



CANTERBURY BOYS HIGH SCHOOL

YEAR 10 ASSESSMENT POLICY 2025



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YEAR 10 ASSESSMENT POLICY AND PROCEDURES 2025

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Introduction

Student assessment provides evidence for making judgement about student achievement. It also allows students to be aware of their progress towards meeting outcomes and helps teachers plan for effective teaching and learning. This booklet will inform you clearly of assessment tasks that must be completed to show that you have satisfied the requirements of the course.

The student must complete all course work to a satisfactory standard in order to meet the new requirements of the NSW Record of School Achievement. Regular attendance, greater than 85%, is essential for success. If you are going to be absent for an extended period of time, you must seek approval from the Principal first.

Year 10 provides a strong foundation for academic success in the senior years. Your Year Advisers and the Careers Adviser are available to assist you if you have any concerns or problems regarding your achievement in Stage 5. They are also there to help you decide on the career path you wish to take.

A calendar is provided on page 7. You are advised to complete it and use it for planning and studying purposes. It is your responsibility to familiarise yourself with each relevant course schedule and to seek clarification from your class teacher or Head Teacher of that course before the task is attempted.

Please take note that the Principal is required to certify to NSW Education and Standards Authority (NESA) that you have satisfactorily completed each course you are studying.

At the successful completion of Year 10, you will receive a Record of School Achievement (RoSA) from NESA. The achievements recorded on this certificate will be provided by your class teachers. Therefore, it is very important that you engage with the learning activities provided and attempt to do your very best in all tasks.

We wish you every success with your studies.

Mr Dummett
Principal

Ms Webster
Deputy Principal

Mr Papadakis
Year Adviser

NSW Record of School Achievement

The Record of School Achievement (RoSA) is designed to record and credential all of a secondary school student's academic results up until the HSC or until they leave school.

Year 10 is the minimum requirement for the NSW Record of School Achievement.

Eligibility for RoSA

To be eligible for a RoSA, students must have:

- completed the mandatory curriculum requirements for Years 7 to 10
- attended a government school, an accredited non-government school or a recognised school outside NSW
- completed courses of study that satisfy NSW Education Standards' curriculum and assessment requirements for the RoSA
- complied with the requirements from the Education Act.

NSW Record of School Achievement (RoSA) Grading

In all subjects, grades will be awarded based on students' achievements across a range of assessment tasks linked to performance descriptors that best describe each student's achievement of the course outcomes.

The RoSA grading system describes students' achievement at the end of each course in Stage 5. Students' achievement will be based on school-based assessment using A to E grades. Canterbury Boys' High School uses a wide variety of assessment strategies to provide students with opportunities to meet course outcomes.

General Performance Descriptors

NESA has developed a set of General Performance Descriptors that describe five levels of achievement, A - E. The table below gives an indication of how these levels help to assess your performance.

For each course, a set of Course Descriptors has been developed based on the General Performance Descriptors. Each descriptor is a positive statement about achievement related to the knowledge and skills relevant to the course.

Teachers will collect assessment information about your achievements in a course and relate it to the Course Performance Descriptors. This information will assist the school in making the final judgement of the grade to award you at the end of Year 10.

No grades will be awarded for Life Skills courses. These are reported through the achievement of outcomes on the student profile.

Grade General Performance Descriptors are shown below.

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

HSC Minimum Standards

All students in NSW are required to demonstrate a minimum standard of literacy and numeracy to attain their HSC credential. They do this through the completion of online Reading, Numeracy and Writing Tests.

Students will have a number of opportunities every year, up to and including throughout Year 12, to demonstrate they can meet this standard. Students will be offered four opportunities every year to undertake each test with the only requirement being that there be a 30-day break between each sitting of the test.

At Canterbury Boys High School, the first opportunity will be offered in Term 2 with subsequent attempts offered as needed.

If you would like more information about the HSC Minimum Standards Tests, please go to the NESA website: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

Assessment Planner 2025

	Week	Monday	Tuesday	Wednesday	Thursday	Friday
Term 1 2024	1					SDD
	2A	SDD	SDD	SDD		
	3B					
	4A					
	5B					
	6A					
	7B					
	8A					
	9B					
	10A					
	11B					
Term 2 2024	1A	SDD	SDD			
	2B					
	3A					
	4B					
	5A					
	6B					
	7A	Public Holiday				
	8B					
	9A					
	10B					
Term 3 2024	1A	SDD				
	2B					
	3A					
	4B					
	5A					
	6B					
	7A					
	8B	Yearly Exams	Yearly Exams			
	9A					
	10B					
Term 4 2024	1A	SDD				
	2B					
	3A					
	4B					
	5A					
	6B					
	7A					
	8B					
	9A					
	10B					

CBHS Homework Policy

The main purpose of homework is to support learning. Research indicates that homework will only achieve this purpose if it is well-planned and meaningful. At Canterbury Boys High School, we strongly believe that it is important for all boys to have homework designed to meet specific learning goals. The amount of homework and time spent on it should vary with the student's age and developmental level.

Time expectations for homework

The teacher will indicate the time that students should require for the completion of the task which is assigned. The following are our recommended guidelines. They aim to ensure that neither too much nor too little homework is given on most nights.

Students who are absent from class or do not complete classwork in a timely manner will be responsible for "catching-up" missed work in their own time.

Year 10

1½ - 2 hours per night (Mon–Fri). Weekend homework may be required at times. A maximum of 30 minutes homework per night per subject. An average maximum of 90 minutes homework per week for a subject i.e. 2 - 4 times per week.

We would expect students in Year 10 to complete about two hours of mathematics homework each week. 5.3 or accelerated students may require longer periods of homework and study.

Years 11–12

2 - 3 hours per night. Weekend work will be required regularly to keep on top of HSC course demands and assessments. Holiday revision is normal for most students and many choose to use some vacation time on long-term assessment tasks.

Guidelines for Students

- Homework is an important part of your learning and you should make it a priority to complete all homework as well as you can.
- Get organised by using a diary to record all the work you are given. This will help you to plan the books you need to take home and the time you will need to do the work each night.
- If you have a problem with getting your work done, bring a note from your parents or discuss it with your teacher at the start of the lesson. E.g. family commitments, co-curricular and extra-curricular activities, feeling unwell, too much work, work is too difficult and you need help etc. Your teacher will be as understanding as possible.
- Ask your teacher, preferably in advance, for an extension of time if you are particularly busy. Discuss problems with your teacher, who will be pleased to see that you are interested in doing as well as you can.

For more information go to **Homework Policy (NSW Department of Education)**

<https://education.nsw.gov.au/policy-library/policies/homework-policy>

The Homework Centre

The Homework Centre runs every Monday and Thursday afternoon in the School Library from 3:30-4:45pm. The Homework Centre is free and supervised by a staff member. The Homework Centre is designed to assist those who need help with their homework or study.

Students may come and do their own study or homework. Students can use the Centre whenever they like – it is not a permanent commitment and students are not required to stay the full time.

The Student's Responsibilities

Students have a range of responsibilities in relation to the successful completion of their Year 10 courses. These include:

1

FAMILIARITY WITH ASSESSMENT POLICY

You must be familiar with the assessment policies set out in this book for each subject you take.

2

ATTENDANCE

Attend school, be aware of due dates for assessment tasks and complete tasks on time. If you are absent for any number of days you must check with your teachers to see if any assessment tasks have been set on the first day of your return to school.

3

PUNCTUALITY

Be on time for assessment tasks as you will not be given an extension of time. If you are late to any task held in school time or at the beginning of the day, then the Deputy Principal or the Principal must verify that you have a legitimate reason for being later and give you a note to that effect.

4

ATTENDANCE ON DAY OF TASK

Be present in all periods of the day of an in-school assessment task. Students who are absent on the day of the task must provide a doctor's certificate or other evidence explaining this absence. See *Absence on the day of a task* for further information. You must sit for, or submit, a minimum of 50% of all assessment tasks on the due day.

5

HAND IN TASKS

Submit any take home assessment task on time. Work will only be accepted from the student themselves. If you are absent on the day a hand-in task is due, contact your teacher to inform them of your absence. Submit the task on your first day back at school. You must then see the Deputy Principal to apply for Illness/Misadventure on your return to school.

6

SATISFACTORY COMPLETION OF COURSE

Meet the requirements to satisfactorily complete all courses. See Section: Unsatisfactory Completion of a Course

7

NOTIFICATION OF CLASHES FOR OTHER SCHOOL BUSINESS

Notify your teacher and Head Teacher of any assessment problems in advance, e.g. clash of dates with an excursion or knockout team. You must discuss this situation with the Head Teacher of the subject that has the assessment task and apply for an alternative task time before the due date.

8

ILLNESS/MISADVENTURE AT TIME OF ASSESSMENT

If you come to school and become ill on the day of an assessment task, or have suffered a misadventure immediately prior to the day of an assessment task, **you must inform your teacher before 8.40am on the day of the task.**

9

KNOWN ILLNESSES

If you are a student with a known illness that is documented with the Deputy Principal and/or the School Counsellor, you can negotiate an extension only at the time of the issuing of the task.

10

FEEDBACK

You are provided with feedback on your performance in each assessment task in the form of a grade or a mark. In addition, written comments are also provided including information which assists students to improve on their performance in future tasks. Check the marking of each task when it is returned to you.

11

PROLONGED ABSENCES

Some prolonged absences, for example, a holiday overseas, cannot be considered and could lead to you not meeting outcomes in that subject. You must seek approval from the Principal before you take your leave.

Assessment Task Procedures

1

NOTIFICATION OF TASK

You will be given at least **two weeks' notice in writing** of any assessment task. You will be asked to sign a "Assessment Task sign on sheet" form stating the date and time of day the task is due.

2

SUBMISSION OF DRAFTS

Students may submit draft work for marking. Student need to liaise with their teachers to negotiate the cut-off for when drafts will be accepted by teachers.

3

COMPLETION OF ASSESSMENT

Assessment tasks must be submitted, or undertaken, on the due date. A zero mark will be awarded for work submitted late or if a student is absent and no exceptional circumstances exist for the late submission or absence.

4

KNOCKOUT SPORT AND OTHER SCHOOLS ACTIVITIES

If you are involved in any other school activity, you must notify your teacher and Head Teacher as soon as you are aware of the clash of dates. Permission to attend the knockout game will be at the discretion of the Head Teacher and Head Teacher Science/PDHPE. If they give permission then they will inform you about the process you will have to follow.

Absence on the day of Assessment Tasks

1

Every endeavour should be made to come to school on the day of an Assessment. However, if you are ill or have a misadventure occur, **contact your teacher or the Head Teacher of the faculty by 8.40am** (through email or a phone call) on the day of task to let them know that you will be absent and the reason for this absence.

2

Obtain a Doctor's Certificate or other documentation to explain your absence. This Doctor's Certificate must be obtained on the day of the task/ due date for a hand in task, not in retrospect. If you are also absent in the days after the task, your Doctor's Certificate must cover these absences as well.

Medical certificates must be issued by a qualified medical practitioner, preferably your family doctor or specialist. **A medical certificate that merely states you were unfit for work/study is insufficient. Specific reasons must be supplied.**

3

On the morning of your return to school, prior to 8.40am, you must see the Deputy Principal with your Doctor's Certificate and ask for an **Illness/Misadventure Application** form. You are then to complete this form in consultation with the DP.

4

You will be required to undertake any missed task in consultation with the Head Teacher of the relevant faculty. The date and time of this task will be determined by the Head Teacher. You will be required to complete this task regardless of the success or otherwise of your Illness/Misadventure Application.

5

The Illness/Misadventure Application will go to a panel and either be accepted or declined. If it is accepted you will be awarded the mark achieved for the task. If the application is declined you will be awarded zero mark for this task. A N-warning letter is sent to parents for a zero mark.

Students may appeal against the panel's decision by lodging a **YEAR 10 ASSESSMENT APPEAL FORM** with the Principal within one (1) week of the initial determination.

6

Computer and technology issues: Students are strongly advised to prepare work that will be handed in using an online program such as Google Docs. Computer and associated technology malfunction without evidence of "work in progress" is not a reason for late submission.

Unsatisfactory Completion of a Course

1

For a student to satisfactorily complete a course, NESAs requires the principal to have sufficient evidence that you have:

- (a) Followed the course developed or endorsed by NESAs; *and*
- (b) Applied yourself 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.

2

To have successfully "*followed the course developed or endorsed by NESAs*", you must:

- Have both excellent overall school attendance and subject attendance.
- Complete a significant amount of non-assessable work such as class work, homework, practical work and other learning tasks the teacher has assigned.

3

To have successfully "*applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school*", you must:

- Complete all assessments.
- Make a genuine attempt for all tasks.
- Complete a significant amount of non-assessable work such as class work, homework, practical work and other learning tasks the teacher has assigned.

4

To have successfully "*achieved some or all of the course outcomes*", you must:

- Have demonstrated the capacity to achieve some of the course outcomes through the completion of both formal and informal assessment.
- Have both excellent overall school attendance and subject attendance.

5

- A failure to meet these requirements will see N Warning letters sent to students and their parents/guardians.
- Students will be given the opportunity to correct the problem indicated on the N-Warning Letter.
- Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course and an N Determination may be issued. This may jeopardise your ability to obtain a ROSA Accreditation.

Disability Provisions

If you suffer from a disability which would, in a normal test situation, prevent you from:

- reading and interpreting the test questions and/or
- communicating knowledge or understanding to an examiner as effectively as a student without a disability,

NESA may approve special test provisions.

If you wish to apply for disability provisions you should do so as soon as possible. Ask the Deputy Principal or Learning Support Teacher. A new application needs to be lodged with NESA each year for students who have previously been granted disability provisions. Your application should contain recent evidence of your disability and in some cases examples of your work.

Disability provisions are not available:

- as compensation for difficulties in undertaking a course or preparing for the test and/or
- for lack of familiarity with the English language.

Information and Advice

Advice on assessment is available from:

- The Deputy Principal
- The Head Teacher of the faculty concerned
- Your classroom teacher
- The Careers Adviser
- The Year Adviser

Information is located:

- NESA website – www.nesa.nsw.edu.au
- School Assessment Policy
- Faculty Assessment Schedules

Serious and Non-Serious Attempts

Students should enter an assessment task knowing they **MUST** make a genuine effort at the task or exam. NESA Rules and Procedures describe the requirements that students make a serious attempt to answer the examination questions – failure to do so is called a non-serious attempt or a non-attempt.

A student's task or exam is considered a non-attempt if there is no evidence of academic engagement with the task or exam. Students are required to attempt a range of question types throughout the examination paper and must satisfactorily attempt all sections. It is not sufficient to answer multiple choice questions only. Merely rewriting the question is not considered to be an adequate attempt at the paper.

A non-serious attempt includes where the students write frivolous or objectionable material in response to the questions. If a student is identified as providing non-serious or non-attempts they will be asked to justify why they should receive a result in the task or course concerned.

Cheating or Malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Malpractice is any activity that allows students to gain an unfair advantage over other students.

Malpractice, including plagiarism, will limit your marks for the task or examination, and will jeopardise your results.

Each student's mark will be determined by the quality of the work produced by the student only. Any component of a student's work that has been written, created or developed by others (including artificial intelligence) must be acknowledged in accordance with NESAs subject specific documentation. General teaching and learning do not require formal acknowledgement.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- Submitting work produced or contributed to by artificial intelligence (such as Chat GPT) and presenting this work as their own
- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date, and
- assisting another student to engage in malpractice

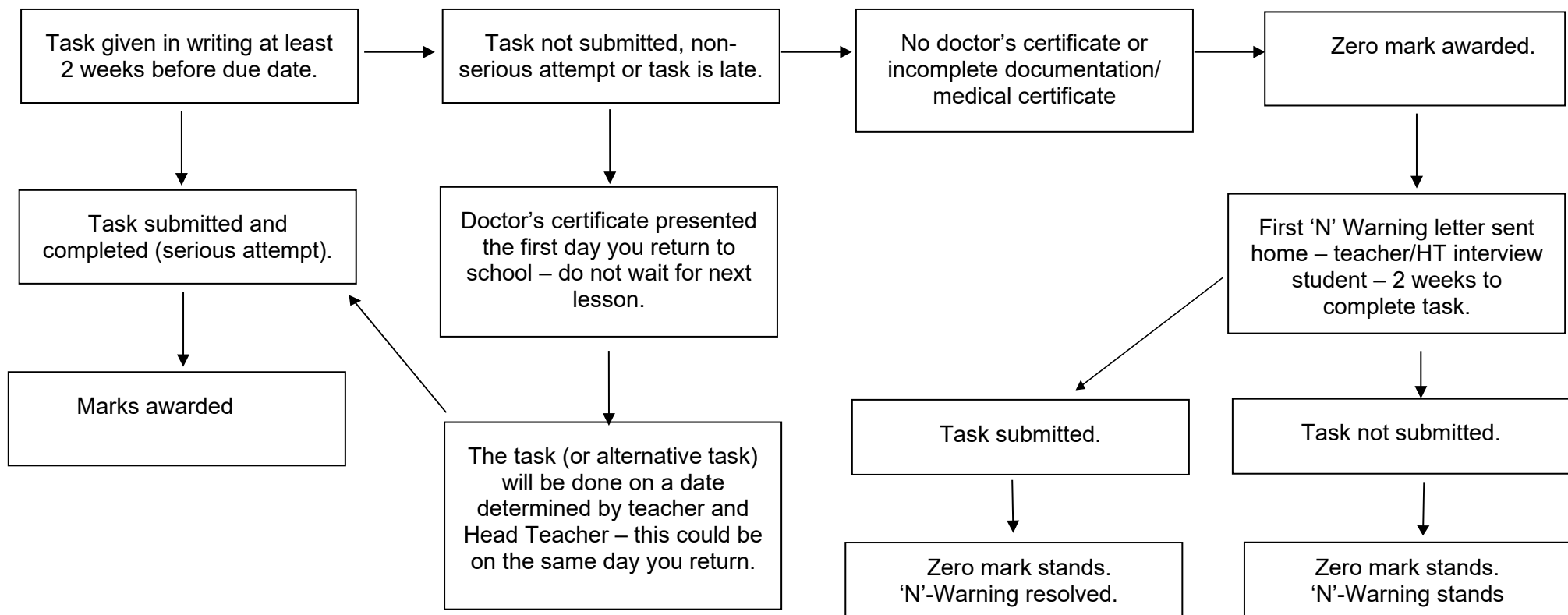
Students involved in malpractice in relation to any assessment task will be referred to the Head Teacher of the relevant subject and then the Deputy Principal. They will review each case of malpractice on its merits, considering all the issues, in order to arrive at a fair conclusion and make recommendations to the Principal. In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own.

Such evidence might include but is not limited to the student:

- Providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas.
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills. Students suspected of malpractice will be required to demonstrate that all unacknowledged work is entirely their own.

All students who are found to have engaged in cheating and malpractice will be recorded in NESAs Register of Malpractice, as required by their guidelines. Malpractice will also result in an N Warning letter and zero marks awarded for the task.

N Determination Procedures Flow Chart



Students may appeal against the panel's decision by lodging an **ASSESSMENT APPEAL FORM** with the Principal within one (1) week of the initial determination.

If two N Warning letters are sent for any course, the deputy principal interviews student and contacts parents.
 If a third N Warning is sent for any course, the principal contacts parents to discuss the N-Determination process in detail.
 Failure to improve and complete outstanding tasks may result in an N Determination.

Misadventure Procedures

The **Application for Alternative Assessment Task/Time** letter should be used when a student cannot meet a deadline. Any application of an extension of time is required before the task due date.

If there is a valid reason for the non-completion of a task, an “**Assessment Task Illness/ Misadventure Application**” form needs to be completed and the form and all supporting documentation submitted to the relevant Deputy Principal on the first day back after the absence, otherwise a zero mark will be awarded. The application will go to a panel for a recommendation to be made. If you are not satisfied with the decision then an appeal can be made using the **Year 10 Assessment Appeal Form**. This form must be given to the Principal within one week of being informed of the decision.



APPLICATION FOR ILLNESS AND MISADVENTURE FOR YEAR 10 ASSESSMENT TASK

SECTION A PERSONAL DETAILS

Given name: _____ Family name: _____

Parent/Carer Name: _____ Contact Number : _____

SECTION B ASSESSMENT TASK DETAILS

Name of Subject/Course: _____ Teacher: _____

Head Teacher: _____ Original Due Date: _____

Assessment Task Description:

SECTION C DETAIL OF ILLNESS/MISADVENTURE

Explain, in detail, the reason you were unable to submit the assessment task by the due date OR the reason you believe your performance in the assessment was affected.

Clearly indicate whether you are applying for ILLNESS or MISADVENTURE consideration.

SECTION D SUPPORTING EVIDENCE

Complete either section **D1** or **D2** based on the supporting evidence you are supplying.

D.1: Independent evidence of Illness (e.g. Doctor's Certificate)

Name of Doctor/Health professional supplying the Medical Certificate: _____

Address of Practice: _____

Phone Number of Practice: _____ Date of Consultation : _____

Reason provided by Doctor: _____

Dates student was unavailable for school: _____

NOTE: ATTACH ORIGINAL DOCTOR'S CERTIFICATE

D.2: Evidence of Misadventure (e.g. Family emergency)

Type of misadventure: _____ Date of misadventure event: _____

Type of supporting evidence included:

NOTE: ATTACH SUPPORTING EVIDENCE SIGNED BY PARENT/CARER

SECTION E STUDENT DECLARATION

I declare that I have read the information in the Year 10 Assessment Information Booklet relating to Illness/Misadventure applications. I declare that the information provided on this form is correct and complete, and that the evidence supporting this application is authentic. I understand that the NESAs Review Panel may discuss this application with me. The panel may ask for further evidence and may investigate the legitimacy of the documentation provided. I understand that submission of incorrect or false information will affect my application for illness/misadventure consideration.

Student name: _____ Student Signature: _____

Parent/Carer Signature: _____ Date: _____

SECTION F HEAD TEACHER RESPONSE

NOTE: ATTACH ASSESSMENT NOTIFICATION, TASK AND OTHER RELEVANT DOCUMENTATION

SECTION G NESAs REVIEW PANEL RECOMMENDATION

NESA Review Panel Coordinator: _____ Date: _____

SECTION H FINAL DECISION

Deputy Principal's Signature: _____ Date: _____



APPLICATION FOR ALTERNATIVE ASSESSMENT TASK/TIME

YEAR 10 ASSESSMENT TASK

When a student is aware that they are unable to sit or hand in any assessment task due to illness or individual circumstances they must apply on this form for special consideration as outlined in the School Assessment Policy. Failure to comply may result in a zero mark for that assessment task. This form is to be given to the **Head Teacher** of the subject concerned **prior to the deadline of the task**.

SECTION A PERSONAL DETAILS

Given name: _____ Family name: _____

Parent/Carer Name: _____ Contact Number : _____

SECTION B ASSESSMENT TASK DETAILS

Name of Subject/Course: _____ Teacher : _____

Head Teacher: _____ Original Due Date: _____

Assessment Task Description:

Reason for non-attendance or inability to hand in task:

Supporting Documentation:

NOTE: ATTACH SUPPORTING EVIDENCE SIGNED BY PARENT/CARER

SECTION C STUDENT DECLARATION

I declare that I have read the information in the Year 10 Assessment Information Booklet. I declare that the information provided on this form is correct and complete, and that the evidence supporting this application is authentic. I understand that the NES Review Panel may discuss this application with me. The panel may ask for further evidence and may investigate the legitimacy of the documentation provided. I understand that submission of incorrect or false information will affect my application for alternative task/time consideration.

Student name: _____ Student signature: _____

Parent/Carer signature: _____ Date: _____

SECTION D HEAD TEACHER RESPONSE

Head Teacher signature: _____ Date Received: _____

SECTION E NESAS REVIEW PANEL RECOMMENDATION

NESA Review Panel Coordinator: _____ Date : _____

SECTION F FINAL DECISION

Deputy Principal's signature: _____ Date: _____



APPEAL FORM

YEAR 10 ASSESSMENT TASK

This document must be submitted to the principal within one (1) week of a student receiving his assessment results.

SECTION A PERSONAL DETAILS

Given name: _____ Family name: _____

Parent/Carer Name: _____ Contact Number: _____

SECTION B ASSESSMENT TASK DETAILS

Name of Subject/Course: _____ Teacher : _____

Head Teacher: _____ Original Due Date: _____

Assessment Task Description:

SECTION C BASIS OF APPEAL

Explain in detail the reasons for your appeal:

NOTE: ATTACH SUPPORTING EVIDENCE SIGNED BY PARENT/CARER

SECTION D STUDENT DECLARATION

I declare that I have read the information in the Year 10 Assessment Information Booklet. I declare that the information provided on this form is correct and complete, and that the evidence supporting this application is authentic. I understand that the NESR Review Panel may discuss this application with me. The panel may ask for further evidence and may investigate the legitimacy of the documentation provided. I understand that submission of incorrect or false information will affect my application.

Student name: _____ Student signature: _____

Parent/Carer signature: _____ Date: _____

SECTION E HEAD TEACHER RESPONSE

Head Teacher signature: _____ Date Received: _____


NOTE: ATTACH SUPPORTING EVIDENCE

SECTION F NESAS REVIEW PANEL RECOMMENDATION

NESA Review Panel Coordinator: _____ Date : _____

SECTION G PRINCIPAL'S DECISION

Principal's Signature: _____ Date : _____



Subject Assessment Schedules

Mandatory Courses

ENGLISH ASSESSMENT TASK SCHEDULE 2025

Task Number Weighting	Task Description	Outcomes Assessed	Term/Week
Task 1 35%	Close Study of Text Imaginative and Reflective	<ul style="list-style-type: none"> • 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 	Term 1 Week 9
Task 2 30%	The World's a Stage: Act III Essay	<ul style="list-style-type: none"> • EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures • 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 	Term 2 Week 9
Task 3 35%	Close Study of a Poet Yearly Examination	<ul style="list-style-type: none"> • EN5-RVL-01v uses a range of personal, creative and critical strategies to interpret complex texts • EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes 	Term 3 Week 8

GEOGRAPHY ASSESSMENT TASK SCHEDULE 2025

Task Number Weighting	Task Description	Outcomes Assessed	Term/Week
Task 1 30%	Human Wellbeing Extended Response	<ul style="list-style-type: none"> • GE 5-4 accounts for perspectives of people and organisations on a range of geographical issues • GE 5-6 analyses differences in human wellbeing and ways to improve human wellbeing • GE 5-8 communicates geographical information to a range of audiences using a variety of strategies 	Term 1 Week 10
Task 2 35%	Changing Places Fieldwork, research and report	<ul style="list-style-type: none"> • GE 5-2 explains processes and influences that form and transform places and environments • GE 5-3 analyses the effect of interactions and connections between people, places and environments • GE 5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry • GE 5-8 communicates geographical information to a range of audiences using a variety of strategies 	Term 2 Week 10
Task 3 35%	Human Wellbeing, Changing Places, Biomes Yearly Examination	<ul style="list-style-type: none"> • GE 5-1 explains the diverse features and characteristics of a range of places and environments • GE 5-2 explains processes and influences that form and transform places and environments • GE 5-3 analyses the effect of interactions and connections between people, places and environments • GE 5-4 accounts for perspectives of people and organisations on a range of geographical issues • GE 5-5 assess management strategies for places and environments for their sustainability • GE 5-6 analyses differences in human wellbeing and ways to improve human wellbeing • GE 5-8 communicates geographical information to a range of audiences using a variety of strategies 	Term 3 Week 8

MATHEMATICS YR 10 ASSESSMENT TASK SCHEDULE 2025

Task Number Weighting	Task Description	Outcomes Assessed	Term/Week
Task 1 25%	In-class Assessment	<p><u>Advanced /Extension Pathway</u></p> <ul style="list-style-type: none"> • Algebraic techniques MA5-ALG-P-02: selects and applies appropriate algebraic techniques to operate with algebraic fractions and expands, factorises and simplifies algebraic expressions • Equations MA5-EQU-P-01: solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3 = k$ MA5-EQU-P-02: solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations <p><u>Standard Pathway</u></p> <ul style="list-style-type: none"> • Algebraic techniques 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 • Area, surface area and volume 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-VOL-C-01: solves problems involving the volume of composite solids consisting of right prisms and cylinders <p><u>Core Pathway</u></p> <ul style="list-style-type: none"> • Financial Mathematics 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 • Algebraic techniques MA5-ALG-C-01: simplifies algebraic fractions with numerical denominators and expands algebraic expressions 	Term 1 Week 10
Task 2 30%	In-class Assessment	<p><u>Advanced /Extension Pathway</u></p> <ul style="list-style-type: none"> • Non-right-angled trigonometry 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 • Area, surface area and volume MA5-ARE-P-01: applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems MA5-VOL-P-01: applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids <p>• Compound interest and depreciation</p>	Term 2 Week 10

		<p>MA5-FIN-C-02: solves financial problems involving compound interest and depreciation</p> <p>Standard Pathway</p> <ul style="list-style-type: none"> • Number of any magnitude MA5-MAG-C-01: solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures • Equations 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 $ax^3 = k$ • Data analysis 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 <p>Core Pathway</p> <ul style="list-style-type: none"> • Equations MA5-EQU-C-01: solves linear equations of up to 3 steps. • Data Analysis A MA5-DAT-C-01: compares and analyses datasets using summary statistics and graphical representations • Area, surface area and volume 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-VOL-C-01: solves problems involving the volume of composite solids consisting of right prisms and cylinders 	
<p>Task 3 30%</p>	<p>Yearly Examination</p>	<p>Advanced /Extension Pathway</p> <ul style="list-style-type: none"> • Indices and surds MA5-IND-P-02: describes and performs operations with surds and fractional indices • Non-linear relationships MA5-LIN-P-01: describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems <p>Standard Pathway</p> <ul style="list-style-type: none"> • Indices MA5-IND-C-01: simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases MA5-IND-P-01: applies the index laws to operate with algebraic expressions involving negative-integer indices • Linear relationships 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 	<p>Term 3 Week 8</p>

		<ul style="list-style-type: none"> • Non-linear relationships 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 <p><u>Core Pathway</u></p> <ul style="list-style-type: none"> • Data Analysis B MA5-DAT-C-02: displays and interprets datasets involving bivariate data • Linear Relationships A & B 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 	
<p>Task 4 15%</p>	<p>In-Class Assessment</p>	<p><u>Advanced /Extension Pathway</u></p> <ul style="list-style-type: none"> • Variation and rates of change MA5-RAT-P-01: identifies and solves problems involving direct and inverse variation and their graphical representations MA5-RAT-P-02: analyses and constructs graphs relating to rates of change • Logarithms MA5-LOG-P-01: establishes and applies the laws of logarithms to solve problems <p><u>Standard Pathway</u></p> <ul style="list-style-type: none"> • Variation and rates of change MA5-RAT-P-01: identifies and solves problems involving direct and inverse variation and their graphical representations • Financial mathematics 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 • Right-angled trigonometry 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 <p><u>Core Pathway</u></p> <ul style="list-style-type: none"> • Trigonometry A & B 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 	<p>Term 4 Week 2</p>

SCIENCE ASSESSMENT TASK SCHEDULE 2025

Task Number Weighting	Task Description	Outcomes Assessed	Term/Week
Task 1 20%	Multimodal Task Universe and Space	<ul style="list-style-type: none"> • SC5-4WS: A student develops questions or hypotheses to investigate scientifically. • SC5-7WS: A student processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions. • SC5-9WS: A student presents science ideas and evidence for a particular purpose and to a specific audience using appropriate scientific language, conventions and representations. • SC5-12ES: A student describes changing ideas about the structure of the Earth and the Universe to illustrate how models, theories and laws are refined over time by the scientific community. 	Term 1 Week 8
Task 2 20%	Student Research Project	<ul style="list-style-type: none"> • SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively • SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively • SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions • SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations 	Term 2 Week 8
Task 3 20%	VALID Diagnostic Assessment	<ul style="list-style-type: none"> • SC5-4WS: A student develops questions or hypotheses to investigate scientifically • SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively • SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively • SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions • SC5 8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems • SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations • Chemical World, Living World, Physical World, Earth and Space knowledge and understanding 	Term 3 Week 7
Task 4 20%	Yearly Exam	<ul style="list-style-type: none"> • SC5-4WS A student develops questions or hypotheses to investigate scientifically. • SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively • SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively • SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions • SC5 8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems 	Term 3 Week 8

		<ul style="list-style-type: none"> • SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations • Knowledge and understanding of Living World, Physical World and Earth and Space outcomes 	
Task 4 20%	Practical Task Rate of Reaction	<ul style="list-style-type: none"> • SC5-4WS: A student develops questions or hypotheses to investigate scientifically • SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively • SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively • SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions 	Term 4 Week 2

PDHPE ASSESSMENT TASK SCHEDULE 2025

Task Number Weighting	Task Description	Outcomes Assessed	Term/Week
Task 1 20%	Relationships & Sexual health PowerPoint presentation on Contraception & STI	<ul style="list-style-type: none"> • PD5-2 researches and appraises the effectiveness of health information and support services available in the community • PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities • PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts 	Term 1 Week 11
Task 2 20%	Risk Taking and Staying Safe Written Report & Work Portfolio	<ul style="list-style-type: none"> • PD5-2 researches and appraises the effectiveness of health information and support services available in the community • PD5-6 Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity 	Term 2 Week 10
Task 3 20%	Road Safety Driver Education Multimedia ICT Task	<ul style="list-style-type: none"> • PD5-6 Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity • PD5-9 assesses and applies self-management skills to effectively manage complex situations 	Term 4 Week 1
Task 4 40%	Practical Task Movement Skill & Performance	<ul style="list-style-type: none"> • PD 5-5 appraises and justifies choices of actions when solving complex movement challenges. • PD 5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts • PD 5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences. 	Term 1 to Term 4 Ongoing in class

Elective Courses

ADVANCED STUDIES II ASSESSMENT TASK SCHEDULE 2025

Task Number Weighting	Task Description	Outcomes Assessed	Term/Week
Task 1 30%	STEM Making Meaning	<ul style="list-style-type: none"> • SC5-4WS develops questions or hypotheses to be investigated scientifically. • SC5-5-WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively. • SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively. • SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions. • SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems. • SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions, and representations. 	Term 1 Week 10
Task 2 35%	Humanities Research Task	<ul style="list-style-type: none"> • 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-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts 	Term 2 Week 9
Task 3 35%	STEM In-chess-tigation	<ul style="list-style-type: none"> • SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions. • SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems. • SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions, and representations. • purpose and to a specific audience, using appropriate scientific language, conventions and representations 	Term 3 Week 10

COMMERCE ASSESSMENT TASK SCHEDULE 2025

Task Number Weighting	Task Description	Outcomes Assessed	Term/Week
Task 1 35%	Consumer Choice and Financial Decisions Research and Investigative Report	<ul style="list-style-type: none"> • COM 5-1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts • COM 5-2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts • COM 5-4 analyses key factors affecting decisions • COM 5-7 researches and assesses commercial and legal information using a variety of sources • COM 5-8 explains information using a variety of forms 	Term 1 Week 9
Task 2 35%	Travel Compositional Report	<ul style="list-style-type: none"> • COM 5-1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts • COM 5-4 analyses key factors affecting decisions • COM 5-5 evaluates options for solving problems and issues • COM 5-6 develops and implements plans designed to achieve goals • COM 5-7 researches and assesses information using a variety of sources • COM 5-8 explains information using a variety of forms • COM 5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes 	Term 2 Week 6
Task 3 30%	Our Economy Multi-Modal Presentation	<ul style="list-style-type: none"> • COM 5-1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts • COM 5-2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts • COM 5-4 analyses key factors affecting commercial and legal decisions • COM 5-7 researches and assesses information using a variety of sources • COM 5-8 explains information using a variety of forms • COM 5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes 	Term 3 Week 7

COMPUTING TECHNOLOGY ASSESSMENT SCHEDULE 2025

Task Number Weighting	Task Description	Outcomes Assessed	Term/Week
Task 1 15%	Analysing Data Exam	<ul style="list-style-type: none"> • CT5-DAT-02 acquires, represents, analyses and visualises simple and structured data • CT5-THI-01 applies computational, design and systems thinking to the development of computing solutions • CT5-COM-01 communicates ideas, processes and solutions using appropriate media 	Term 1 Week 9
Task 2 35%	Analysing Data Project and Documentation	<ul style="list-style-type: none"> • CT5-DPM-01 applies iterative processes to define problems and plan, design, develop and evaluate computing solutions • CT5-DAT-01 explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts • CT5-COM-01 communicates ideas, processes and solutions using appropriate media • CT5-THI-01 applies computational, design and systems thinking to the development of computing solutions • CT5-DAT-02 acquires, represents, analyses and visualises simple and structured data 	Term 1 Week 9
Task 3 20%	Developing Apps and Web Software Planning and Documentation Task	<ul style="list-style-type: none"> • CT5-COL-01 manages, documents and explains individual and collaborative work practices • CT5-DAT-01 explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts • CT5-COM-01 communicates ideas, processes and solutions using appropriate media • CT5-OPL-01 designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language • CT5-DES-01 designs and creates user interfaces and the user experience 	Term 3 Week 7
Task 4 30%	Developing Apps and Web Software Project and Documentation	<ul style="list-style-type: none"> • CT5-SAF-01 selects and applies safe, secure and responsible practices in the ethical use of data and computing technology • CT5-DPM-01 applies iterative processes to define problems and plan, design, develop and evaluate computing solutions • CT5-COM-01 communicates ideas, processes and solutions using appropriate media • CT5-THI-01 applies computational, design and systems thinking to the development of computing solutions • CT5-DAT-02 acquires, represents, analyses and visualises simple and structured data • CT5-DES-01 designs and creates user interfaces and the user experience 	Term 4 Week 2

FILM STUDIES ASSESSMENT TASK SCHEDULE 2025

Task Number Weighting	Task Description	Outcomes Assessed	Term/Week
Task 1 30%	The History and Development of Cinema and Cinematic Techniques	<ul style="list-style-type: none"> • EN5-5C thinks imaginatively, creatively, interpretively, and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts • EN5-6C investigates the relationship between and amongst texts • EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds • EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning 	Term 1 Week 9
Task 2 30%	Research task Favourite Films, Genre Features Directorial Style and Iconic Scenes	<ul style="list-style-type: none"> • EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies • EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts • EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts 	Term 2 Week 9
Task 3 40%	Original Film Pitch and Trailers Making Storyboards and Voiceover Scripts	<ul style="list-style-type: none"> • EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies • EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts • EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it 	Term 4 Ongoing in class Term 3 Week 5 - Term 4 Week4

FOOD TECHNOLOGY ASSESSMENT TASK SCHEDULE 2025

Task Number Weighting	Task Description	Outcomes Assessed	Term/Week
Task 1 25%	Food in Australia Theory and Practical Task	<ul style="list-style-type: none"> • 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 	Term 1 Week 8
Task 2 25%	Food Equity Theory and Practical Task	<ul style="list-style-type: none"> • FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food • 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 • FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes • FT5-13 evaluates the impact of activities related to food on the individual, society and the environment 	Term 2 Week 8
Task 3 25%	Food Selection and Health Theory and Practical Task	<ul style="list-style-type: none"> • FT5-3 describes the physical and chemical properties of a variety of foods • 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 • FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes • FT5-12 examines the relationship between food, technology and society 	Term 3 Week 8
Task 4 25%	Food Trends Theory and Practical Task	<ul style="list-style-type: none"> • FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product • 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 • FT5-9 communicates ideas and information using a range of media and appropriate terminology • FT5-12 examines the relationship between food, technology and society 	Term 4 Week 3

FUTURE ENTREPRENEURS ASSESSMENT TASK SCHEDULE 2025

Task Number Weighting	Task Description	Outcomes Assessed	Term/Week
Task 1 35%	Marketing Pitch Multi-modal presentation	<ul style="list-style-type: none"> • COM 5-1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts • COM 5-2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts • COM 5-4 analyses key factors affecting decisions • COM 5-7 researches and assesses commercial and legal information using a variety of sources • COM 5-8 explains information using a variety of forms 	Term 1 Week 9
Task 2 35%	Business Planning Business Plan	<ul style="list-style-type: none"> • COM 5-1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts • COM 5-4 analyses key factors affecting decisions • COM 5-5 evaluates options for solving problems and issues • COM 5-6 develops and implements plans designed to achieve goals • COM 5-7 researches and assesses information using a variety of sources • COM 5-8 explains information using a variety of forms • COM 5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes 	Term 2 Week 9
Task 3 30%	Market Day and Evaluation	<ul style="list-style-type: none"> • COM 5-1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts • COM 5-2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts • COM 5-4 analyses key factors affecting decisions • COM 5-7 researches and assesses commercial and legal information using a variety of sources • COM 5-8 explains information using a variety of forms • COM5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes 	Term 4 Week 2

IT: ENGINEERING ASSESSMENT TASK SCHEDULE 2025

Task Number Weighting	Task Description	Outcomes Assessed	Term/Week
Task 1 30%	Engineering Fundamentals Test	<ul style="list-style-type: none"> • 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 	Term 1 Week 10
Task 2 35%	Engineering Mechanism Assessment Mouse Trap Racer	<ul style="list-style-type: none"> • 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 • IND5.5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects • IND5.4 selects, justifies and uses a range of relevant and associated materials for specific applications • IND5.6 identifies and participates in collaborative work practices in the learning environment • IND5.7 applies and transfers skills, processes and materials to a variety of contexts and projects • IND5.8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction • IND5.9 describes, analyses and uses a range of current, new and emerging technologies and their various applications 	Term 3 Week 10
Task 3 35%	Engineering Structures Assessment Water Tower	<ul style="list-style-type: none"> • IND5.1 identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes • 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 • IND5.5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects • IND5.4 selects, justifies and uses a range of relevant and associated materials for specific applications • IND5.6 identifies and participates in collaborative work practices in the learning environment • IND5.7 applies and transfers skills, processes and materials to a variety of contexts and projects • IND5.8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction • IND5.9 describes, analyses and uses a range of current, new and emerging technologies and their various applications 	Term 4 Week 2

KITCHEN CHEMISTRY ASSESSMENT TASK SCHEDULE 2025

Task Number Weighting	Task Description	Outcomes Assessed	Term/Week
Task 1 25%	Preservation Poster	<ul style="list-style-type: none"> • SC5-9WS - presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations 	Term 1 Week 8
Task 2 25%	Video Blog Colloids, Emulsions, Foams	<ul style="list-style-type: none"> • SC5-17CW – discusses the importance of chemical reactions in the production of a range of substances, and the influence on the development of new materials. • SC5-6WS – undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively • SC5- 9WS Present science ideas using appropriate text and representations 	Term 2 Week 6
Task 3 25%	Fudge Challenge Sugar chemistry	<ul style="list-style-type: none"> • SC5-17CW – discusses the importance of chemical reactions in the production of a range of substances, and the influence on the development of new materials. • SC5-6WS – undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively 	Term 3 Week 8
Task 4 25%	Yearly Exam	<ul style="list-style-type: none"> • All topics studied throughout the year • Working Scientifically skills, processing and analysing information, and communicating. 	Term 4 Week 3

MUSIC ASSESSMENT TASK SCHEDULE 2025

Task Number Weighting	Task Description	Outcomes Assessed	Term/Week
Task 1 25%	Research Task	<ul style="list-style-type: none"> • 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study • 5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study • 5.10 demonstrates an understanding of the influence and impact of technology on music 	Term 1 Week 8
Task 2 25%	Aural Skills: Listening Task	<ul style="list-style-type: none"> • 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts • 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study • 5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study 	Term 2 Week 8
Task 3 30%	Performance	<ul style="list-style-type: none"> • 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts • 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology • 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness • 5.10 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform • 5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences. 	Term 3 Week 8
Task 4 20%	Composition	<ul style="list-style-type: none"> • 5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study • 5.5 notates own compositions, applying forms of notation appropriate to the music selected for study • 5.6 uses different forms of technology in the composition process • 5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences 	Term 4 Week 2

PASS ASSESSMENT TASK SCHEDULE 2025

Task Number Weighting	Task Description	Outcomes Assessed	Term/Week
Task 1 25%	Body and Energy Systems Exam	<ul style="list-style-type: none"> • PASS 5-1 Discusses factors that limit and enhance the capacity to move and perform. • PASS 5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions. 	Term 1 Week 10
Task 2 25%	Sporting Skill Analysis and Training Program	<ul style="list-style-type: none"> • PASS 5-5 Demonstrates actions and strategies that contribute to enjoyable participation and skillful performance. • PASS 5-9 Performs movement skills with increasing proficiency. • PASS 5-7 Works collaboratively with others to enhance participation, enjoyment and performance. 	Ongoing Terms 1 and 2
Task 3 25%	Presentation/ Research Task	<ul style="list-style-type: none"> • 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 5-10 Analyses and appraises information, opinions and observations to inform physical activity and sport decisions. 	Term 3 Week 7
Task 4 25%	Practical Evaluation and Assessment	<ul style="list-style-type: none"> • PASS 5-5 Demonstrates actions and strategies that contribute to enjoyable participation and skillful performance. • PASS 5-7 Works collaboratively with others to enhance participation, enjoyment and performance. • PASS 5-9 Performs movement skills with increasing proficiency. 	Ongoing Terms 3 and 4

VISUAL ARTS ASSESSMENT TASK SCHEDULE 2025

Task Number Weighting	Task Description	Outcomes Assessed	Term/Week
Task 1 25%	Body of Work: Celebrity Culture	<ul style="list-style-type: none"> • 5.1 A student develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks • 5.2 A student makes artworks informed by their understanding of the function of and relationships between the artist-artwork-world-audience • 5.3 A student makes artworks informed by an understanding of how the frames affect meaning • 5.4 A student investigates the world as a source of ideas, concepts and subject matter in the visual arts. 	Term 1 Week 9
Task 2 25%	Research and Essay Celebrity Culture	<ul style="list-style-type: none"> • 5.7 A student applies their understanding of aspects of practice to critical and historical interpretations of art • 5.8 A student uses their understanding of the functions of and relationship between artist-artwork-world-audience in critical and historical interpretations of art • 5.9 A student demonstrates how the frames provide different interpretations of art • 5.10 A student demonstrates how art criticism and art history construct meanings 	Term 2 Week 8
Task 3 25%	Research Task Objects in Art/ cross historical study	<ul style="list-style-type: none"> • 5.7 A student applies their understanding of aspects of practice to critical and historical interpretations of art • 5.8 A student uses their understanding of the function of and relationship between artist-artwork-world-audience in critical and historical interpretations of art • 5.9 A student demonstrates how the frames provide different interpretations of art • 5.10 A student demonstrates how art criticism and art history construct meanings 	Term 3 Week 8
Task 4 25%	Body of Work 2D and 3D art works—Pop Art inspired artwork (Objects in Art)	<ul style="list-style-type: none"> • 5.4 A student investigate the world as a source of ideas, concepts and subject matter in the visual arts • 5.5 A student makes informed choices to develop and extend concepts and different meanings in their artworks • 5.6 A student demonstrates developing technical accomplishment and refinement in making artworks 	Term 4 Week 2

WORK AND LIFE SKILLS ASSESSMENT TASK SCHEDULE 2025

Task Number Weighting	Task Description	Outcomes Assessed	Term/Week
Task 1 30%	World of Work Research and multi-modal presentation	<ul style="list-style-type: none"> • WE 5-1 analyses employment trends and changes in the nature of work • WE 5-6 assesses personal goals, attributes and values in the context of education, training and employment • WE 5-9 selects and analyses relevant information from a variety of sources • WE 5-10 selects and uses appropriate forms to communicate information about the world of work for different audiences 	Term 1 Week 9
Task 2 35%	World of Work Topic test	<ul style="list-style-type: none"> • WE 5-1 analyses employment trends and changes in the nature of work • WE 5-2 analyses current workplace issues and their implications • WE 5-5 explains the roles of education, employment and training organisations • WE 5-10 selects and uses appropriate forms to communicate information about the world of work for different audiences 	Term 2 Week 9
Task 3 35%	Towards Independence Research, report and budget	<ul style="list-style-type: none"> • COM 5-4 analyses key factors affecting decisions • COM 5-5 evaluates options for solving problems and issues • COM 5-7 researches and assesses information using a variety of sources • COM 5-8 explains information using a variety of forms • COM 5-9 works independently and collaboratively to meet individual and collective goals within specified timelines 	Term 4 Week 2