

# YEAR 12

# ASSESSMENT SCHEDULE

## 2025





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# Yass High School

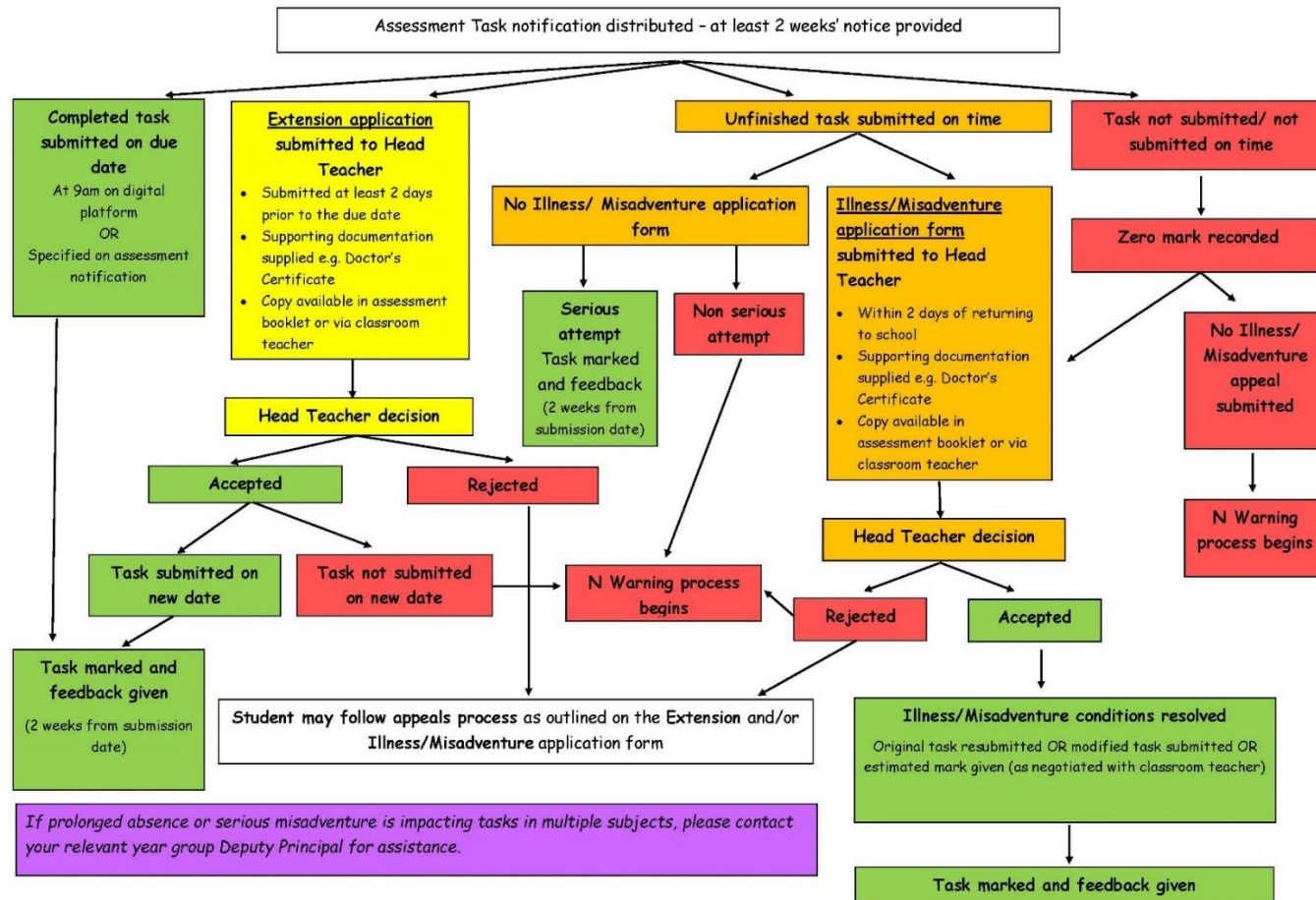


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# Yass High School



## Year 10-12 Assessment Submission process flow chart





## Year 12 Assessment Policy 2024/2025

### 1. INTRODUCTION

The HSC is an internationally recognised credential, giving students a strong foundation for their next step in life, whether it's going to university, starting vocational training or a first job. The HSC will involve completing school-based assessment tasks throughout the year and sitting the state-wide HSC examinations. The results of the school-based assessments and HSC examinations contribute equally to the final HSC mark.

### 2. RATIONALE

The provision of a separate assessment mark from the examination mark in the HSC 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

#### **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

### 3. DEFINITION OF AN ASSESSMENT TASK

- An Assessment Task is a body 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 or major work where final marks are awarded at the completion of the project



- All tasks (including written components of pre-prepared in-class tasks), must be handed in before 9am **on the due date**, unless it is an in-class task

## 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

## 4. 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:

- Outcomes to be assessed
- Due date and assessment weighting
- 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.

## 5. NSW EDUCATIONAL STANDARDS AUTHORITY - NESA

To comply with HSC entry requirements, course restrictions and rules set by NESA, students need to:

- Study courses approved by the NESA
- Complete at least 10 units as full-time students, according to NESA rules
- Undertake all set 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 including the HSC examination itself
- Complete all course work diligently and participate actively in all set experiences offered in each course



- Make a genuine attempt at assessment tasks that make up over 50% of the possible school assessment marks for each 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** “N” determination flow chart.

***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. The ‘N’ determination process will be applied to students who do not meet course requirements and/or submit assessment tasks***

## **6. 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

## **7. 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**
- Applications caused by extra-curricular or sporting commitments may not be supported. If students are attending a school event and are unable to submit the task on the due day it must be submitted prior to the day or as agreed with the Class Teacher or Head Teacher. The Assessment Panel, comprising a Class teacher, a Head Teacher and the Principal or Nominee, will adjudicate when students appeal a Head Teacher decision not to grant an appeal or extension. The



Panel will also adjudicate on other unforeseen situations as they arise

## 8. 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

## 9. 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

## 10. 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 week 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
- 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

## 11. RECOMMENDATIONS

- Visit Students Online NSW ([studentonline.nesa.nsw.edu.au](http://studentonline.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 12 ROSA and HSC Disability Provisions

Students may apply for Disability Provisions for a range of difficulties that impact on their ability 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
- 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. Therefore, NESA 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 NESA 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 NESA 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 you 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

**HSC Examination is only available in some VET courses (refer to the NESA 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.



School Name: \_\_\_\_\_

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality		Task 1 Safety in the kitchen	Task 2 Service please	Optional 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	Week	Week
		Term	Term	Term
<b>Code</b>	<b>Unit of Competency</b>	Date	Date	Date
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCCS011	Interact with customers		X	
SITXCOM007	Show social and cultural sensitivity		X	

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”.



School Name: \_\_\_\_\_

Assessment Schedule Year 12 - 2025



Assessment Tasks for SIT20322 Certificate II in Hospitality		Task 3 The hospitality industry	Task 4 Working in the hospitality industry
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Week	Week
		Term	Term
<b>Code</b>	<b>Unit of Competency</b>	Date	Date
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

HSC TRIAL EXAM
Week
Term
Date

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

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

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

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: \_\_\_\_\_

Assessment Schedule Year 11 - 2024

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 White Card	Task 2 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning	EXAM (Optional)
Code	Unit of Competency	HSC Examinable Unit	Week	Week	Week	Week	Week
			Term	Term	Term	Term	Term
			Date	Date	Date	Date	Date
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		
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: \_\_\_\_\_

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.			Task 5 Option 5.1, 5.2 or 5.3	Task 6 Tools and equipment	Task 7 Group project	HSC TRIAL EXAM
Code	Unit of Competency	HSC Examinable Unit	Week Term Date	Week Term Date	Week Term Date	Week Term Date
CPCCBL2001	Handle and prepare bricklaying and <u>blocklaying</u> materials		X			
CPCCBL2002	Use bricklaying and <u>blocklaying</u> tools and equipment		X			
CPCCWF2002	Use wall and floor tiling tools and		X			
CPCCCM2013	Undertake basic installation of wall tiles		X			
CPCCJN2001	Assemble components		X			
CPCCJN3004	Manufacture and assemble joinery		X			
CPCCCA2002	Use carpentry tools and equipment			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 is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.**

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

# Yass High School



## HSC Course Assessment – 2024/2025

### Ancient History - Course: 2 Unit

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2024 Week 8	Term 1, 2025 Week 11	Term 2, 2025 Week 8	Term 3, 2025 Weeks 4/5	
	Source Analysis Cities of Vesuvius: Pompeii and Herculaneum	Oral Presentation	Historical Analysis	Trial Exam	
	AH12-6 AH12-8 AH12-9, AH12-10	AH12-1 AH12-2 AH12-3 AH12-9	AH12-5 AH12-6 AH12-8 AH12-9	AH12-3 AH12-4 AH12-6, AH12-7	
Knowledge and understanding of course content	5	10	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5		5	10	20
Historical inquiry and research	5	5	10		20
Communication of historical understanding in appropriate forms	5	10	5		20
Mark	20	25	25	30	100



## Higher School Certificate Course Outcomes - Ancient History

A student:

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

# Yass High School



## HSC Course Assessment – 2024/2025

### Biology - Course: 2 Unit

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2023 Week 7	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4/5	
	Model	Depth Study	In-Class Test	Trial Exam	
	BIO 11/12-2 BIO 11/12-3 BIO 11/12-4 BIO 11/12-5 BIO 12-12	BIO 11/12-1 BIO 11/12-4 BIO 11/12-5 BIO 11/12-7 BIO 12-13	BIO 11/12-1 BIO 11/12-2 BIO 11/12-3 BIO 11/12-6 BIO 11/12-7 BIO 12-14	BIO 11/12-1 BIO 11/12-4 BIO 11/12-5 BIO 11/12-6 BIO 11/12-7 BIO 12-12 BIO 12-13 BIO 12-14 BIO 12-15	
Knowledge and understanding	10	10	15	20	55
Skills in working scientifically	10	15	10	10	45
Mark	20	25	25	30	100



## Higher School Certificate Course Outcomes - Biology

A student:

- BIO11/12-1 develops and evaluates questions and hypotheses 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
- BIO12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species
- BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change
- BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system
- BIO12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious

# Yass High School



## HSC Course Assessment – 2024/2025

### Business Studies - Course: 2 Unit

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2024 Week 8	Term 1, 2025 Week 10	Term 2, 2025 Week 9	Term 3, 2025 Weeks 4/5	
	Financial Management Analysis	Marketing Plan	Research Task Human Resource Management	Trial Exam	
	H2, H6, H10	H2, H5, H8	H3, H4, H7, H9	H1- 6, H8, H10	
Knowledge and understanding of course content	10	10		20	40
Stimulus- based skills	5	5		10	20
Inquiry and research			20		20
Communication of business information, ideas and issues in appropriate forms	5	5	10		20
Mark	20	20	30	30	100



## Higher School Certificate Course Outcomes – Business Studies

A student:

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

# Yass High School



## HSC Course Assessment – 2024/2025

### Chemistry - Course: 2 Unit

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2024 Week 9	Term 1 Week 7	Term 3 Week 1	Term 3 Weeks 4/5	
	Depth Study Module 5	Practical Task Module 6	Depth Study Module 7	Trial Exam	
	CH 11/12-4 CH 11/12-5 CH 11/12-6 CH 11/12-7 CH 12-12	CH 11/12-2 CH 11/12-3 CH 11/12-5 CH 12-13	CH 11/12-1 CH 11/12-2 CH 11/12-6 CH 11/12-7 CH 12-14	CH 11/12-4 CH 11/12-5 CH 11/12-6 CH 11/12-7 CH 12-12 CH 12-13 CH 12-14 CH 12-15	
Skills in working scientifically	10	15	20	15	60
Knowledge and understanding	10	5	10	15	40
Mark	20	20	30	30	100





## Higher School Certificate 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
- CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems
- CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models
- CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds
- CH12-15 describes and evaluates chemical systems used to design and analyse chemical processes

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## HSC Course Assessment – 2024/2025 Community and Family Studies - Course: 2 Unit

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2023 Week 10	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 4/5	
	Independent research project	Groups in Contexts	Parenting and caring	Trial Exam	
	H3.3, H4.1 H4.2 H5.1 H5.2, H6.1	H1.1, H2.2 H2.3 H3.1 H3.3, H5.1	H2.1, H3.2 H5.2	H1.1, H2.3, H3.3 H3.4	
Knowledge and understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> <li>Resource management</li> <li>Positive relationships</li> <li>Range of societal factors</li> </ul> Nature of groups, families and communities	5	10	5	15	35
Skills in: <ul style="list-style-type: none"> <li>Applying management processes to meet the needs of individuals, groups, families and communities</li> <li>Planning to take responsible action to promote well being</li> </ul>	10	5	5	10	30
Knowledge and understanding about research, methodology and skill in researching critical thinking, analysing and communicating	5	15	10	5	35
Mark	20	30	20	30	100



## Higher School Certificate Course Outcomes – Community and Family Studies

A student:

- H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities
- H2.1 analyses different approaches to parenting and caring relationships
- H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities
- H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing
- H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups
- H3.3 critically analyses the role of policy and community structures in supporting diversity
- H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities
- H4.1 justifies and applies appropriate research methodologies
- H4.2 communicates ideas, debates issues and justifies opinions
- H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources
- H5.2 develops strategies for managing multiple roles and demands of family, work and other environments
- H6.1 analyses how the empowerment of women and men influences the way they function within society
- H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments
- 7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society
- 7.2 develops a sense of responsibility for the wellbeing of themselves and others
- 7.3 appreciates the value of resource management in response to change
- 7.4 values the place of management in coping with a variety of role expectations

# Yass High School



## HSC Course Assessment – 2024/2025 Engineering Studies - Course: 2 Unit

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4 Week 10	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 4/5	
	H1.2, H2.1, H3.1, H3.2, H5.1, H5.2	H1.1, H2.1, H3.3, H4.1, H6.	H2.2, H4.2, H4.3, H5.1, H6.2	H1.1 - H6.2	
	Group Task on Civil Structures*	Transport Task	Aeronautical Research Report*	Trial Exam	
Knowledge and understanding of course content	10	15	15	20	60
Knowledge and skills in research, problem solving, and communication related to engineering practice	15	10	5	10	40
Mark	25	25	20	30	100

*\*Two Mandatory tasks, one collaborative report & one formal Engineering Report.*



## Higher School Certificate Course Outcomes – Engineering Studies

A student:

- H1.1 describes the scope of engineering and critically analyses current innovations
- H1.2 differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications
- H2.1 determines suitable properties, uses and applications of materials, components and processes in engineering
- H2.2 analyses and synthesises engineering applications in specific fields and reports on the importance of these to society
- H3.1 demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice
- H3.2 uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports
- H3.3 develops and uses specialised techniques in the application of graphics as a communication tool
- H4.1 investigates the extent of technological change in engineering
- H4.2 applies knowledge of history and technological change to engineering-based problems
- H4.3 applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems
- H5.1 works individually and in teams to solve specific engineering problems and prepare engineering reports
- H5.2 selects and uses appropriate management and planning skills related to engineering
- H6.1 demonstrates skills in research and problem-solving related to engineering
- H6.2 demonstrates skills in analysis, synthesis and experimentation related to engineering

# Yass High School



## HSC Course Assessment – 2024/2025 English - Course: Advanced

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4,2024 Week 9	Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 4/5	
	Multimodal	Comparative Essay + Reflection	Critical Essay	Trial Exam	
	EA12-1, EA12-2, EA12-3 EA12-5 EA12-6, EA12-7	EA12-1, EA12-3 EA12-4, EA12-5 EA-12-6 EA12-9	EA 12-1, EA12-3 EA12-4, EA12-5 EA12-7, EA12-8	EA12-1, EA12-2 EA12-3, EA12-4 EA12-5, EA12-6 EA12-7, EA12-8	
Knowledge and understanding of course content	15	10	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Mark	25	20	25	30	100



## Higher School Certificate Course Outcomes – English Course: Advanced

A student:

- EA 12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA 12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- EA 12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA 12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA 12-6 investigates and evaluates the relationships between texts
- EA 12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA 12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning
- EA 12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner



## HSC Course Assessment – 2024/2025 English - Course: Extension 1

Component	Task 1	Task 2	Task 3	Weighting
	Term 1, Week 2	Term 2 Week 2	Term 3 Weeks 4/5	
	Common Module: Portfolio of creative composition and reflection	Elective: Critical Response	Trial Exam	
	EE12-1, EE12-2, EE12-5	EE12-3, EE12-4	EE12-1, EE12-2, EE12-3 EE12-4	
Knowledge and understanding of complex texts and of how and why they are valued	15	5	5	25
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	5	10	10	25
Mark	20	15	15	50





## Higher School Certificate Course Outcomes – English Course: English Extension 1

A student:

- EE12-1 demonstrates and applies insightful understanding of the dynamic, often subtle, relationship between text, purpose, audience and context, across a range of modes, media and technologies
- EE12-2 analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts
- EE12-3 independently investigates, interprets and synthesises critical and creative texts to analyse and evaluate different ways of valuing texts in order to inform and refine response to and composition of sophisticated texts
- EE12-4 critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts
- EE 12-5 reflects on and evaluates the development of their conceptual understanding and the independent and collaborative writing and creative processes

# Yass High School



## HSC Course Assessment – 2024/2025

### English - Course: English Studies

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2024 Week 9	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 4/5	
	Multimodal	Creative/Discursive Piece	Portfolio of Work	Trial Examination	
	ES12-2, ES12-5, ES12-7, ES12-8, ES12-9	ES12-1, ES12-2, ES12-10	ES12-4, ES12-3, ES12-10	ES12-1, ES12-9, ES12-4, ES12-5	
	ENLS6-4, ENLS6-7, ENLS6-9, ENLS6- 10, ENLS6-11	ENLS6-1, ENLS6-2, ENLS6-3, ENLS6- 4, ENLS6-12	ENLS6-6, ENLS6-5, ENLS6-12	ENLS6-1, ENLS6-2, ENLS6-3, ENLS6-11, ENLS6-6, ENLS6-7	
Knowledge and understanding of course content	15	10	15	15	50
Skills in comprehending texts, communicating ideas, using language accurately appropriately and effectively	15	10	15	15	50
Mark	30	20	30	20	100



## Higher School Certificate Course Outcomes – English Course: English Studies

A student:

- ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES12-3 accesses, comprehends and uses information to communicate in a variety of ways
- ES12-4 composes proficient texts in different forms
- ES 12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences.
- ES 12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES 12-7 represents own ideas in critical interpretive and imaginative texts
- ES12-8 understands and explains the relationships between texts
- ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences
- ES 12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

# Yass High School



## HSC Course Assessment – 2024/2025

### English - Course: Standard

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2024 Week 9	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 4/5	
	Multimodal	Portfolio of Writing	Essay	Trial Exam	
	EN12-2, EN12-3 EN12-5, EN12-6 EN12-7	EN12-1, EN12-3 EN12-4, EN12-5 EN12-9	EN12-3, EN12-4 EN12-5, EN12-6 EN12-7, EN12-8	EN12-1, EN12-2 EN12-3, EN12-4 EN12-5, EN12-6 EN12-7, EN12-8	
Knowledge and understanding of course content	15	10	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Mark	25	20	25	30	100



## Higher School Certificate Course Outcomes – English Course: Standard

A student:

- EN 12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN 12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EN 12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning
- EN 12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- EN 12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments.
- EN 12-6 investigates and explains the relationships between texts
- EN 12-7 explains and evaluates the diverse ways texts can represent personal and public worlds
- EN 12-8 explains and assesses cultural assumptions in texts and their effects on meaning
- EN 12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

# Yass High School



## HSC Course Assessment – 2024/2025

### Food Technology - Course: 2 Unit

Components	Task 1	Task 2	Task 3	Task 4	Weight
	Food Industry Report	Product Development Project	Contemporary Nutrition Issues Investigation	Trial HSC Examination	
	Term 1 Week 4	Term 2 Week 6	Term 3 Week 2	Term 3, Weeks 4-5	
	H1.1, H1.2, H1.4, H3.1 H4.2	H1.3, H 4.1 H5.1	H2.1, H3.2	H1.3, H 1.4 H5.1	
Knowledge and understanding of food technology	5			15	20
Skills in researching, analysing and communicating food issues	10	5	10	5	30
Skills in experimenting with and preparing food by applying theoretical concepts	15	10	5		30
Skills in designing, implementing and evaluating solution to food situations.		10	5	5	20
Mark	30	25	20	25	100



## Higher School Certificate Course Outcomes – Food Technology

A student:

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

# Yass High School



## HSC Course Assessment – 2024/2025

### Geography - Course: 2 Unit

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 1, 2025 Week 3	Term 2, 2025 Week 5	Term 3, 2025 Week 1	Term 3, 2025 Weeks 4/5	
	Sustainability Stimulus-based Responses	Urban Fieldwork Report	Research Report Ecosystems and Biodiversity	Trial Exam	
	GE-12-01, GE-12-04, GE-12- 18	GE-12-01, GE-12-06, GE-12-07, GE-12- 09	GE-12-01, GE-12-04, GE-12-05, GE-12- 09	GE-12-01 to GE-12-09	
Knowledge and understanding of course content	10	5	10	15	40
Stimulus-based skills	10			10	20
Inquiry, research and fieldwork		10	10		20
Communication of geographic information, ideas and issues in appropriate forms		10	5	5	20
Mark	20	25	25	30	100





## Higher School Certificate Course Outcomes – Geography

A student:

- GE-12-01 analyses rural and urban places, ecosystems, global biodiversity and economic activity, for their characteristics, spatial patterns, interactions, and nature and extent of change over time
- GE-12-02 analyses geographical processes and influences, at a range of scales, that form and transform places and environments
- GE-12-03 assesses geographical opportunities and challenges, and the role of varying perspectives and responses in their management
- GE-12-04 evaluates responses and management strategies, at a range of scales, for sustainability
- GE-12-05 synthesises and evaluates relevant geographical information from a variety of sources
- GE-12-06 justifies geographical methods used in geographical inquiry and their relevance in the contemporary world
- GE-12-07 selects and applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
- GE-12-08 applies mathematical ideas and techniques to analyse complex geographical data
- GE-12-09 communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

# Yass High School



## Year 12 Course Assessment – 2024/2025 Subject: History - Course: Extension

Component	Task 1	Task 2	Task 3	Weighting
	Term 1, 2025 Week 5	Term 2, 2025 Week 10	Term 3, 2025 Week 4/5	
	Historical Process	History Project	Trial Exam	
	HE12.1, HE12.2 HE12.4	HE12.1, HE12.2, HE12.3, HE12.4	HE12.1, HE12.2 HE12.3, HE12.4	
Knowledge and understanding of significant historiographical ideas and processes	10	15	15	40
Skills in designing, undertaking and communicating historical inquiry and analysis	20	25	15	60
Mark	30	40	30	100



## Higher School Certificate Course Outcomes – History Extension

A student:

- HE1.1 analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations
- HE2.2 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches
- HE2.3 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues
- HE2.4 constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

# Yass High School



## Year 12 Course Assessment – 2024/2025

### Subject: Industrial Technology- Timber Products and Furniture Technologies - Course: 2 Unit

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2024 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 4/5	
	Research, Design, and Management	Industry Study	Production Industry Link	Trial Exam	
	H3.1 H3.2 H5.2 H6.1	H1.1 H1.2 H5.1 H7.1 H7.2	H3.3 H4.1 H4.2 H6.2	ALL	
Knowledge and understanding of course content		20		20	40
Knowledge and skills in the design, management, communication and production of a major project	20		30	10	60
Mark	20	20	30	30	100



## Higher School Certificate Course Outcomes – Industrial Technology – Timber Products and Furniture Technologies

A student:

- H1.1 investigates industry through the study of businesses in one focus area
- H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry
- H1.3 identifies important historical developments in the focus area industry
- H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques
- H3.1 demonstrates skills in sketching, producing and interpreting drawings
- H3.2 selects and applies appropriate research and problem-solving skills
- H3.3 applies and justifies design principles through the production of a Major Project
- H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project
- H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills
- H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components
- H5.1 selects and uses communication and information processing skills
- H5.2 examines and applies appropriate documentation techniques to project management
- H6.1 evaluates the characteristics of quality manufactured products
- H6.2 applies the principles of quality and quality control
- H7.1 explains the impact of the focus area industry on the social and physical environment
- H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

# Yass High School



## Year 12 Course Assessment – 2024/2025 Subject: Legal Studies - Course: 2 Unit

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2024 Week 8	Term 1 2025 Week 11	Term 2 2025 Week 10	Term 3 2025 Weeks 4/5	
	Crime Topic exam	Human Rights Report	Family In-class Essay	Trial Exam	
	H7, H8, H9, H10	H1, H2, H3, H9, H10	H1, H4, H5, H6	H2, H4, H5, H6, H7 H9	
Knowledge and understanding	15	10	10	25	60
Research		10	10		20
Communication	5	5	5	5	20
Mark	20	25	25	30	100



## Higher School Certificate Course Outcomes – Legal Studies

A student:

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

# Yass High School



**Year 12 Course Assessment – 2024/2025**  
**Subject: Mathematics - Course: Mathematics Advanced**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2023 Week 7	Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 4/5	
	Topic Test	Investigation	Assignment with In-Class Validation	Trial exam	
	MA12-3, MA12-6 MA12-9, MA12-10	MA12-3, MA12-7 MA12-9, MA12-10	MA12-8, MA12-9 MA12-10	MA12-1 to MA12-8 MA12-10	
Concepts, skills and techniques	10	15	15	10	50
Reasoning and communication	5	15	15	15	50
Mark	15	30	30	25	100





## Higher School Certificate Course Outcomes – Mathematics Advanced

A student:

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

# Yass High School



## Year 12 Course Assessment – 2024/2025 Subject: Mathematics - Course: Extension 1

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 1, 2025 Week 7	Term 1 Week 11	Term 2 Week 9	Term 3 Weeks 4/5	
	Topic Test	Investigation	Assignment	Trial Exam	
	ME12-2, ME12-6 ME12-7	ME12-1, ME12-4 ME12-6, ME12-7	ME12-2, ME12-3 ME12-6, ME12-7	ME12-1 to ME12-7	
Concepts, skills and techniques	10	15	10	15	50
Reasoning and communication	10	15	10	15	50
Mark	20	30	20	30	100



## Higher School Certificate Course Outcomes – Mathematics Extension 1

A student:

- ME12-1 applies techniques involving proof or calculus to model and solve problems
- ME12-2 applies concepts and techniques involving vectors and projectiles to solve problems
- ME12-3 applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
- ME12-4 uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
- ME12-5 applies appropriate statistical processes to present, analyse and interpret data
- ME12-6 chooses and uses appropriate technology to solve problems in a range of contexts
- ME12-7 evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms

# Yass High School



## Year 12 Course Assessment – 2024/2025 Subject: Mathematics - Course: Standard 2

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2023 Week 7	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 4/5	
	Topic Test	Investigation on Networks	Trigonometry Assignment/ Topic Test	Trial Exam	
	MS 2-12-1 MS 2-12-6 MS 2-12-9 MS 2-12-10	MS 2-12-9 MS 2-12-10	MS2-12-3 MS2-12-4 MS2-12-9 MS 2-12-10	MS2-12-1 to MS2-12-8 MS2-12-10	
Concepts, skills and techniques	10	15	10	15	50
Reasoning and communication	10	15	10	15	50
Mark	20	30	20	30	100



## Higher School Certificate Course Outcomes – Mathematics Standard 2

A student:

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

# Yass High School



## Year 12 Course Assessment – 2024/2025 Subject: Mathematics - Course: Numeracy

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2023 Week 9	Term 1 Week 6	Term 2 Week 5	Term 3 Week 4	
	Assignment	Assignment	Assignment	Assignment	
	N6-2.3, N6-2.4, N6-1.1, N6-3.1, N6-3.2	N6-1.2, N6-2.2, N6-3.2, N6-3.1	N6-1.1, N6-2.1, N6-2.2, N6-3.2	N6-1.1, N6-2.2, N6-2.5, N6-3.2	
Knowledge and understanding	15	10	10	15	50
Skills	10	10	15	15	50
Mark	25	20	25	30	100



## Higher School Certificate 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

# Yass High School



## HSC Course Assessment – 2025/2024 Subject: Modern History - Course: 2 Unit

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2024 Week 9	Term 1, 2025 Week 9	Term 2, 2025 Week 8	Term 3, 2025 Week 4/5	
	Source analysis booklet	In-class Essay	Historical Analysis Mixed Media Presentation	Trial HSC Exam	
	MH12-4, MH12-6 MH12-9	MH12-1, MH12-5 MH12-8, MH12-9	MH12-2, MH12-4 MH12-7, MH12-8 MH12-9	MH12-1, MH12-3 MH12-4, MH12-5 MH12-6,	
Knowledge and understanding of course content	5	10	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations	10		5	5	20
Historical inquiry and research		10	10		20
Communication of historical understanding in appropriate forms	5	5		10	20
Mark	20	25	25	30	100





## Higher School Certificate Course Outcomes – Modern History

A student:

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

# Yass High School



## Year 12 Course Assessment – 2024/2025

### Subject: PD/Health/PE - Course: 2 Unit

Components	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2023 Week 10	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 4/5	
	Skill Acquisition	Improving Performance	Health Priorities in Australia	Trial Exam	
	H8, H9, H10, H16	H7, H8, H16, H17	H1, H2, H3, H4, H5 H14, H15, H16	H1 - H16	
Knowledge and understanding of Factors that affect health The way the body moves	10	10	10	10	40
Skills in Influencing personal and community health Taking action to improve participation and performance in physical activity	5	5	10	10	30
Skills in critical thinking, research and analysis	10	5	5	10	30
Mark	25	20	25	30	100



## Higher School Certificate Course Outcomes – PD/H/PE

A student:

- H1 describes the nature, and justifies the choice of Australia's health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and health inequities
- H4 argues the case for the new public health approach to health promotion
- H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H6 demonstrates a range of personal health skills that enables them to promote and maintain health
- H7 explains the relationship between physiology and movement potential
- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 explains how movement skills are acquired and appraised
- H10 designs and implements training plans to improve performance
- H11 designs psychological strategies and nutritional plans in response to individual performance needs.
- H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)
- H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health concepts
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation



## Year 12 Course Assessment – 2024/2025

### Subject: Photography, Digital and Video Imaging - Course: 2 Unit

Components	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4 Week 7	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 4/5	
	Arranged and Manipulated Images	Temporal Images	Traditions, Conventions, Styles and Genres	Collaborative work and Trial Examination	
	M1, M4, M5	M2, M3, CH1, CH3	M1, M2, M5	M5, CH2, CH4, CH5	
Marking	20	20	20	10	70
Critical and Historical studies	10		10	10	30
Mark	30	20	30	20	100



## Higher School Certificate 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
- Physics
- 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

# Yass High School



## Year 12 Course Assessment – 2024/2025

### Subject: Physics - Course: 2 Unit

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2024 Week 8	Term 1 Week 8	Term 3 Week 1	Term 3 Weeks 4/5	
	Practical Task	Depth Study Modelling Task	Depth Study	Trial Exam	
	PH11/12-2 PH11/12-3 PH11/12-5 PH11/12-6 PH12-12	PH11/12-2 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH12-13	PH11/12-1 PH11/12-2 PH11/12-5 PH11/12-7 PH12-14	PH11/12-2 PH11/12-4 PH11/12-5 PH11/12-6 PH12-12 PH12-13 PH12-14 PH12-15	
Knowledge and understanding	5	10	10	15	40
Skill in working scientifically	15	15	15	15	60
Mark	20	25	25	30	100



## Higher School Certificate Course Outcomes – Physics

A student:

- PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11/12-5 analyses and evaluates primary and secondary data and information
- PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles
- PH12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively
- PH12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world
- PH12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

# Yass High School



**Year 12 Course Assessment – 2024/2025**  
**Subject: Software Engineering - Course: 2 Unit**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2024 Week 10	Term 1 Week 11	Term 3 Week 10	Term 3 Weeks 4/5	
	Programming Project	Programming Project	Programming Project	Exam	
	SE-12-02, SE-12-06, SE-12-07, SE-12-08, SE-12-09	SE-12-02, SE-12-06, SE-12-07, SE-12-08, SE-12-09	SE-12-02, SE-12-06, SE-12-07, SE-12-08, SE-12-09	SE-12-01, SE-12-03, SE-12-04, SE-12-05	
Mark	20	20	30	30	100





## Higher School Certificate Course Outcomes – Software Engineering

A student:

- SE-12-01 justifies methods used to plan, develop and engineer software solutions
- SE-12-02 applies structural elements to develop programming code
- SE-12-03 analyses how current hardware, software and emerging technologies influence the development of software engineering solutions
- SE-12-04 evaluates practices to safely and securely collect, use and store data
- SE-12-05 explains the social, ethical and legal implications of software engineering on the individual, society and the environment
- SE-12-06 justifies the selection and use of tools and resources to design, develop, manage and evaluate software
- SE-12-07 designs, develops and implements safe and secure programming solutions
- SE-12-08 tests and evaluates language structures to refine code
- SE-12-09 applies methods to manage and document the development of a software project



**Year 12 Course Assessment – 2024/2025**  
**Subject: Society and Culture - Course: 2 Unit**

Component	Task 1	Task 2	Task 3	Weighting
	Term 1, 2025 Week 4	Term 2, 2025 Week 2	Term 3, 2025 Week 4/5	
	Social and Cultural Continuity and Change Essay	Belief Systems and Ideologies Response	Trial Exam	
	H1, H3, H5, H7	H2, H3, H7, H10	H1, H2, H3, H4, H6	
Knowledge and understanding of course content	20	10	20	50
Application and evaluation of social and cultural research methods	10	10	10	60
Communication of information, ideas and issues in appropriate forms	10	10		20
Mark	40	30	30	100



## Higher School Certificate Course Outcomes – Society and Culture

A student:

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

# Yass High School



## Year 12 Course Assessment – 2024/2025

### Subject: Sport, Lifestyle and Recreation - Course: 2 Unit

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2023 Week 6	Term 1 Week 8	Term 2 Week 5	Term 3 Weeks 4/5	
	Modified Games and Sports Application	Coaching Theory	Coaching Practical	First Aid Formal Exam	
	H1.1, H1.3, H3.1, H4.4	H1.1, H1.3, H2.1 H2.2, H3.1, H3.2 H4.2, H4.5	H1.1, H1.3, H2.1 H3.1, H4.2, H4.5	H3.6, H4.2, H4.4 H4.5	
Knowledge and understanding	10	15	10	20	55
Skills	15	10	15	5	45
Mark	25	25	25	25	100



## Higher School Certificate Course Outcomes – Sport, Lifestyle and Recreation

A student:

- H1.1 applies the rules and conventions that relate to participation in a range of physical activities
- H1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- H1.3 demonstrates ways to enhance safety in physical activity.
- H1.4 investigates and interprets the patterns of participation in sport and physical activity, in Australia
- H1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- H1.6 describes administrative procedures that support successful performance outcomes
- H2.1 explains the principles of skill development and training
- H2.2 analyses the fitness requirements of specific activities
- H2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- H2.4 describes how societal influences impact on the nature of sport in Australia
- H2.5 describes the relationship between anatomy, physiology and performance
- H3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- H3.2 designs programs that respond to performance needs
- H3.3 measures and evaluates physical performance capacity
- H3.4 composes, performs and appraises movement
- H3.5 analyses personal health practices
- H3.6 assesses and responds appropriately to emergency care situations
- H3.7 analyses the impact of professionalism in sport
- H4.1 plans strategies to achieve performance goal
- H4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- H4.3 makes strategic plans to overcome the barriers to personal and community health
- H4.4 demonstrates competence and confidence in movement contexts
- H4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

# Yass High School



## Year 12 Course Assessment 2024/2025

### Subject: Visual Arts - Course: 2 Unit

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2024 Week 10	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 4/5	
	Practice Art Making, Art Criticism and Art History	Practice Art Making, Art Criticism and Art History	Written Research Task: Artist's Practice	Trial Exam and Body of Work	
	H1, H3, H9	H2, H4, H8	H7, H8, H10	H7, H8, H9, H10 H5, H6	
Art Making	10	20		20	50
Art Criticism and Art History	10	10	20	10	50
Mark	20	30	20	30	100



## Higher School Certificate Course Outcomes – Visual Arts

A student:

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

# Yass High School



Year 12 2025 Subject Lines						
Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Offline
English Advanced	Mathematics Advanced	Construction (VET)	Ancient History	Chemistry	Biology	English Extension 1
	Mathematics Standard	Hospitality (VET)	Community and Family Studies	Modern History		
English Standard				Numeracy (CEC)	Legal Studies	Engineering Studies
	English Studies	Photography and Digital Media (CEC)	PDHPE		Food Technology	Visual Art
Software Engineering			Geography	History Extension		



# Yass High School



## YEAR 12 2024/25 ASSESSMENT PLANNING

Term 4 - 2024 Date	Week 1	Week 2	Week 3	Week 4	Week 5
	Week 6	Week 7	Week 8	Week 9	Week 10
	SLR (5)	Biology (6)	Ancient History (4)	English Advanced (1) English Standard (1) English Studies (1)	CAFS (4) Engineering Studies (4)
		Maths Advanced (2) Maths Standard (2) Photography (2)	Business Studies (6) Industrial Tech - Timber (6) Physics (6)	Modern History (5) Chemistry (5)	Visual Arts (5)
			Legal Studies (3)	Numeracy (2)	Software Engineering (3) PDHPE (3)

# Yass High School



Term 1 - 2025	Week 1/2	Week 3	Week 4	Week 5	Week 6
	English Extension 1 Legal Studies		Society & Culture (5)	History Extension (0) Geography (4)	Numeracy (2) Maths Ext (0) Food Technology (4)
	Week 7	Week 8	Week 9	Week 10	Week 11
	Maths Advanced (2)	Industrial Technology - Timber (6) Physics (6)	English Advanced (1) English Standard (1) English Studies (1)	Biology (6) Business Studies (6)	Legal Studies (3)
	Chemistry (5)	SLR (5)	Modern History (5)	PDHPE (3)	Software Engineering (3)
		Maths Standard (2)	Visual Arts (5)	CAFS (4)	Ancient History (4)
			Engineering Studies (4)	Photography (2)	
				Maths Ext 1 (0)	

# Yass High School



Term 2 - 2025	Week 1	Week 2	Week 3	Week 4	Week 5
		English Extension 1 (0)	Geography (4)		SLR (5)
		Society & Culture (5)			Numeracy (2)
	Week 6	Week 7	Week 8	Week 9	Week 10
	Food Technology (4)	English Advanced	Ancient History (4) CAFS (4) Engineering Studies (4)	Biology (6) Business Studies (6)	English Studies (1) English Standard (1)
		Maths Advanced (2) Maths Standard (2)	Industrial Technology - Timber (6)	PDHPE (3)	Software Engineering (3)
			Modern History (5)	Maths Ext 1 (0)	Legal Studies (3)
			Photography (2)	Visual Arts (5)	History Extension (0)

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<b>Term 3 - 2025</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>
	Geography (4)	Food Technology (4)	<b>Assessment Free Week</b>	<b>Trial Examinations</b>	<b>Trial Examinations</b>
	Chemistry (5) Physics (6)		<b>Except for: Numeracy (2)</b>		
	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>



# Yass High School

## 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)

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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.



# Yass High School

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 .....





# Yass High School

## 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>			



# Yass High School

## 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.**



# Yass High School

There are two circumstances where a student will receive a warning of N-determination letter

## N Determination Warning Flowchart

