Irrawang High School

Year 10

Assessment Information Booklet

2025

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Welcome

Dear Parents/Carers and Students of Year 10,

The Year 10 Assessment Handbook is provided to assist you and your child with the planning of assessment tasks which will take place throughout the year.

This Handbook includes the Irrawang High School Assessment Policy, an outline of assessment tasks and their due dates as well as the outcomes that students will be assessed on. For each assessment task, students will be notified 2 weeks prior to the task being due.

At Irrawang High School, we value student assessment and see students learning being rewarded for the sustained efforts in the classroom and with their studies. We place high expectations on student learning, and they will be assessed in variety of ways.

Students are accountable to submit assessable tasks by the due date unless unforeseen circumstances occur. This is where students and their families need to follow the Irrawang High School Assessment procedures to ensure their learning is the priority and they have every chance to complete the task to the best of their academic ability.

Nicole Huxley

Principal

Introduction

This Assessment Handbook provides Year 10 students with information about the procedures relating to Assessment. Students and parents are advised to read the booklet closely and keep it for reference. The following teachers can assist students and parents with issues about assessment relating to their Key Learning Area (KLA).

Deputy Principal	Mr. David Pearson	
Year 10 Advisors	Ms. Josephine Mickle	Mr. Peter Furey
Faculty Head Teachers		
CAPA	Ms. Adele Robinson	
English	Ms Gabrielle Giles	
HSIE	Mr. Todd Hopper	
Mathematics	Mr. Jacob Corrigan	
PDHPE	Mr Jed Molenaar	
Science	Mr.James Bailey	
Support	Mrs. Kate Fincher	
TAS	Ms. Marnie Peters	
Admin	Ms Chloe Barwick	
Wellbeing	Mr. Justin Tonks	

NESA requirements for award of the NSW record of school achievement.

The NSW Record of School Achievement (ROSA) is generally awarded to eligible students after four years of secondary school. In Years 7 to 10, students study a variety of courses to qualify for the award of the NSW Record of School Achievement. As well as taking the necessary combination of courses, they are also required to apply themselves satisfactorily to their studies.

Eligibility Requirements

To be eligible for the award of the NSW ROSA, you are required to attend a government School or an accredited non-government school. This is usually for a period of four years between the ages of 11 and 16 years. You must follow and complete the pattern of courses required by the Board of Studies. To complete a course of study for the NSW Record of School Achievement, you must have a satisfactory record of application (effort).

While formal ROSA credentials are only for school leavers, all Year 10 students will be able to access their results electronically and print a transcript of their results. Only students who leave school and who satisfy eligibility requirements for the ROSA will receive the formal credential.

Students who leave school and who are not eligible for a ROSA will be able to receive a Transcript of Study at their time of departure. The Transcript of Study will contain the same information as the ROSA for courses satisfactorily completed.

All students will also have access to a record of their grades through Students Online. Students who receive their HSC will be able to receive a ROSA at the same time as their HSC, detailing their achievement in their earlier years of study.

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Mandatory Curriculum Requirements

English	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Mathematics	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Science	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	To be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10 and must include 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage 5.
Languages Other than English	100 hours to be completed in one language over one continuous. 12-month period between Years 7–10 but preferably in Years 7–8.
Technological and Applied Studies	The Board's Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.
Creative Arts	200 hours to be completed, consisting of the Board's 100-hour mandatory courses in each of Visual Arts and Music. It is the Board's expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
Personal Development, Health and Physical Education	The Board's mandatory 300-hour course in Personal Development, Health, and Physical Education. This integrated course is to be studied in each of Years 7–10.

Attendance

Rules relating to school attendance remain unchanged. A principal may determine that, as a result of absence, course completion criteria might not be met.

As was the case with the School Certificate, a requirement for the award of the RoSA is that students attend until the final day of Year 10 as determined by the school system concerned or by the principal of non-systemic schools. In all cases, schools are to ensure that syllabus outcomes and course study requirements, including indicative hours of study as specified by the Board are met.

Responsibilities

Each student has the responsibility to:

- Understand the NESA course requirements and procedures for each course of study.
- Be familiar with and fulfil the requirements of the School Assessment Policy as set out in this handbook.
- Provide written evidence of reason for absence from or late submission of formal assessment tasks.

Schools have the responsibility to:

- Provide students with assessment programs conducted in a fair and reasonable manner.
- Inform students of dates and requirements of assessment tasks
- Provide students with appropriate information about the nature of the task, the requirements of submission and the aspects of the syllabus under assessment.
- Provide students with detailed feedback on their performance, in a timely manner.

The Irrawang High School Assessment Policy has been designed to ensure:

- Open and accountable procedures for all students consistent with the NESA requirements
- A fair and equitable environment in which each student can achieve individual excellence.

Students will be given detailed feedback about each assessment task. The type of feedback will be determined by the Faculty Head Teacher but will include information about the extent to which a student has performed against the assessment outcomes.

Student Assessment

Assessment is a process of gathering information about student achievement at various stages in a course. At Irrawang High School, we use a variety of assessment tasks to assess performance across a range of syllabus outcomes. The nature of tasks varies within and across courses – they include assignments, projects, fieldwork and reports, oral presentations, tests and examinations, portfolios, practical investigations, long term pieces of work and performances. Student's may participate in a variety of informal assessment tasks of an ongoing nature (journals, portfolios, bookwork, classwork) in a calendar year.

In New South Wales, a standards-referenced approach is used to report student achievement. Achievement standards have two important components that can be thought of in terms of what and how well:

- what students are expected to learn; and
- how well they have achieved.

The NSW syllabuses state what students at each stage are expected to learn. A to E grade scales describe how well students have achieved.

Schools are responsible for awarding each student who completes a Stage 5 course or a Stage 6 Preliminary course (except Life Skills and VET courses) a grade to represent that student's achievement. The grade is reported on the student's RoSA or HSC Record of Achievement. Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved.

Students with special education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do.

Stage 4 and 5 assessment tasks are designed to determine how student achievement across the whole range of outcomes for any given course. Assessments also test a wide range of skills, such as oral skills, research skills, practical skills, and examinations.

Notification

Through this handbook students are informed of**:**

- The components of each course as specified in the course requirements and their respective weightings.
- The weightings of each task in relation to the total requirements for the course
- The nature of each assessment task e.g. formal examination, written task, oral task
- The school's policy regarding illness, misadventure, and malpractice in assessment tasks
- The school's policy regarding late submission and non-completion of assessment tasks
- The students' entitlements to school reviews and subsequent appeals to the NESA

As well as the Assessment Schedule Booklet (this booklet), each faculty will inform students of upcoming tasks by issuing an Assessment Task Notification Sheet a minimum of 2 weeks prior to the task that contains:

- The date and time the task is to be submitted.
- The weighting of the task.
- The specific nature of the task.
- An indication of the length of the task (word limits/time limits) if applicable
- The time allowed for the task if it is an in-class task.
- The outcomes addressed by the task.
- The marking criteria used for the task.
- Administrative procedures for the collection of the task
- The amount of time that will be allocated during lessons if applicable.

If students are absent on the day an Assessment Task Notification Sheet is handed out, they are responsible for obtaining a copy of it. No extra time will be given to students for a task because they did not receive the task information sheet when it was handed out in class unless there are exceptional circumstances.

Whilst every attempt is made to ensure that students complete such assessment tasks on time, the due date is not flexible under normal circumstances.

Staff at Irrawang High School are responsible for developing separate course based assessment strategies according to specific syllabus requirements. A variety of assessment tasks will be

administered so that students are given the opportunity to demonstrate their achievement of outcomes in an authentic manner. Tasks may be theoretical or practical, short, or long term and individually or group achieved.

Completion / Submission

Submission

NESA (NSW Education Standards Authority)

The NESA expects students to attempt all assessment tasks set. The NESA requires all students to follow an assessment program and have an assessment mark submitted (Year 10 and 11) for all courses in which they are enrolled.

Submission of tasks at Irrawang High School

It is the responsibility of students to ensure that they take assessment tasks at the scheduled time and date and or that they complete a serious attempt at assessment tasks and submit them at the designated time on or before the due date.

Unless otherwise indicated on the Notice of Assessment (Notification), tasks will be accepted by the course teacher during the class period for that subject on the due date. If the teacher is absent or unavailable, tasks must be handed to the Head Teacher responsible for the administration of the course. Tasks submitted after the due date without a successful Student Appeal Form will receive an automatic zero mark. Tasks must never be left on a desk or table for collection by the teacher.

Students must attend school for the full day on the day that an assessment task is due (If a student is absent for a part of the school day and arrives at school to hand in an assessment task later in the day, they must have a medical certificate, or they will be deemed to have handed in the task late).

Task Non-Completion

If a student fails to complete a task specified in the assessment program without a valid reason (e.g. illness or misadventure) the student will be deducted 10% per day after the due date and a zero mark will be awarded for a task that has not been submitted 5 school days after the due date. Students are expected to make a serious attempt at assessment tasks when submitting late or otherwise. The student will receive feedback about their task regardless of the task being handed in by the due date or after.

The school is not permitted to take into account nor compensate for difficulties in performing or completing assessment tasks even where the problems are caused by factors outside the student's control. Notwithstanding the above, each case will be considered on its merits. The decision made in one case, cannot be construed as a precedent for another. Failure of computers or disks or problems in printing assessment materials will not be accepted as a valid reason for late submission.

Where there is no valid reason for not completing an assessment task, an N Warning (Year 9 and 10) or Academic Concern (Year 7 and 8) letter will be issued indicating the nature of the work not completed and the future action required of the student to redress the situation. The latter will also contain a rescheduled date for the submission of incomplete works.

Plagiarism

Plagiarism is the deliberate use of another person's ideas or work without attribution. Plagiarism is not merely the copying of sections of text from the internet or other sources but can include summarising, modification, or appropriation. Plagiarising negates the value of assessment for learning and undermines the purposes of school based assessment.

A student found to have plagiarised may have a zero mark awarded for their assessment task score. An Academic Concern (Year 7 and 8) or an N Warning letter (Year 9 and 10) will be issued.

Malpractice

Cheating, plagiarism or copying of another student's work will be viewed seriously by the school. If malpractice is proven, then a **zero** result will be recorded for that assessment task and an official warning letter will be issued. Consideration may be given to further action.

Malpractice includes (but is not restricted to) the following:

- Behaviour that adversely affects the performance of other students during the sitting of an assessment task or examination
- Cheating in any form (including having someone such as a tutor complete a take home task)
- Plagiarism from the Internet, books, or other sources, or from another person's work
- Providing a false explanation of why work was not handed in by the due date.
- Students who are at school but who are recorded as having an unjustified absence at their normal timetabled classes on the day that an assessment task is due or held will be considered to have gained an unfair advantage and consequently have engaged in assessment malpractice.

Students are expected to conform to the highest standards of academic integrity and ethical scholarship. If a student is deemed to be guilty of malpractice, a **zero** mark may be awarded for the task. If the results of an assessment task are found to be invalid or unreliable for the entire cohort due to malpractice, then an alternative assessment task may be given.

In addition, if an assessment task reflects a non-serious or frivolous attempt it may be awarded zero. If this was to occur a student would also receive an Academic Concern or N Warning letter.

Finally, if it is found that an assessment task produces invalid or unreliable results then the results of that task may be made void, and an alternative task may be administered. The school's protocols for the issuance of an assessment task will be invoked. As a general rule however, except in extra-ordinary circumstances, results of assessment tasks will not discard without close and careful consideration.

Appeals / Misadventure

A misadventure is an unavoidable personal circumstance that makes it impossible for you to attend an assessment. Such circumstances do not include family holidays or social engagements.

Students absent (due to illness, misadventure, or approved leave) from school on the day an assessment task, test or examination is due to be completed, must complete, and submit a "Student Misadventure Form" **within two days** after their return to school. The Student Misadventure Form can be collected from the Deputy Principal and once completed must include the signature of their Class Teacher, Faculty Head Teacher, and parent/carer. When the students know ahead of time that they will be absent for an assessment task they should advise the course Head Teacher prior to the

date to complete the task at an agreed time. The advice to the Head Teacher should be made at least two calendar weeks before the assessment is due.

If you fail to complete or submit an assessment task through absence or illness, then you must:

- Contact your Classroom Teacher or Head Teacher as soon as possible. Telephone if the absence is to be more than 2 days. Otherwise inform your teacher on the day of your return to school. In cases where a task has been in preparation for some time, the "working notes" of the task must be presented at this time.
- Collect a Misadventure Form from the Deputy Principal on the first day that you return to school.
- Complete the task on the first day or first subject specific period back from absence.
- Submit a Misadventure Form, with either Doctor's Certificate or Statutory Declaration attached to the relevant *Deputy Principal within two school days* of when you return to school. In cases of prolonged absence have someone else present the certificate and form for you.
  Doctor's Certificates are to be obtained the day of the absence, or prior. Provide as much detail as possible to support your case. The Assessment Committee will review each case to determine what penalty if any will be applied.

This is a serious situation, which in the event of an illness or misadventure requires a Doctor's Certificate or Statutory Declaration by means of explanation.

An appeals panel will be convened, and a decision made. The principal reserves the right to have final judgement on any decision relating to appeals. The decision will be conveyed to the student and / or to the parent(s) of the student. The decision of the panel may be to decline the appeal application, in which case the student would receive a zero mark and be issued with an Academic Concern (Year 7 and 8) or an N Warning letter (Year 9 and 10).

In relation to the Student Misadventure Form, the decision of the appeals panel can be determined as follows:

- Complete an alternate task prior to the set date.
- Extension without penalty
- Provide an estimate based on evidence (evidence can be completion of original task)
- Reason unacceptable, mark confirmed of a zero or otherwise.

"Technological" breakdown (e.g. computer or printer problems) will NOT be accepted as reasons for an appeal. (Students are advised to save as they develop their task, to print draft copies and hand in either a storage device or draft copy until the final copy can be handed in. Students may also have the option to email their task, if agreed to by the class teacher in consultation with the Head Teacher.) Note:

- All forms must be completed in blue or black pen.
- Forms must be completed neatly providing sufficient information to allow the appeal to be given appropriate consideration.
- There is no ground for appeal against the value of the mark given.
- The Appeals Panel will maintain a file of all appeals lodged.
- A note will be required from the parent / caregiver that clearly states that the student has been affected by illness with specific dates mentioned and a brief description of the condition.
- If a student is unhappy with an assessment mark, an interview could be arranged with the classroom teacher. The Head Teacher and parents may be part of this meeting.

Leave

Granting of leave is a matter for the school principal to determine. The principal has discretion in granting leave provided that he/she is satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the period of leave requested is extensive, the student must demonstrate to the principal that outcomes in each course will be achieved. It should be noted that ‘exemption from school' does not necessarily mean that students are 'exempt from completing scheduled assessment tasks. This will be managed on a case by case basis via the appeal process.

Students may engage in alternate approved school based activities (e.g. school representative sport) so long as the student has communicated and appealed the task, before the date of the assessment, to the classroom teacher or head teacher administering the task.

Extensions

Extensions may be granted before the due date only. Only the Faculty Head Teacher may recommend an extension. Students are required to submit a Student Misadventure Form to the subject Head of Faculty with any appropriate documentation to support the request.

Extensions will only be granted in the most exceptional circumstances and should not be assumed by students. Students should apply for extensions at least seven days before a task is due, except in extraordinary circumstances.

Appeals

Concerns may arise from time to time about aspects of a course. It may be about resources, facilities, another person, an assessment task, or an assessment result. The concern could be about an act, missing information, a situation, or a decision. If a student feels something is unfair, discriminatory, or unjustified, they should see the Teacher or Head Teacher within two days of receiving their task back.

APPLICATION FOR ILLNESS / MISADVENTURE

Assessment tasks are a compulsory and necessary component of the school curriculum in all years of schooling. Absence from an assessable task could be an indication of a student's non-serious attempt, placing at risk the award of the Record of School Achievement or the Higher School Certificate. It is the responsibility of a student who fails to submit an assessable task to make proper application for consideration under the **published rules of the Assessment Procedures.**

An application for misadventure form is to be completed ONE week prior to absence or if situation is unforeseen, collected on the first day the student returns to school and completed within 2 school days.

Student Name: _____ **Date**_____

Task: _____ **Subject:** _____

Due Date: _____

Year Group (please circle): **Year 7-10** **Year 11** **Year 12**

CIRCUMSTANCES (Tick a box):

- o Illness/Misadventure
- o School Business

SUPPORTING DOCUMENTATION

Reason for missing assessment task or application for extension:

_____
_____
_____
_____

Medical Certificate Attached: **YES/NO** (Doctors Certificate **MUST** be attached to the form if the reason is **ILLNESS**)

Have you **ATTACHED** further documentation to support your application? **YES/NO**
(This could include a **Statutory Declaration or Representation Form** detailing your circumstances)

Classroom Teacher Signature: _____ **Head Teacher Signature: _____**

Parent/Guardian Signature: _____ **Student Signature:** _____

Student needs to complete the task on the first day or first subject specific period back from

absence.

Has the task been completed? YES/NO Date to be completed: _____
Comment – *submission, format, alternative task, extension.*

_____
_____

Students are responsible to collect a copy of the completed Misadventure Form from Deputy Principal.

OFFICE USE ONLY

Application for Misadventure Panel Decision

- Head Teacher Determination o Panel Determination

Has the student submitted supporting documentation to support absence **YES/NO**

Has the task been completed? **YES/NO**

Outcome and Recommendation

- Zero o Estimate
- Alternative Task
- Other

_____

_____

_____

_____

Deputy Principal Signature: _____ **Date:** _____

Student Assessment Task Submission Flow Chart

Student receives a minimum of two (2) weeks notification of assessment task.

Student knows they will be away the date of the assessment task for: sporting representation, work experience, planned medical procedure.

Student collects Misadventure Form from Deputy Principal prior to absence and completes this with supporting documentation at least ONE week prior: e.g. school representation acceptance note.

Alternative assessment arrangements will be made by the Classroom Teacher and Head Teacher in consultation with the Deputy Principal where necessary.

Misadventure Form signed by Classroom Teacher, Head Teacher, Parent and Student and returned within two (2) school days.

Misadventure Panel determines outcome if necessary.

Student absent on day of assessment task.

Student notifies school of absence. On the first day of attendance after absence, the student collects a Misadventure Form from Deputy Principal

Student completes assessment task first day back.

Alternative assessment arrangements will be made by the Classroom Teacher and Head Teacher in consultation with the Deputy Principal where necessary.

Misadventure Form signed by Classroom Teacher, Head Teacher, Parent and Student and returned within two (2) school days.

Misadventure Panel determines outcome if necessary.

Student may appeal Misadventure Panel Decision

N Determination

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- Followed the course developed or endorsed by the NESA and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school and
- Achieved some or all of the course outcomes.

The principal may determine that, because of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

An "N" Warning Letter may be given in the following circumstances:

- A student is absent from an assessment task and has not provided acceptable evidence to justify that absence on the first day of return to School.
- A student is found to be cheating in an assessment task.
- A student is deemed to have breached principles of academic integrity and ethical scholarship.
- A student has plagiarised work from any source, without providing appropriate acknowledgement of the use of another's work.
- A student has provided a false explanation for the late submission of an assessment task.
- A student has behaved in manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination.
- A student has made a non-serious attempt at a task.

Schools issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected.

The issuing of a warning letter is a serious matter undertaken by the school on the instruction of the NESA. Students and parents should respond quickly to warnings and resolve the matter. Not resolving the matter may result in the student being ineligibility for the award of the ROSA. To negate an 'N' Award warning the student must complete the outstanding work detailed in the 'N' Award warning letter by the due date.

- If a student has been given an 'N' determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' determination was given. The words 'Not completed' will appear next to each 'N' determined course.

If at any time it appears that a student is at risk of being given an 'N' determination in any course, the principal will warn the student as soon as possible and advise the parent(s) or guardian(s) in writing. This warning will be given in time for the problem to be corrected. If the first warning letter is not effective a further warning letter will be sent. Students who have not complied with the course completion criteria cannot be regarded as having satisfactorily completed the course. The principal will then issue the 'N' determination generally at interview.

- If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

If a student wishes a school review of an 'N' determination, a NESA appeal must be submitted to the principal. A review will be undertaken by the Deputy Principal and Head Teacher concerned. A further appeal may be presented to NESA. Information is available from the principal.

Year 10 Subject Assessment Schedule Overview - 2025

WEEK	TERM 1	TERM 2	TERM 3	TERM 4
1				
2		PDHPE		PDHPE
3		Multimedia IT-Timber		Agriculture Multimedia IT-Timber PASS
4		Mathematics Quiz Agriculture Visual Arts Music-Part A Geography History Historical Scene Investigation	PASS	English Mathematics Quiz Music Geography History
5		Mathematics Multimedia IT-Timber PDHPE Science	Science	Mathematics Multimedia IT-Timber Science PDHPE Food Technology
6	PASS Science	Child Studies	Agriculture	Child Studies
7			Visual Arts	
8	Agriculture Multimedia IT-Timber Music		Multimedia IT-Timber Music Food Technology PASS	
9	Mathematics Quiz Child Studies Food Technology History		Mathematics Quiz Child Studies Geography	
10	English Mathematics	English Music-Part B	English Mathematics Historical Scene Investigation	
11	Historical Scene Investigation			

YEAR 10 ENGLISH (2025)

Course Components	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus	**Dystopian Fiction**	**Power in Shakespeare**	**Australian Poetry**	**Cultural Representation**
Task Type	***Multimodal Task***	***Analytical Task***	**Creative Portfolio & Reflection**	***Discursive Task***
Term/Week	**T1 W10**	**T2 W10**	**T3 W10**	**T4 W4**
Weighting /100	25%	25%	25%	25%
Outcomes **Outcomes will be differentiated to students' needs*	**EN5-URA-01** **EN5-ECB-01**	**EN5-RVL-01** **EN5-URA-01**	**EN5-URC-01** **EN5-ECB-01**	**EN5-URB-01** **EN5-ECA-01**

Course Outcomes:

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

2025 Year 10 MATHEMATICS ASSESSMENT SCHEDULE

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		**Measurement and Numbers of any magnitude**	**Functions**	**Single and Bivariate Data**	**All Stage 5 Topics**
Task Type		Examination and Computer Quiz	Examination and Computer Quiz	Assignment	Examination and Computer Quiz
Week/Term		**T1W10**	**T2W10**	**T3W10**	**T4W3**
Assessment Component	**100**	**25**	**25**	**20**	**30**
Outcomes Assessed :		**MAO-WM-01** **MA5-MAG-C-01** **MA5-TRG-C-01** **MA5-TRG-C-02** **MA5-TRG-P-01** **MA5-TRG-P-02** **MA5-ARE-C-01** **MA5-ARE-P-01** **MA5-VOL-C-01** **MA5-VOL-P-01**	**MAO-WM-01** **MA5-RAT-P-01** **MA5-RAT-P-02** **MA5-LIN-C-01** **MA5-LIN-C-02** **MA5-LIN-P-01** **MA5-NLI-C-01** **MA5-NLI-C-02** **MA5-NLI-P-01** **MA5-POL-P-01** **MA5-LOG-P-01** **MA5-FNC-P-01**	**MAO-WM-01** **MA5-DAT-C-01** **MA5-DAT-C-02** **MA5-DAT-P-01**	All outcomes listed below.

MAO-WM-01 Working mathematically develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly

MA5-RAT-P-01 identifies and solves problems involving direct and inverse variation and their graphical representations *(Path: Stn, Adv)*

MA5-RAT-P-02 analyses and constructs graphs relating to rates of change *(Path: Stn, Adv)*

MA5-LIN-C-01 determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools

MA5-LIN-C-02 graphs and interprets linear relationships using the gradient/slope-intercept form

MA5-LIN-P-01 describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems *(Path: Adv)*

MA5-NLI-C-01 identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts

MA5-NLI-C-02 identifies and compares features of parabolas and exponential curves in various contexts

MA5-NLI-P-01 interprets and compares non-linear relationships and their transformations, both algebraically and graphically *(Path: Adv)*

MA5-POL-P-01 defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems *(Path: Adv, Ext)*

MA5-LOG-P-01 establishes and applies the laws of logarithms to solve problems *(Path: Adv)*

MA5-FNC-P-01 uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables *(Path: Adv)*

MA5-FIN-C-01 solves financial problems involving simple interest, earning money and spending money

MA5-FIN-C-02 solves financial problems involving compound interest and depreciation

MA5-ALG-C-01 simplifies algebraic fractions with numerical denominators and expands algebraic expressions

MA5-ALG-P-01 simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions *(Path: Adv)*

MA5-ALG-P-02 selects and applies appropriate algebraic techniques to operate with algebraic fractions and expands, factorises and simplifies algebraic expressions *(Path: Adv)*

MA5-GEO-C-01 identifies and applies the properties of similar figures and scale drawings to solve problems

MA5-GEO-P-01 establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes *(Path: Ext)*

MA5-GEO-P-02 constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes *(Path: Ext)*

MA5-CIR-P-01 applies deductive reasoning to prove circle theorems and solve related problems *(Path: Ext)*

MA5-MAG-C-01 solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures

MA5-TRG-C-01 applies trigonometric ratios to solve right-angled triangle problems

MA5-TRG-C-02 applies trigonometry to solve problems, including bearings and angles of elevation and depression

MA5-TRG-P-01 applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings *(Path: Stn, Adv)*

MA5-TRG-P-02 establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations *(Path: Adv)*

MA5-ARE-C-01 solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids

MA5-ARE-P-01 applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems *(Path: Stn, Adv)*

MA5-VOL-C-01 solves problems involving the volume of composite solids consisting of right prisms and cylinders

MA5-VOL-P-01 applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids *(Path: Stn, Adv)*

MA5-NET-P-01 solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits *(Path: Stn)*

MA5-DAT-C-01 compares and analyses datasets using summary statistics and graphical representations

MA5-DAT-C-02 displays and interprets datasets involving bivariate data

MA5-DAT-P-01 plans, conducts and reviews a statistical inquiry into a question of interest *(Path: Stn, Adv)*

MA5-IND-C-01 simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

MA5-IND-P-01 applies index laws to operate with algebraic expressions involving negative-integer indices *(Path: Adv)*

MA5-IND-P-02 describes and performs operations with surds and fractional indices *(Path: Adv, Ext)*

MA5-EQU-C-01 solves linear equations of up to 3 steps, limited to one algebraic fraction

MA5-EQU-P-01 solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3 = k$ (Path: Adv)

MA5-EQU-P-02 solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations *(Path: Adv)* *(Path: Adv)*

MA5-PRO-C-01 solves problems involving probabilities in multistage chance experiments and simulations

MA5-PRO-P-01 solves problems involving Venn diagrams, 2-way tables and conditional probability *(Path: Adv)*

Year 10 Food Technology Assessment Schedule 2025

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4	Task 5
Syllabus/Topic Focus		Food in Australia	Semester 1 Practical Skills Application	Food Service & Catering	Semester 2 Practical Skills Application	Food Selection and Health
Task Type		Research Task / Practical Examination	Practical	Research Task/Practical Examination	Practical	Research Task/Practical Examination
Week/Term		**T1 W9**	**T1 & 2 Ongoing**	**T3 W8**	**T3 & 4 Ongoing**	**T4 W5**
Assessment Component						
Practical knowledge and skill	50%	10%	10%	10%	10%	10%
Knowledge and understanding of course content	50%	20%		15%		15%
Total	100%	30%	10%	25%	10%	25%
Outcomes Assessed		FT5-8 FT5-9 FT5-10 FT5-11 FT5-12	FT5-1 FT5-2 FT5-11	FT5-1 FT5-2 FT5-4 FT5-5 FT5-10	FT5-1 FT5-2 FT5-11	FT5-3 FT5-7 FT5-8 FT5-11 FT5-12

Course Outcomes

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

Year 10 Agricultural Technology Assessment Schedule 2025

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4	Task 5
Syllabus/Topic Focus		History of Australian Agriculture	Vegetable Garden and Farm Machinery	Sheep Management	Sheep Handling	Yearly Examination
Task Type		Written Report	Ongoing Practical Work	Written Report	Ongoing Practical Work	Written
Week/Term		**T1W8**	**T2W4**	**T3W6**	**T4W3**	**Exam week**
Assessment Component						
Introduction and History (Plant and Animal Production)	10%	10%				
Plant Production	40%		25%			15%
Animal Production	50%			15%	20%	15%
Total	100%	10%	25%	15%	20%	30%
Outcomes Assessed		AG 5-1, 5-2, 5-4, 5-5, 5-6	AG5-1, 5-9, 5-13, 5-14	AG5-2, 5-3, 5-4, 5-5, 5-6	AG5-1, 5-4, 5-5, 5-9, 5-10, 5-13, 5-14	AG5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9, 5-12

Course Outcomes

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

Stage 5 Year 10 Child Studies Assessment Schedule 2025

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Preparing for Parenthood	Conception to Birth	Newborn Care	Growth and Development / Newborn Care
Task Type		*RESEARCH TASK*	PRACTICAL TASK	*RESEARCH TASK / PRACTICAL PROJECT*	*EXAM*
Week/Term		**T1 Wk. 9**	**T2 Wk. 6**	**T3 Wk. 9**	**T4 Wk. 6**
Assessment Component		Pregnancy information pamphlet	Pregnancy Profile Task (practical)	Design a nursery task (research and practical)	Yearly Exam
Practical task	40%		25	15	
Knowledge and understanding of course content	60%	25		10	25
Total	100%				
Outcomes assessed		CS5-1, CS5-3, CS5-9	CS5-4, CS5-6, CS5-10,	CS5-2, CS5-7, CS5-8	CS5-7, CS5-11, CS5-12

Course Outcomes:

CS5-1 - identifies the characteristics of a child at each stage of growth and development.
CS5-2 - describes the factors that affect the health and wellbeing of the child.
CS5-3 - analyses the evolution of childhood experiences and parenting roles over time.
CS5-4 - plans and implements engaging activities when educating and caring for young children within a safe environment.
CS5-5 - evaluates strategies that promote the growth and development of children.
CS5-6 - describes a range of parenting practices for optimal growth and development.
CS5-7 - discusses the importance of positive relationships for the growth and development of children.
CS5-8 - evaluates the role of community resources that promote and support the wellbeing of children and families.
CS5-9 - analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing.
CS5-10 - demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts.
CS5-11 - analyses and compares information from a variety of sources to develop an understanding of child growth and development.
CS5-12 - applies evaluation techniques when creating, discussing, and assessing information related to child growth and development.
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Year 10 Industrial Technology – Multimedia Assessment Schedule – Semester 1 2025

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Research Task	Planning/Folio	Practical Project
Task Type		Research Task	Folio Task	Ongoing Practical Work
Week/Term		**T1W8**	**T2W3**	**T2W5**
Assessment Component				
Practical Knowledge & Skill	65%		5	60
Knowledge and understanding of course content	35%	15	15	5
Total	100%	15	20	65
Outcomes Assessed		IND5-9, IND5-10	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-8	IND5-1, IND5-2, IND5-3, IND5-4, IND5-6, IND5-7, IND5-9

Course Outcomes

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

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Year 10 Industrial Technology – Timber Core Module 1 Assessment Schedule – Semester 1 2025

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Research Task	Planning/Folio	Practical Project
Task Type		Research Task	Folio Task	Ongoing Practical Work
Week/Term		**T1W8**	**T2W3**	**T2W5**
Assessment Component				
Practical Knowledge & Skill	65%		5	60
Knowledge and understanding of course content	35%	15	15	5
Total	100%	15	20	65
Outcomes Assessed		IND5-9, IND5-10	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-8	IND5-1, IND5-2, IND5-3, IND5-4, IND5-6, IND5-7, IND5-9

Course Outcomes

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

Year 10 Industrial Technology – Multimedia Assessment Schedule – Semester 2 2025

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Research Task	Planning/Folio	Practical Project
Task Type		Research Task	Folio Task	Ongoing Practical Work
Week/Term		**T3W8**	**T4W3**	**T4W5**
Assessment Component				
Practical Knowledge & Skill	60%		5	55
Knowledge and understanding of course content	40%	15	20	5
Total	100%	15	25	60
Outcomes Assessed		IND5-9, IND5-10	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-8	IND5-1, IND5-2, IND5-3, IND5-4, IND5-6, IND5-7, IND5-9

Course Outcomes

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

Year 10 Industrial Technology – Timber Core Module 1 Assessment Schedule – Semester 2 2025

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Research Task	Planning/Folio	Practical Project
Task Type		Research Task	Folio Task	Ongoing Practical Work
Week/Term		**T3W8**	**T4W3**	**T4W5**
Assessment Component				
Practical Knowledge & Skill	60%		5	55
Knowledge and understanding of course content	40%	15	20	5
Total	100%	15	25	60
Outcomes Assessed		IND5-9, IND5-10	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-8	IND5-1, IND5-2, IND5-3, IND5-4, IND5-6, IND5-7, IND5-9

Course Outcomes

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

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YEAR 10 VISUAL ARTS ASSESSMENT SCHEDULE 2025

Course Components	Syllabus Weightings	Task 1	Task 2	Task 4
Syllabus/Topic Focus		GO FIGURE: Analysing artists response to the figure	GO FIGURE: Artmaking portfolio	Natural History Illustration
Task Type		**Focus artist** **Conceptual framework analysis**	**Artwork Portfolio**	**Focus Artist Practice Analysis & Portfolio of Artworks**
Week/Term		**T1W8**	**T2W3**	**T4W3**
Assessment Component				
Artmaking	**60**		30	30
Critical and Historical Studies	**40**	20		20
Total	**100**	**20%**	**30%**	**50%**
Outcomes Assessed		5.7, 5.8, 5.9, 5.10	5.1, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.4, 5.6 5.7, 5.8, 5.9, 5.10

Stage 5 Visual Arts Outcomes:

A student:

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

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YEAR 10 MUSIC ASSESSMENT SCHEDULE 2025

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus		**MUSICAL THEATRE**	**FILM MUSIC**	**ROCK MUSIC**
Task Type		**Perform** a piece, representative of the topic , as a soloist **or** as a member of an ensemble	**Compose** a piece using either traditional western notation or graphic notation, to represent the topic	DEPTH STUDY present a 5 to 10 minute **Viva Voce** on the chosen focus area from the topic including a **listening** log and **performance** material in the Viva.
Week/Term		**Term 2 Week 4**	**Term 2 Week 8**	**Term 4 Week 4**
Assessment Component		Performing	Composing	Listening
PERFORMING	30	30		10
COMPOSING	30		30	
LISTENING	40			30
Total	100%	30	30	40
Outcomes Assessed		5.1 5.2 5.3	5.4 5.5 5.6	5.7 5.8 5.9 5.10 5.1 5.2 5.3

Course Outcomes

STAGE 5 Music Outcomes:	**A STUDENT...**
5.1 5.2 5.3	Develops knowledge, understanding and skills in the musical concepts through performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques.
5.4 5.5 5.6	Develops knowledge, understanding and skills in the musical concepts through composing as a means of self-expression, musical creation and problem-solving.
5.7 5.8 5.9 5.10	Develops knowledge, understanding and skills in the musical concepts through listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.

Year 10 Geography Semester 1 ASSESSMENT SCHEDULE 2025

Course Components	Formative Tasks	Task 1	Task 2
Syllabus/Topic Focus	**Environmental management and change** **Human Wellbeing**	**Human Wellbeing**	**Environmental management and change**
Task Type	**Bookwork**	**Examination**	**Assessment Task**
Week/Term	**Throughout the semester**	**T1 W9/10**	**T2 W2**
Assessment Component	**20%**	**40%**	**40%**
Knowledge and understanding of course content	✓	✓	✓
Geographical skills	✓	✓	✓
Geographical tools	✓	✓	✓
Outcomes Assessed	GE5-2, GE5-4, GE5-6	GE5-2, GE5-3, GE5-8	GE5-1, GE5-5, GE5-7

Course Outcomes

Geography Outcomes:

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

Year 10 History Semester 2 ASSESSMENT SCHEDULE 2025

Course Components	Formative Tasks	Task 1	Task 2
Syllabus/Topic Focus	**Rights and Freedoms** **Globalising World: War and Technology**	**Rights and Freedoms**	**Globalising World: War and Technology**
Task Type	**Bookwork**	**Examination**	**Research Task**
Week/Term	**Throughout semester**	**T3 W9/10**	**T4 W2**
Assessment Component	**20%**	**40%**	**40%**
Knowledge and understanding of course content	✓	✓	✓
Historical inquiry and research	✓	✓	✓
Source-based skills	✓	✓	✓
Communication of historical understanding	✓	✓	✓
Outcomes Assessed	HT5-4, HT5-5, HT5-9	HT5-1, HT5-2, HT5-10	HT5-3, HT5-6 HT5-8,

Course Outcomes

History Outcomes:

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

Year 10 Historical Scene Investigation ASSESSMENT SCHEDULE 2025

Course Components	Task 1	Task 2	Task 3	Task 4	Formative Tasks
Syllabus/Topic Focus	Australian Murder Mysteries	True Crime, Haunted Sites and Mysteries	Organised Crime	Pirates, SHC and Organised Crime	**All topic areas covered**
Task Type	**Research Task**	**Examination**	Crime File Report	**Examination**	**Bookwork** 10% S1 10% S2
Week/Term	**T1W11**	**T2W4**	**T4 W1**	**T4 W4**	**Throughout the year**
Assessment Component	**20%**	**20%**	**20%**	**20%**	**20%**
Knowledge and understanding of course content		✓	✓	✓	✓
Historical inquiry and research	✓				✓
Source-based skills		✓		✓	✓
Communication of historical understanding	✓		✓		✓
Outcomes Assessed	HTE5-1, HTE5-2, HTE5-6, HTE5-7, HTE5-8	All outcomes may be covered	HTE5-8, HTE5-9, HTE5-10	All outcomes may be covered	All outcomes may be covered

Course Outcomes

History Outcomes:

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

YEAR 10 PASS ASSESSMENT SCHEDULE 2025

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Sports Technology Research Task	Olympics Athlete Profile	Event Management	Ongoing Practical Assessment
Task Type		Formative	Formative	Formative	Practical
Week/Term		**T1W9**	**T2W6**	**T3W9**	**T4W4**
Assessment Component		15%	15%	20%	50%
Knowledge and understanding of course content	40	5	5	10	20
Skills •*Self –Management* •*Interpersonal skills* •*Movement Skills*	60	10	10	10	30
Total	100	15	15	20	50
Outcomes Assessed		5-1, 5-2, 5-6, 5-7, 5-8, 5-9, 5-10	5-5, 5-6, 5-7, 5-8, 5-9	5-5, 5-7, 5-8, 5-10	5-6, 5-7, 5-8, 5-9

Course Outcomes

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

YEAR 10 PDHPE ASSESSMENT SCHEDULE 2025

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Semester 1 Practical Assessment	Overcoming Adversity Assessment	Be Street Smart	Semester 2 Practical Assessment
Task Type		Practical	Formative	Formative	Practical
Week/Term		**T1W10**	**T2W2**	**T4W2**	**T4W4**
Assessment Component					
Knowledge and understanding of course content	50	10	15	15	10
Skills ▪ *Self –Management* ▪ *Interpersonal skills* ▪ *Movement Skills*	50	15	10	10	15
Total	100	25	25	25	25
Outcomes Assessed		PD5-1, 5-3,	PD5-4, 5-5, 5-6, 5-11	PD5-7, 5-9, 5-10	PD5-4, 5-5, 5-6, 5-11

Course Outcomes

A student:

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

Year 10 Science Assessment Schedule 2025

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Skills in Working Scientifically	Reproduction and Genetics Chemical Reactions	VALID All Stage 5 Topics	All Stage 5 Topics Skills in Working Scientifically
Task Type		Student Research Project	Half-Yearly Examination	Online Test	Yearly Examination
Week/Term		T1W9	T2W7	T3W7	T4W4
Assessment Component	100	25	20	25	30
Skills	60	25	5	20	10
Knowledge and Understanding	40	0	15	5	20
Outcomes Assessed		SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS	SC5-9WS SC5-14LW SC5-15LW SC5-16CW SC5-17CW	All outcomes as listed below.	All outcomes as listed below.

Course Outcomes

Skills: developing knowledge, understanding of and skills in applying the processes of Working Scientifically

Knowledge: develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science

A student:

SC5-10PW, SC5-11PW	Applies scientific models, theories and laws to explain situations involving, energy, forces and motion, as well explains energy conservation, transfers and transformations is applied in systems.
SC5-16CW, SC5-17CW	Discusses the importance of chemical reactions in the production of a range of substances and new materials, and their influence on society, as well explains how models, theories and laws about matter have been refined over time.
SC5-14LW, SC5-15LW	Analyses interactions within biological systems and explain how biological understanding increases through scientific discoveries and the needs of society.
SC5-12ES, SC5-13ES	Describes using theories and laws how ideas change with time on the structure of the earth, patterns of its geological activity and the universe, as well explain using scientific knowledge, how decisions of contemporary issues can be better informed.
SC5-7WS, SC5-9WS,	Communicates information using tables, graphs, diagrams and scientific reports.
SC5-4WS, SC5-5WS, SC5-6WS, SC5-8WS	Uses scientific equipment appropriately, designs and carries out valid scientific experiments

Year 10 Marine and Aquaculture Technology Assessment Schedule 2025

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Core 2 Skills, Management & Employment	(M9) Introducing Estuaries & (M2) Mangroves	(M10) Living Together in the Sea	(M5) Marine Mammals
Task Type		Demonstrated Skills & Research Question	Field Study	Research & Presentation Task	Model & Poster
Week/Term		T1W6	T2W7	T3W8	T4W5
Assessment Component	100	25	25	25	25
Outcomes Assessed		MAR5-7, MAR5-11, MAR5-12	MAR5-1, MAR5-2, MAR5-3, MAR5-7, MAR5-8, MAR5-9, MAR5-10, MAR5-14	MAR5-1, MAR5-14	MAR5-2, MAR5-3, MAR5-7, MAR5-8, MAR5-9, MAR5-10, MAR5-14

Course Outcomes

A student:

MAR5-1	Identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships
MAR5-2	Identifies, describes and evaluates the social and economic importance of marine ecosystems
MAR5-3	Identifies, describes and evaluates the effects humans have had on the marine environment
MAR5-4	Explains why aquaculture provides an economically sustainable source of food
MAR5-5	Assesses the potential of aquaculture to sustain wild fish stocks and the aquatic environment
MAR5-6	Evaluates the economic and environmental sustainability of aquacultural pursuits
MAR5-7	Identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment
MAR5-8	Identifies, describes and evaluates policies for monitoring and conserving the marine environment
MAR5-9	Selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings
MAR5-10	Demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations
MAR5-11	Identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits
MAR5-12	Identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment
MAR5-13	Collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information
MAR5-14	Recalls aspects of the marine environment using relevant conventions, terminology and symbols