



YEAR 12

ASSESSMENT

SCHEDULE

2022-2023



Assessment Task notification distributed - at least 2 weeks' notice provided

Completed task submitted on due date
 At 9am on digital platform
 OR
 Specified on assessment notification

Extension application submitted to Head Teacher

- Submitted at least 2 days prior to the due date
- Supporting documentation supplied e.g. Doctor's Certificate
- Copy available in assessment booklet or via classroom teacher

Unfinished task submitted on time

Task not submitted/ not submitted on time

No Illness/ Misadventure application form

Illness/Misadventure application form submitted to Head Teacher

- Within 2 days of returning to school
- Supporting documentation supplied e.g. Doctor's Certificate
- Copy available in assessment booklet or via classroom teacher

Zero mark recorded

Serious attempt
 Task marked and feedback (2 weeks from submission date)

Non serious attempt

No Illness/ Misadventure appeal submitted

Head Teacher decision

Accepted

Rejected

Head Teacher decision

Task submitted on new date

Task not submitted on new date

N Warning process begins

Rejected

Accepted

N Warning process begins

Task marked and feedback given
 (2 weeks from submission date)

Student may follow appeals process as outlined on the Extension and/or Illness/Misadventure application form

Illness/Misadventure conditions resolved
 Original task resubmitted OR modified task submitted OR estimated mark given (as negotiated with classroom teacher)

Task marked and feedback given

If prolonged absence or serious misadventure is impacting tasks in multiple subjects, please contact your relevant year group Deputy Principal for assistance.



Year 12 Assessment Policy 2022/2023

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

Respect, Responsibility and Honesty.



Yass High School

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

Respect, Responsibility and Honesty.



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

Respect, Responsibility and Honesty.



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 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

Respect, Responsibility and Honesty.



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 eg. 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

Respect, Responsibility and Honesty.

Yass High School



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
- 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.bos.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

Respect, Responsibility and Honesty.

Yass High School



Year 12 ROSA and HSC 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 eg. 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 NESAS 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, 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 you wish to discuss with regards to disability provisions, please contact the Learning and Support Co-ordinator at the school, as soon as possible

Respect, Responsibility and Honesty.



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's signature: Date:.....

Parent/Carer's signature: Date:.....

Signature of Head Teacher:..... Date:.....

Comment.....
.....
.....

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

Decision details
.....

Deputy/Principal: Date:



Yass High School

Assessment Task

Extension Application

Name:..... Year:..... Date:.....

Subject:..... Teacher:.....

Assessment Task Number (as per booklet):.....

Assessment Task Title:.....

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

.....
.....

Proposed new date:

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

Student's signature:..... Date:.....

Parent/Carer's signature:..... Date:.....

Head Teacher signature Date:.....

Comment:.....

.....

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

Decision details:

Deputy Principal: Date:.....

Yass High School



Principal: Mrs Linda Langton Deputy Principals: Mr Andrew Facer, Mrs Ruth Riach
Grampian Street Yass NSW 2582 T: 62261711
E: yass-h.school@det.nsw.edu.au W: www.yass-h.schools.nsw.edu.au

We Value respect, responsibility and honesty

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 [redacted] is in danger of not meeting the Course Completion Criteria for the HSC course in [redacted].

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 [redacted].

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 [redacted] has not satisfactorily completed the Preliminary Course.

To date [redacted] has not satisfactorily met criteria [redacted] 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 [redacted] to satisfy the Course Completion Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

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

{studentLastName has also previously received notification of the following task/s which still remain uncompleted:

Previous Task Name/Course Requirement/Course Outcome	Letter Date	Date Task Initially Due	Action Required by Student

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

Yours sincerely

Linda Langton
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



Senior Assessment Task Notification

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



Feedback

- Students may submit a draft for feedback prior to the final submission date. The final date for draft submission should be no later than 5 working days prior to the due date to allow teachers to provide feedback and students to implement the feedback.
- 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.**

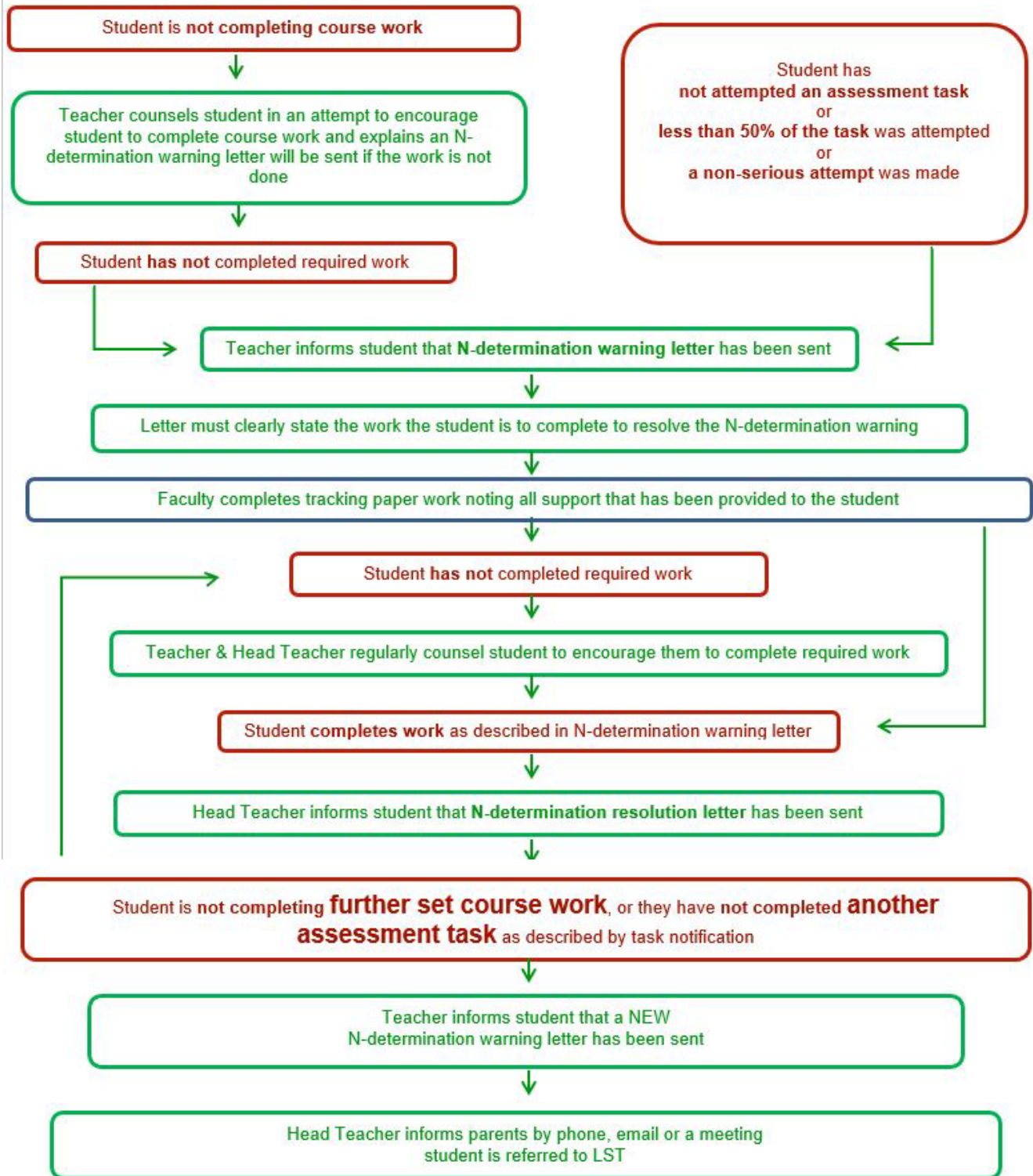
Yass High School



	Outstanding	High	Sound	Basic	Limited

N-determination Warning Flow Chart

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



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.

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.

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.

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
-

Yass High School



Year 12 Course Assessment- 2022-2023
Subject: Agriculture Course: 2 Unit

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2022 Week 8	Term 2 Week 7	Term 3 Week 2	Term 3 Weeks 4/5	
	Farm Product Study	Portfolio	Elective - Presentation	Trial Exam	
	H3.1, H3.2, H3.3, H3.4	H1.1, H2.1, H2.2	H4.1, H5.1	H1.1, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4, H4.1, H5.1	
Knowledge and understanding of course content	5	15	5	15	40
Knowledge, understanding and skills required to manage agricultural production systems	10	15	5	10	40
Skills in effective research, experimentation and communication	5	5	5	5	20
Mark	20	35	15	30	100

Higher School Certificate Course Outcomes – Agriculture

A student:

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

Assessment Summary AHC20116 Certificate II in Agriculture

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	To be negotiated with teacher.
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 Weeks 4-5 2023

Assessment Plan			Evidence Collection			HSC
Cluster	Competency codes		Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory/Stream
Cluster 1	AHCWHS201	Participate in WHS processes	X	X	X	Mandator
Cluster 2	AHCWRK204	Work effectively in the industry	X		X	Mandator
Cluster 2	AHCWRK209	Participate in environmentally	X	X	X	Mandator
Cluster 2	AHCWRK205	Participate in workplace communications	X	X	X	
Cluster 3	AHCWRK201	Observe and report on weather	X	X	X	Mandator
Cluster 4	AHCPMG201	Treat weeds	X	X	X	
Cluster 4	AHCCHM201	Apply chemicals under supervision	X	X	X	Mandator y

- Trainers must deliver and assess Cluster 1, 2, 3, 4, then select either Cluster 5 (Livestock stream) or Cluster 6 (Plant stream) and select optional clusters to total of at least 18 units.
- Clusters DO NOT NEED TO BE ASSESSED IN ORDER.

Cluster 5 (includes Livestock stream)

Assessment Plan			Evidence Collection			HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory/Stream
Cluster 5	AHCLSK202	Care for health and welfare of livestock	X	X	X	Stream focus area
Cluster 5	AHCLSK205	Handle livestock using basic techniques	X	X	X	
Cluster 5	AHCLSK206	Identify and mark livestock	X		X	
Cluster 5	AHCLSK204	Carry out regular livestock observations	X		X	

Cluster 7 Tractors and machinery

Assessment Plan			Evidence Collection		
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 7	AHCMOM202	Operate tractors	X	X	X
Cluster 7	AHCMOM304	Operate machinery and equipment	X	X	X

Cluster 8 Feed and Water Livestock

Cluster 8	AHCLSK211	Provide feed for livestock	X	X	X
Cluster 8	AHCLSK209	Monitor water supplies	X	X	X

Cluster 9 Fencing

Cluster 9	AHCINF202	Install, maintain, and repair farm fencing	X	X	X
Cluster 9	AHCINF201	Carry out basic electric fencing operations	X	X	X

Cluster 12 Clean machinery

Cluster 12	AHC BIO201	Inspect and clean machinery for plant, animal and soil material	X	X	X
------------	----------------------------	---	---	---	---

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the AHC20116 Certificate II in Agriculture. The Statement of Attainment towards AHC20116 Certificate II in Agriculture will only be the possible AQF outcome if at least one UoC has been achieved.

(THIS PAGE INTENTIONALLY LEFT BLANK)

Yass High School



HSC Course Assessment – 2022/2023

Subject: Ancient History Course: 2 Unit

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2022 Week 8	Term 1, 2023 Week 9	Term 2, 2023 Week 9	Term 3, 2023 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



Year 12 Course Assessment – 2022/2023

Subject: Biology Course: 2 Unit

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2022 Week 7	Term 1 Week 7	Term 2 Week 5	Term 3 Weeks 4/5	
	Model	Depth Study	Depth Study	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 BIO11/12-7 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



Year 12 Course Assessment – 2022/2023

Subject: Business Studies Course: 2 Unit

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2022 Week 9	Term 2 Week 1	Term 3 Week 1	Term 3 Weeks 4/5	
	Marketing Plan	Financial Management Analysis	Research Task Human Resource Management	Trial Exam	
	H2, H5, H8	H2, H6, H9, H10	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



Year 12 Course Assessment – 2022/2023 Subject: Chemistry Course: 2 Unit

Component	Task 1	Task 2	Task 3	Task 4	Weight
	Term 4, 2022 Week 9	Term 1 Week 7	Term 2 Week 10	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
-

Yass High School



HSC Course Assessment – 2022/2023

Subject: Community and Family Studies Course: 2 Unit

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2022 Week 10	Term 1 Week 11	Term 2 Week 10	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"> • Resource management • Positive relationships • Range of societal factors • Nature of groups, families and communities 	5	10	5	15	35
Skills in: <ul style="list-style-type: none"> • Applying management processes to meet the needs of individuals, groups, families and communities • Planning to take responsible action to promote well being 	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
 - H3.2 evaluates networks available to individuals, groups and families within communities
 - 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
-

Assessment Summary for CPC20220 Certificate II in Construction Pathways and Statement of Attainment towards CPC20120 Certificate II in Construction

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 2 & 4 2022
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Week 4 & 5 Term 3 2023

Assessment Plan			Evidence Collection			HSC
Cluster	Unit of Competency codes	Title of Unit of Competency	Direct observation – real time, simulated environment	Product based method structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status - Mandatory
Cluster 1	CPCCWHS1001	Prepare to work safely in the construction industry (Imported)	X	X	X	Y
Cluster 2	CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	X	X	X	Y
Cluster 3	CPCCCM1011	Undertake basic estimation and costing	X	X	X	
	CPCCOM1015	Carry out measurements and calculations				Y
Cluster 4	CPCCPM1013	Plan and organise work	X	X	X	Y
	CPCCOM2001	Read and interpret plans and specifications				Y
Cluster 5	CPCCVE1011	Undertake a basic construction project	X	X	X	
	CPCCOM1012	Work effectively in the construction industry				Y
Cluster 6	CPCCCA2002	Use carpentry tools and equipment	X	X	X	
	CPCCCM2005	Use construction tools and equipment				Y
	CPCCCA2011	Handle carpentry materials				
Cluster 7	CPCCCM2006	Apply basic levelling procedures	X	X	X	

Cluster 8 – Option 1 Joinery	CPCJN2001	Assemble components	X	X	X	
	CPCWP2002	Manufacture and assemble joinery components				
	CPCCM2013	Undertake basic installation of wall tiles				

All the requirements of the VET qualification as stated in the TAS must be met to achieve the CPC20220 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction. The Statement of Attainment towards CPC20211 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction will be the possible AQF outcome if at least one UoC has been achieved in each qualification.

Yass High School



Year 12 Course Assessment – 2022/2023 Subject: Drama Course: 2 Unit

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2022 Week 6	Term 1, 2023 Week 3	Term 2, 2023 Week 7	Term 3, 2023 Weeks 4/5	
	Individual Project or Presentation of Individual Project: Performance	Extended Response Essay: Studies in Drama and Theatre Topic	Presentation Group Performance	Trial HSC Exam	
	H1.2, H1.3, H1.5	H1.1, H1.3, H1.5, H3.1, H3.3	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3	H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	
Making	10	10	10	10	40
Performing			20	10	30
Critically Studying	10	10		10	30
Mark	20	20	30	30	100

Higher School Certificate Course Outcomes - Drama

A student:

H1.1 uses acting skills to adopt and sustain a variety of characters and roles

H1.2 uses performance skills to interpret and perform scripted and other material

H1.3 uses knowledge and experience of dramatic and theatrical forms, styles and theories to inform and enhance individual and group devised works

H1.4 collaborates effectively to produce a group-devised performance

H1.5 demonstrates directorial skills

H1.6 records refined group performance work in appropriate form

H1.7 demonstrates skills in using the elements of production

H1.8 recognises the value of the contribution of each individual to the artistic effectiveness of productions

H1.9 values innovation and originality in group and individual work

H2.1 demonstrates effective performance skills

H2.2 uses dramatic and theatrical elements effectively to engage an audience

H2.3 demonstrates directorial skills for theatre and other media

H2.4 appreciates the dynamics of drama as a performing art

H2.5 appreciates the high level of energy and commitment necessary to develop and present a performance

H3.1 critically applies understanding of the cultural, historical and political contexts that have influenced specific drama and theatre practitioners, styles and movements

H3.2 analyses, synthesises and organises knowledge, information and opinion in coherent, informed oral and written responses

H3.3 demonstrates understanding of the actor-audience relationship in various dramatic and theatrical styles and movements

H3.4 appreciates and values drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies

H3.5 appreciates the role of the audience in various dramatic and theatrical styles and movements

Yass High School



Year 12 Course Assessment – 2022/2023 Subject: Economics Course: 2 Unit

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2022 Week 10	Term 1, 2023 Week 6	Term 2, 2023 Week 7	Term 3, 2023 Weeks 4/5	
	The Global Economy Research	The Australian Economy Test	Economic Issues and Policies Tutorials	Trial Exam	
	H3, H4, H9, H10	H1, H2, H8, H11	H5, H6, H7, H9, H10, H12	H1 - H8, H11	
Knowledge and understanding of course content		10	10	20	40
Stimulus- based skills		10		10	20
Inquiry and research	10		10		20
Communication of economic information, ideas and issues in appropriate forms	10		10		20
Mark	20	20	30	30	100

Higher School Certificate Course Outcomes - Economics

A student:

- H1 Demonstrates understanding of economic terms, concepts and relationships
 - H2 Analyses the economic role of individuals, firms, institutions and governments
 - H3 Explains the role of markets within the economy
 - H4 Analyses the impact of global markets on the Australian and global economy
 - H5 Discusses policy options for dealing with problems and issues in contemporary and hypothetical contexts
 - H6 Analyses the impact of economic policies in theoretical and contemporary Australian contexts
 - H7 Evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments
 - H8 Applies appropriate technology, concepts and theories in contemporary and hypothetical economic contexts
 - H9 Selects and organises information from a variety of sources for relevance and reliability
 - H10 Communicates economic information, ideas and issues in appropriate forms
 - H11 Applies mathematical concepts in economic contexts
 - H12 Works independently and in groups to achieve appropriate goals in set timeframes
-

Yass High School



Year 12 Course Assessment – 2022/2023 Subject: English Course: Advanced

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2022 Week 9	Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 4/5	
	Multimodal Presentation	Portfolio of writing	In Class Essay	Trial Exam	
	EA12-1, EA12-2 EA12-3, EA12-5 EA12-6, EA12-7	EA12-1, EA12-3 EA12-4, EA12-5 EA12-9	EA12-3, EA12-4 EA12-5, EA12-6 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 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
-

Yass High School



Year 12 Course Assessment – 2022/2023 Subject: English Course: Standard

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2022 Week 9	Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 4/5	
	Multimodal Presentation	Portfolio of Writing	Essay	Trial Exam	
	EN12-1, EN12-2 EN12-3, 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 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



Year 12 Course Assessment 2022/2023 Subject: English Course: English Studies

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2022 Week 9	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 4/5	
	Online Article	Creative Piece and Explanation	Portfolio of Work	Trial Exam	
	ES12-10, ES12-2 ES12-6	ES12-1, ES12-2 ES12-10	ES12-4, ES12-3 ES12-10	ES12-1, ES12-9 ES12-4, ES12-5	
Knowledge and understanding of course content	15	10	15	10	50
Skills in comprehending texts, communicating ideas, using language accurately appropriately and effectively	15	10	15	10	50
Mark	30	20	30	20	100

Higher School Certificate Course Outcomes – 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



Year 12 Course Assessment 2022/2023 Subject: English Course: Extension 1

Component	Task 1	Task 2	Task 3	Weighting
	Term 1, 2023 Week 3	Term 2 Week 3	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	30	10	10	25
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	20	20	25
Mark	40	30	30	50

Higher School Certificate Course Outcomes - English Extension

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

Year 12 Course Assessment – 2022/2023

Subject: Engineering Studies Course:2 Unit

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4 Week 10	Term 1 Week 10	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



Year 12 Course Assessment – 2022/2023 Subject: Food Technology Course: 2 Unit

Components	Weight	Task 1	Task 2	Task 3	Task 4
		Food Industry Report	Product Development Project	Contemporary Nutrition Issues Investigation	Trial HSC Examination
		Term 1, 2022 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	20	5			15
Skills in researching, analysing and communicating food issues	30	10	5	10	5
Skills in experimenting with and preparing food by applying theoretical concepts	30	15	10	5	
Skills in designing, implementing and evaluating solution to food situations.	20		10	5	5
	100	30	25	20	25

Higher School Certificate Course Outcomes- Food Technology

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 – 2022/2023 Subject: History Course: Extension

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

Assessment Summary for SIT20316 Certificate II in Hospitality

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 2 & 4 2022
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Week 4 & 5 Term 3 2023

Assessment Plan			Evidence Collection				HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio or direct observation – purposeful collection of annotated and validated pieces of	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory
Cluster 1 – Working Together	BSBWOR203 BSBCMM201	Work effectively with others Communicate in the Workplace		X X		X X	Y -
Cluster 2 – Safe and hygienic food preparation	SITXFSA001	Part A Use hygienic practices for food safety	X			X	Y -
	SITHCCC001	Part B Use food preparation equipment	X	X		X	-
	SITXFSA002	Participate in safe food handling practices	X	X		X	-
Cluster 3 – Café Skills	SITHFAB005	Part A Prepare and serve espresso coffee	X	X	X	X	Y
	SITHFAB004	Part B Prepare and serve non-alcoholic beverages	X	X	X	X	Y
Cluster 4 – Safe and Sustainable work practices	SITXWHS001 BSBSUS201	Participate in safe work practices Participate in environmentally sustainable work practices	X X	X X		X X	Y -

Cluster 5 – Interacting with diverse customers	SITXCCS003 SITXCOM002	Interact with customers Show social and cultural sensitivity	X X	X X		X X	Y -
Cluster 6 – Serving food and beverages	SITHFAB007	Serve food and beverage	X	X	X	X	Y
Cluster 7 – Keeping up to date with industry	SITHIND002	Source and use information on the hospitality industry				X	Y
Cluster 8 – Use hospitality skills effectively	SITHIND003	Use hospitality skills effectively	X	X	X	X	-

****Units highlighted need to be assessed by an assessor that holds three years industry experience ie Cluster 3, 6 and 8. Please refer to the Public Schools NSW, Wagga Wagga RTO 90333 Assessment Strategy for details.** You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIT20316 Certificate II in Hospitality. The Statement of Attainment towards SIT20316 Certificate II in Hospitality will only be the possible AQF outcome if at least one UoC has been achieved.

Assessment Summary for the Statement of Attainment in ICT30118 Certificate III in Information, Digital Media and Technology

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 2 & 4 2022
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Week 4 & 5 Term 3 2023

Assessment Plan			Evidence Collection			HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA status mandatory
Cluster 1 – WHS and Communication	BSBWHS304	Participate effectively in WHS communication and consultation processes	X		X	Y
	ICTICT202	Work and communicate effectively in an ICT environment	X		X	Y
Cluster 2 – Operating Systems and Diagnostics	ICTICT301	Create user documentation	X	X	X	
	ICTICT302	Install and optimise operating system software	X	X	X	Y
	ICTSAS308	Run standard diagnostic tests	X	X	X	Y
Cluster 3 - Workplace Sustainability	BSBSUS401	Implement and monitor environmentally sustainable work practices	X	X	X	
Cluster 4 - Social Media	ICTWEB201	Use social media tools for collaboration and engagement	X	X	X	
	ICTWEB303	Produce digital images for the web				

Cluster 5 - Option 1- Web and software applications stream	ICTICT308	Use advanced features of computer applications	X	X	X	Y
	ICTWEB302		X	X	X	Y
	ICTICT203	Build simple websites using commercial programs	X	X	X	Y
		Operate application software packages				

You must satisfactorily fulfill all the requirements of the qualification TAS to achieve the Statement of Attainment towards ICT30118 Certificate III in Information, Digital Media and Technology. The Statement of Attainment towards ICT30118 Certificate III in Information, Digital Media and Technology will only be the possible AQF outcome if at least one UoC has been achieved as competent.

Yass High School



Year 12 Course Assessment – 2022/2023

Subject: Legal Studies Course: 2 Unit

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2022 Week 8	Term 1 Week 11	Term 2 Week 8	Term 3 Weeks 4/5	
	Crime Report	Human Rights Speech	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	10	15	10	25	60
Research	5	5	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 – 2022/2023

Subject: Mathematics Course: Mathematics Advanced

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2022 Week 8	Term 1 Week 7	Term 2 Week 6	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	15	50
Reasoning and communication	5	15	15	10	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 – 2022/2023

Subject: Mathematics Course: Extension 1

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2022 Week 10	Term 1 Week 11	Term 2 Week 7	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 – 2022/2023

Subject: Mathematics Course: Extension 2

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 1 Week 2	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 4/5	
	Assignment with In Class Validation	Investigation	In Class Test	Trial Exam	
	MEX12-1, MEX12-2 MEX12-7, MEX12-8	MEX12-3, MEX12-7 MEX12-8	MEX12-6, MEX12-7 MEX12-8	MEX12-1 to MEX12-8	
Concepts, skills and techniques	10	15	10	15	50
Reasoning and communication	10	15	10	15	50
Mark	20	30	30	20	100

Higher School Certificate Course Outcomes- Mathematics – Extension 2

A student:

- MEX12-1 understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of context
 - MEX12-2 chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings
 - MEX12-3 uses vectors to model and solve problems in two and three dimensions
 - MEX12-4 uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems
 - MEX12-5 applies techniques of integration to structured and unstructured problems
 - MEX12-6 uses mechanics to model and solve practical problems
 - MEX12-7 applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems
 - MEX12-8 communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument
-

Yass High School



Year 12 Course Assessment – 2022/2023

Subject: Mathematics Course: Standard 2

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2022 Week 7	Term 1 Week 8	Term 2 Week 8	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



HSC Course Assessment – 2022/2023

Subject: Modern History Course: 2 Unit

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2022 Week 9	Term 1 Week 10	Term 2 Week 8	Term 3 Week 4/5	
	Source analysis booklet	Historical Analysis Mixed Media Presentation	Exam Condition Essay	Trial HSC Exam	
	MH12-4, MH12-6 MH12-9	MH12-2, MH12-4 MH12-7, MH12-8 MH12-9	MH12-1, MH12-5 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

HSC 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 – 2022/2023

Subject: Music Course: Music 1

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2022 Week 9	Term 1 Week 6	Term 2 Week 6	Term 3 Weeks 4/5	
	Composition Core Task Musicology Core Task Viva Voice	Presentation of Core Performance Elective Option for Topic 2	Aural Core Task Elective Option Topic 3	Trial HSC Examination Aural Skills Exam. Elective Option for Topic 1	
	H2, H3, H5, H6, H7	H1, H7, H9, H1–8*	H4, H6, H1–8*	H10, H11 H1–8*	
Performance		10			10
Composition	10				10
Musicology	10				10
Aural			10	15	25
Electives		15	15	15	45

*Teachers will select appropriate outcomes based on Elective options selected by each student.

Higher School Certificate Course Outcomes – Music

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

H1 performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member on an ensemble

H2 reads, interprets, discusses and analyses simple musical scores characteristic of topics studied

H3 improvises and composes music using the range of concepts for familiar sound courses reflecting the cultural and historical contexts studied

H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles

H5 comments on and constructively discusses performances and compositions

H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening

H7 understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied

H8 identifies, recognises, experiments with, and discusses the use of technology in music

H9 performs as a means of self-expression and communication

H10 demonstrates a willingness to participate in performance, composition, musicology and aural activities

H11 demonstrates a willingness to accept and use constructive criticism

Yass High School



Year 12 Course Assessment – 2022/2023
Subject: Mathematics Course: Numeracy

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2022 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 7	
	Assignment New Job, New Adventure	Assignment Alternate Olympics	Assignment Rule of Thirds	Assignment Explorations in Numeracy	
	N6-2.3, N6-2.4, N6-2.5, N6-3.1	N6-1.3, N6-2.2, N6-2.5, N6-3.2	N6-1.1, N6-2.3, N6-2.5, N6-3.1	N6-1.1, N6-2.6, N6-3.1, N6-3.2	
Knowledge and understanding	10	10	10	15	50
Skills	15	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



Year 12 Course Assessment – 2022/2023

Subject: PD/Health/PE Course: 2 Unit

Components	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2022 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 <ul style="list-style-type: none"> Factors that affect health The way the body moves 	10	10	10	10	40
Skills in <ul style="list-style-type: none"> 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
-



Yass High School

Year 12 Course Assessment – 2022/2023

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

Components	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2022 Week 7	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 4/5	
	Arranged Images	Manipulated Forms	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	10	30	10	70
Critical and Historical studies		20		10	30
Mark	20	30	30	20	100

Year 12 Assessment 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 12 Course Assessment – 2021/2022

Subject: Physics Course: 2 Unit

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2022 Week 8	Term 1 Week 8	Term 2 Week 9	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– 2022/2023
Subject: Society and Culture Course: 2 Unit

Component	Task 1	Task 2	Task 3	Weighting
	Term 4, 2022 Week 10	Term 1 Week 9	Term 3 Weeks 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	30
Communication of information, ideas and issues in appropriate forms	10	10		20
Mark	40	30	30	100

Higher School Certificate Assessment 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
- H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms

Yass High School



Year 12 Course Assessment – 2022/2023

Subject: Sport, Lifestyle and Recreation

Course: 2 Unit

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2022 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 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 2022/2023

Subject: Visual Arts Course: 2 Unit

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 4, 2022 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, H4, H9	H1, H2, H4, H7, 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
 - H10 constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts
-

Year 12 Subject Lines

LINE 1	LINE 2	LINE 3	LINE 4	LINE 5	LINE 6
English Advanced	Advanced Mathematics	Agriculture	Community and Family Studies	Ancient History	Biology
		Biology	Chemistry	Engineering Studies	Business Studies
Standard English	Mathematics Standard	Food Technology	Drama	IDMT(VET)	Construction (VET)
English Studies (CEC)	Numeracy	Physics	Economics	PDHPE	Modern History
		Sport Lifestyle and Recreation (CEC)	Hospitality Food and Beverage (VET)	Visual Arts	Music
	Hospitality Food and Beverage (VET)	Society and Culture	Primary Industries (VET)		Photography Video & Imaging (CEC)

YEAR 12 2023 ASSESSMENT PLANNING

Term 4 - 2022 10/10/22– 20/12/22	Week 1	Week 2	Week 3	Week 4	Week 5
	Week 6	Week 7	Week 8	Week 9	Week 10
	SLR (3)	Maths Standard 2 (2)	Ancient History (5)	Business Studies (6)	Engineering (5)
	Drama (4)	Biology (3, 6)	Physics (3)	Modern History (6)	Economics (4)
		Photography (6)	Agriculture (3)	Chemistry (4)	Society and Culture (3)
			Numeracy (2)	English Advanced, Standard and Studies (1)	PDHPE (5)
			Maths Advanced (2)	Music (6)	Visual Arts (5)
					CAFS (4)
					Extension 1 Maths (0)
Term 1 - 2023 27/1/23– 7/4/23	Week 1/2	Week 3	Week 4	Week 5	Week 6
	Maths Extension 2	Drama (4)	Food Technology (3)	History Extension	Economics (4)
		English Extension 1 (1)			Music (6)
	Week 7	Week 8	Week 9	Week 10	Week 11
	Biology (3, 6)	Maths Standard (2)	Ancient History (5)	Engineering (5)	Business Studies (6)
	Chemistry (4)	Physics (3)	Society and Culture (3)	Modern History (6)	CAFS (4)
	Maths Advanced (2)	SLR (3)	English Advanced & Standard (1)	PDHPE (5)	Extension 1 Maths (0)
		English Studies (1)	Visual Arts (5)	Photography (6)	
	Numeracy (2)		Extension Maths 2		

Term 2 - 2023 24/4/223 – 30/06/23	Week 1	Week 2	Week 3	Week 4	Week 5
	Business Studies (6)		English Extension (1)		Biology (3, 6)
					History Extension
					SLR (3)
	Week 6	Week 7	Week 8	Week 9	Week 10
	Food Technology (3)	Economics (4)	Engineering (5)	Business Studies (6)	Chemistry (3)
	Music (6)	Agriculture (3)	Maths Standard 2 (2)	Ancient History (5)	CAFS (4)
	Maths Advanced (2)	Drama (4)	Modern History (6)	Physics (3)	English Studies (1)
	Numeracy (2)	English Advanced & Standard (1)	Photography (9)	PDHPE (5) Visual Arts (5)	Maths Extension 2
		Extension Maths 1 (0)			
Term 3 - 2023 17/7/23 – 22/9/23	Week 1	Week 2	Week 3	Week 4	Week 5
			Assessment Free Week	Trial Examinations	Trial Examinations
	Business Studies (6)	Food Technology (3)			
		History Extension			
		Agriculture (3)			
	Week 6	Week 7	Week 8	Week 9	Week 10
		Numeracy			