Outcomes – Industrial Technology

A student:

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

# Yass High School



## Year 11 Course Assessment- 2025 Investigating Science

Components	Task 1	Task 2	Task 3	Weighting
	Term 1 Week 11	Term 3 Week 2	Term 3 Week 9/10	
	Depth Study Practical Investigation	Depth Study Secondary Sources Analysis	Final Exam	
	INS 11/12-1 INS 11/12-3 INS 11/12-4 INS 11/12-7 INS 11-8	INS 11/12-4 INS 11/12-5 INS 11/12-7 INS 11-9 INS 11-10	INS 11/12-6 INS 11-8 INS 11-9 INS 11-10 INS 11-11	
Skills in applying the processes of working scientifically	25	20	15	60
Knowledge and understanding of cause and effect, models, theories and laws	5	10	25	40
<b>Mark</b>	30	30	40	100



## Year 11 Course Outcomes – Industrial Technology

A student:

- INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- INS11/12-5 analyses and evaluates primary and secondary data and information
- INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- INS11-8 identifies that the collection of primary and secondary data initiates scientific investigations
- INS11-9 examines the use of inferences and generalisations in scientific investigations
- INS11-10 develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
- INS11-11 describes and assesses how scientific explanations, laws and theories have developed
- INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- INS11/12-5 analyses and evaluates primary and secondary data and information

# Yass High School



## Year 11 Course Assessment- 2025 Legal Studies

Components	Task 1	Task 2	Task 3	Weighting
	Term 1 Week 11	Term 2 Week 9	Term 3 Weeks 9/10	
	The Legal System Media file + Short Answer	Individual and the law essay	Yearly Examination	
	P1, P2, P3, P4	P6, P7, P8, P9	P1, P2, P3, P4, P5, P6 P7, P9, P10	
Life Skills Outcomes	CLS2 & CLS3	CLS4 & CLS7	CLS11 & CLS12	
Knowledge and understanding	5	15	40	60
Research	10	10		20
Communication	10	10		20
<b>Mark</b>	25	35	40	100





## Year 11 Course Outcomes – Legal Studies

A student:

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

# Yass High School



## Year 11 Course Assessment- 2025 Mathematics – Advanced

Components	Task 1	Task 2	Task 3	Weighting
	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 9/10	
	Topic Test F1	Investigation C1	Yearly Examination F1, T1, T2, C1, E1, S1	
	MA11-1, MA11-2, MA11-6, MA11-8, MA11-9	MA11-1, MA11-5, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	
Concepts, skills and techniques	20	10	20	50
Reasoning, and Communication	15	15	20	50
<b>Mark</b>	35	25	40	100



## Year 11 Course Outcomes – Mathematics Advanced

A student:

- MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11-9 provides reasoning to support conclusions which are appropriate to the context

# Yass High School



## Year 11 Course Assessment- 2025 Mathematics – Extension

Components	Task 1	Task 2	Task 3	Weighting
	Term 1 Week 11	Term 2 Week 7	Term 3 Weeks 9/10	
	Investigation ME – F1	Class Task ME – F2, ME – A1	Yearly Examination	
	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2 ME11-5, ME11-6, ME11-7	ME11-1, ME11-2 ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	
Concepts, skills and techniques	15	15	20	50
Reasoning, and Communication	15	15	20	50
<b>Mark</b>	30	30	40	100



## Year 11 Course Outcomes – Mathematics Extension 1

A student:

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

# Yass High School



## Year 11 Course Assessment- 2025 Mathematics – Numeracy

Components	Task 1	Task 2	Task 3	Weighting
	Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 9/10	
	Project	Investigation	Portfolio	
	N6-1.1, N6-1.2, N6-1.3, N6-3.1	MS11-2, MS11-5 MS11-6, MS11-7, MS11-9	MS11-1 to MS11-10	
Knowledge & Understanding	15	15	20	50
Skills	15	15	20	50
<b>Mark</b>	30	35	35	100



## Year 11 Course Outcomes – Numeracy

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
- N6-3.1 chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
- N6-3.2 chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of Practical contexts

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## Year 11 Course Assessment- 2025 Mathematics – Standard

Components	Task 1	Task 2	Task 3	Weighting
	Term 2 Week 2	Term 3 Week 3	Term 3 Weeks 9/10	
	Class Task	Class Task 2	Yearly Examination	
	MS11-1, MS11-2 MS11-3 MS11-10	MS11-2, MS11-5 MS11-6, MS11-7 MS11-9	MS11-1 - MS11-10	
Knowledge & Understanding	15	15	20	50
Skills	15	20	15	50
<b>Mark</b>	30	35	35	100





## Year 11 Course Outcomes – Mathematics Standard

A student:

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

# Yass High School



## Year 11 Course Assessment- 2025 Modern History – 2 Unit

Components	Task 1	Task 2	Task 3	Weighting
	Term 1 Week 11	Term 2 Week 9	Term 3 Weeks 9/10	
	In-class Essay	Historical Investigation	Yearly Examination	
	MH11-2 MH11-3 MH11-9	MH11-4, MH11-6 MH11-7, MH11-8 MH11-9	MH11-2, MH11-3 MH11-5, MH11-7 MH11-9	
Life Skills Outcomes	MHLS6-5, MHLS6-6, MHLS6-11	MHLS6-4, MHLS6- 10, MHLS6-12	MHLS6-3, MHLS6- 5, MHLS6-8	
Knowledge and understanding of course content	10		30	40
Historical skills in source analysis, evaluation and interpretation		10	10	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	10	10		20
<b>Mark</b>	30	30	40	100



## Year 11 Course Outcomes – Modern History

A student:

- MH11-1 describes the nature of continuity and change in the modern world
- MH11-2 proposes ideas about the varying causes and effects of events and developments
- MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past
- MH11-4 accounts for the different perspectives of individuals and groups
- MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world
- MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- MH11-7 discusses and evaluates differing interpretations and representations of the past
- MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- MH11-10 discusses contemporary methods and issues involved in the investigation of modern history

# Yass High School



## Year 11 Course Assessment- 2025 Music

Components	Task 1	Task 2	Task 3	Weighting
	Term 1 Week 9	Term 2 Week 6	Term 3 Week 7	
	Performance and Aural Analysis Topic 1	Composition Topic 2	Performance and Musicology Task	
	P1, P2, P4, P5	P3, P7, P8, P10	P2, P6, P9, P11	
Performance	10		15	25
Composition		25		25
Musicology			25	25
Aural	25			25
<b>Mark</b>	35	25	40	100



## Year 11 Course Outcomes – Music

Through activities in performance, composition, musicology and aural, a student:

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

# Yass High School



## Year 11 Course Assessment- 2025 Photography, Digital and Video Imaging – 2 Unit

Components	Task 1	Task 2	Task 3	Weighting
	Term 1 Week 10	Term 2 Week 8	Term 3 Week 7	
	Art Practice and Journal	Art Practice and Journal	Art Practice /Critical and Historical Practice	
	M1, M2, M6, CH1, CH5	M3, M4, M5	M1, M5, CH2, CH3 CH4	
Making	30	30	10	70
Critical and Historical studies	10		20	30
<b>Mark</b>	40	30	30	100



## Year 11 Course Outcomes – Photography, Digital and Video Imaging

A student:

- M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
- M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
- M3 investigates different points of view in the making of photographs and/or videos and/or digital images
- M4 generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
- M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
- M6 takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works
- CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
- CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
- CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
- CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

# Yass High School



## Year 11 Course Assessment- 2025 Society and Culture – 2 Unit

Components	Task 1	Task 2	Task 3	Weighting
	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9/10	
	Social and Cultural Content Analysis and Written Response	Mini PIP Cross Generational Study	Yearly Examination	
	P1, P3, P7, P10	P2, P5, P8, P9	P1, P3, P9	
Life Skills Outcomes	SCLS4, SCLS5, SCLS6	SCLS3, SCLS4, SCLS9	SCLS5, SCLS6, SCLS8	
Knowledge and understanding	10	10	30	50
Research	5	25		30
Communication	5	5	10	20
<b>Mark</b>	20	40	40	100





## Year 11 Course Outcomes – Society and Culture

A student:

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

# Yass High School



## Year 11 Course Assessment- 2025 Sport Lifestyle and Recreation – 2 Unit

Components	Task 1	Task 2	Task 3	Weighting
	Term 1 Week 10	Term 2 Week 9	Term 3 Week 7	
	Aquatics	Fitness	Social Perspectives of Games & Sport	
	P1.1, P1.3, P2.2, P3.1 P3.6, P4.4, P4.5	P2.2, P2.3, P2.5 P3.5 P4.3	P1.4, P2.4, P3.7 P4.5	
Knowledge and understanding	20	10	20	50
Skills	20	20	10	50
<b>Mark</b>	40	30	30	100



## Year 11 Course Outcomes – Sport Lifestyle and Recreation

A student:

- P1.1 applies the rules and conventions that relate to participation in a range of physical activities
- P1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- P1.3 demonstrates ways to enhance safety in physical activity
- P1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- P1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- P1.6 describes administrative procedures that support successful performance outcomes
- P2.1 explains the principles of skill development and training
- P2.2 analyses the fitness requirements of specific activities
- P2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- P2.4 describes how societal influences impact on the nature of sport in Australia
- P2.5 describes the relationship between anatomy, physiology and performance
- P3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- P3.2 designs programs that respond to performance needs
- P3.3 measures and evaluates the physical performance capacity
- P3.4 composes, performs and appraises movement
- P3.5 analyses personal health practices
- P3.6 assesses and responds appropriately to emergency care situations
- P3.7 analyses the impact of professionalism in sport
- P4.1 plans strategies to achieve performance goal
- P4.2 demonstrates leadership skills and capacity to work cooperatively in movement context
- P4.3 makes strategic plans to overcome the barriers to personal and community health
- P4.4 demonstrates competence and confidence in movement contexts
- P4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

# Yass High School



## Year 11 Course Assessment- 2025 Visual Arts – 2 Unit

Components	Task 1	Task 2	Task 3	Weighting
	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 9/10	
	BOW/VAPD Historical Study Critical	BOW Research Task	Yearly Examination Section 1 & 2 VAPD/BOW	
	P1, P3, P4, P5, P9, P10	P2, P4, P5, P6 P7, P8	P1, P2, P6, P7, P8, P9, P10	
Art Practice	20	20	10	50
Art Criticism Art History	10	20	20	50
<b>Mark</b>	30	40	30	100



## Year 11 Course Outcomes – Visual Arts

A student:

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

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## Year 11 2025 Subject Lines

LINE 1	LINE 2	LINE 3	LINE 4	LINE 5	LINE 6	Offline
English Advanced	Mathematics Advanced	Ancient History	Business Studies	Agriculture	Chemistry	English Extension 1
English Standard (Class 1)	Mathematics Standard (Class 1)	Biology	Entertainment (Vet)	Food Technology	Construction (Vet)	Mathematics Extension 1
English Standard (Class 2)	Mathematics Standard (Class 2)	Economics	Health and Movement Science	Industrial Technology Timber	Sport, Lifestyle and Recreation	
English Standard (Class 3)	Numeracy	Hospitality (Vet)	Investigating Science	Legal Studies	Society and Culture	
English Studies	Community and Family Studies	Manufacturing and Engineering (Vet)	Photography, Video and Digital Imaging	Music	Visual Art	
		Modern History				

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## YEAR 11 ASSESSMENT PLANNING 2025

Term 1	Week 1/2	Week 3	Week 4	Week 5	Week 6
	Week 7	Week 8	Week 9	Week 10	Week 11
		English Advanced	Business Studies (4)	Photography	Modern History (3)
		English Standard	English Extension 1	Visual Arts	Legal Studies (5)
		English Studies	Ancient History (3)	Community and Family Studies	Agriculture
		Chemistry (6)	Society and Culture (6)	Engineering Studies	Maths Numeracy
		Maths Advanced	Music	Sports, Lifestyle and Recreation	Maths Extension
			Biology (3)	Health and Movement Science	Economics
					IT-Timber
					Investigating Science (4)
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5
		Maths Standard			
		Food Technology			

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	Week 6	Week 7	Week 8	Week 9	Week 10
	Music	English Standard	Photography	English Advanced	Visual Arts
		English Studies	Chemistry (6)	Modern History	Maths Numeracy
		Maths Extension	English Extension 1	Ancient History (3)	Maths Advanced
		Community and Family Studies	Agriculture	Society & Culture (6)	Economics (3)
				Legal Studies (5)	
				Engineering Studies	
				Sports, Lifestyle and Recreation	
				IT - Timber	

<b>Term 3</b>	Week 1	Week 2	Week 3	Week 4	Week 5
	Biology (3)	Investigating Science (4)	Business Studies (4)	Health and Movement Science	
		Food Technology	Maths Standard		



# Yass High School



	Week 6	Week 7	Week 8	Week 9	Week 10
		Photography	Assessment free week	End of course exams	
		English Studies			
		Music			



## 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)

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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: \_\_\_\_\_

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### 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*



## 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)

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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: \_\_\_\_\_

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### 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](mailto:yass-h.school@det.nsw.edu.au) W: [www.yass-h-schools.nsw.edu.au](http://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

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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 .....



## Senior Assessment Task Notification

<b>Teacher</b>		<b>Course</b>	
<b>Task name and number</b>		<b>Task weighting</b>	
<b>Date issued</b>		<b>Date and time due</b>	
<b>Syllabus Component</b>			
<b>Outcomes</b>			
<b>Description of task</b>			



## Feedback on draft versions of assessment tasks

- Students may submit a draft for feedback prior to the final submission date. The final date for draft submission should be no later than 7 days prior to the due date to allow teachers to provide feedback and students to implement the feedback.
- If the task has multiple components such as a portfolio, depth study or reflection, each section will receive feedback only once. All sections must be submitted no later than 7 days before the assessment is due.
- All tasks must be completed using Google Docs (or an equivalent platform) and submitted via Google Classroom.
- Drafts must be a genuine attempt at the task and not in point form or incomplete to receive formalised feedback.
- Feedback is intended to improve the draft based on individual skills and ability levels. Application of feedback does not guarantee full marks.
- Students should not expect feedback unless they actively request it. This should be done by making a comment to the teacher in the private comment section of the assessment on Google classroom.
- Students can expect suggestions on how to improve the task and writing style that align with the marking criteria of the task.
- Final feedback will be provided once the task has been marked.

**Final date for draft  
submission**

## Submission Requirements

*Written tasks should be submitted by 9 am via the class learning platform. Specify here the submission requirements together with the learning platform and class code.*

## Note:

- **If a student is absent for an assessment task or fails to submit the task by the due date and time, a medical certificate or other suitable documentation must be submitted together with an illness/misadventure form within TWO days of the student returns to school. This form can be obtained from the Head Teacher or found on Compass or in the appendix of the Assessment Schedule booklet.**
- **Students who are absent due to extracurricular activities or other school events must submit their task prior the submission date or make arrangements with their teacher to complete in-class assessment activities prior to the due date.**



## Common Grade Scale for Preliminary Courses

A separate Common Grade Scale for Preliminary Courses is used to report student achievement in Year 11 courses on NESA credentials.

The scale describes performance at each of the 5 grade levels.

A

The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B

The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C

The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D

The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

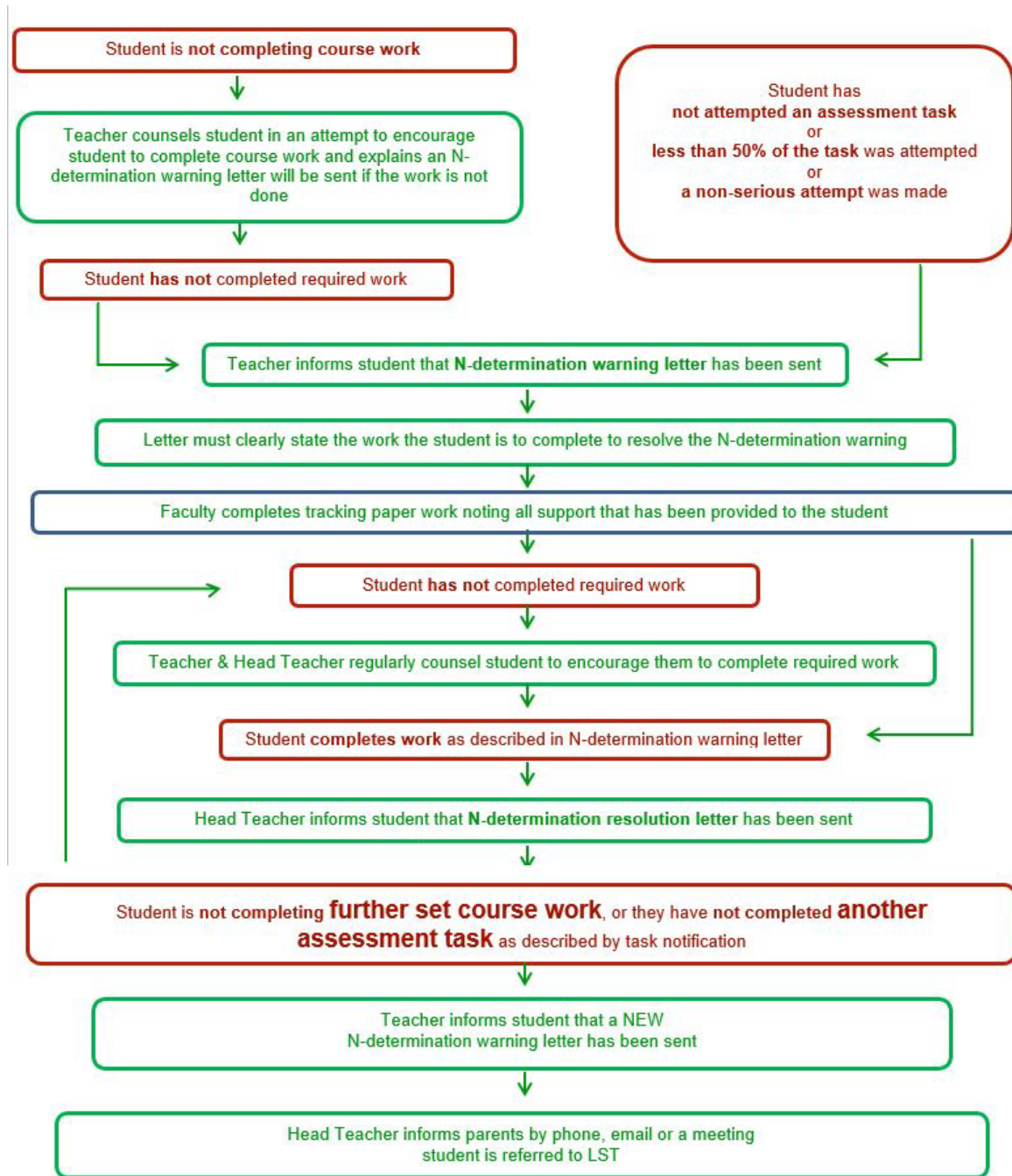
E

The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.





## N Determination Warning Flowchart



Students who have a **pattern of not completing work** with diligence and sustained effort may be N-determined by the Principal.

Head Teachers need to provide evidence of the support that has been provided for the student.