

# WEST WYALONG HIGH SCHOOL



## ASSESSMENT MANUAL & ASSESSMENT TASKS

Stage 5 (Year 10) - 2025

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## STAGE 5 STUDIES

### Eligibility for a RoSA

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC). The RoSA is a cumulative credential and contains a student's record of academic achievement up until the date they leave school. This could be at the end of Year 10 or up until and including the end of Year 12.

The RoSA records completed Year 10 and Year 11 courses and grades, and Year 12 HSC results for students not eligible for the HSC. It also records participation in any uncompleted Year 11 or Year 12 courses and the date of leaving school.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning. The RoSA is also available to students who, from 2020, have not demonstrated the HSC minimum standard for the HSC credential. Students who subsequently (in the five-year accumulation period) become eligible for the HSC by demonstrating the HSC minimum standard will be issued with a Higher School Certificate testamur and have their results re-issued on a Record of Achievement.

While the RoSA credential is for school leavers, all Years 10, 11 and 12 students are able to access and print a Student eRecord via their NESA Students Online account. The eRecord is not a formal NESA credential but has the same information as a RoSA. The Student eRecord is also available to schools via Schools Online. Schools can generate an eRecord to check the student's course information is correctly recorded. This online eRecord can be used as an interim result report until the formal RoSA credential is delivered to the student's Students Online account.

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 Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the Education Act.

### SOME SCHOOL AND NESA REQUIREMENTS

It is expected that:

- *the student's attendance, conduct and progress will be satisfactory*
- *the student will study appropriate courses as approved by NESA,*
- *the student will complete the requirements of each course including any necessary oral, aural, practical or field work,*
- *the student will have performed all tasks required as part of the assessments program*

## How will assessment be undertaken?

The NSW Education Standards Authority (NESA) has provided a syllabus and a set of performance descriptors for each subject. The syllabus contains a statement of outcomes and content for each course.

NESA recommends a maximum of four assessment tasks for each year group. Assessment tasks may include tests, assignments, projects, research tasks, class presentations, practical tests, class exercises and examinations.

## THE PURPOSE OF ASSESSMENT

Assessment is the process of identifying, gathering and interpreting information about student learning. Assessment is designed to provide information on student achievement and progress in each subject in relation to syllabus standards, and to report on the standard of performance reached. Assessment measures performance throughout the whole course in each subject, including knowledge, understanding, skills and processes. Students are assessed on what they understand, know, and can do.

This booklet lists formal assessment items that are common to all students. Students will also be given tasks that do not appear in this booklet, and are also required to complete these. They contribute to students' ability to develop their knowledge, skills and understanding just as much as formal tasks. The Years 7–10 syllabuses advocate assessment for learning, and these tasks are important to the development of student awareness about their progress.

The evidence teachers gather about student achievement is used for assessment of learning, which takes place at key points in the assessment cycle, such as at the end of each semester, when students receive academic reports indicating their levels of achievement.

Assessment may also be used as a tool to enable students and teachers to identify core strengths and areas for improvement.

## THE SCHOOLS' RESPONSIBILITIES

In accordance with NESA requirements, this school has developed an Assessment Programme for each course in both Year 9 and 10. We have -

- *Identified the student tasks which best measure the components*
- *Specified weightings to be applied to each of the tasks to maintain the relative importance of each component*
- *Scheduled the various tasks throughout the course*
- *Prepared information for students, setting out the requirements of each course,*
- *Undertaken to keep records of the student's performance on each task and provide information to the students on their progress.*

## **RoSA reporting and grades**

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- *completed courses and the awarded grade or mark*
- *courses a student has participated in but did not complete before leaving school*
- *results of any minimum standard literacy and numeracy tests that may have been sat*
- *date the student left school.*

It includes an A to E grade for all Stage 5 (Year 10) and Stage 6 (Year 11) courses, the student has satisfactorily completed. Grades are:

- *based on student achievement in assessment work*
- *submitted by the school in Term 4*
- *monitored for fairness and consistency.*

## **RESPONSIBILITY FOR SCHOOL ASSESSMENT**

The School Executive is responsible for collating subject assessment programs, drawing up assessment task timetables, considering illness and misadventure appeals and dealing with any problems related to assessment tasks.

***THE PRINCIPAL IS THE FINAL ARBITER IN ALL ASSESSMENT MATTERS.***

# STAGE 5 ASSESSMENT POLICY

## 1. Rationale

This policy aims to provide a **fair system for all students**. It is designed to:

- assist students who would otherwise be disadvantaged by illness or misadventure.
- ensure that students cannot gain special consideration where this is not warranted.
- ensure that all appeals are dealt with fairly and consistently.
- promote and protect the best interest of all students.

It should be noted that, while students with genuine health problems will be given due consideration, the decision of the School Executive is final. The upholding of an Appeal must not be assumed.

## 2. Student Responsibilities

A comprehensive assessment program with details of compulsory tasks and/or examinations is provided for each student at the beginning of the Year 10 courses. Some tasks will be performed at school. Others will be submitted as hand-in tasks.

Students are required to:

- sit for tasks **at the time** specified on the assessment program.
- hand in tasks as per the Task instructions on the designated date.
- follow the correct procedures if a due date is missed or an extension or special consideration is requested.

## 3. Teacher Responsibilities

- Notify students, in writing, fourteen (14) days in advance of assessment tasks due date.
- Assessment task to be handed back fourteen (14) days after the date of submission.

## 4. General rules when applying for misadventure

- A Stage 5 Assessment Appeal form must be collected from the Head Teacher on the day of return from absence when a task or due date has been missed. (If the Head Teacher is absent, see the Deputy Principal).
- The Appeal form must be fully completed and be accompanied by a medical certificate (in cases of illness) or other supporting documentation (in cases of misadventure).
- An Appeal form must be lodged with the appropriate Head Teacher **within 2 days** of return to school after a task or the due date for a hand-in task has been missed, or where special consideration is sought.
- Any Appeal lodged after this time will **NOT** be accepted.



- **No** appeal application will normally be accepted after a task has been marked and returned.

## 5. Absence due to illness on the day of a Task

If you are absent on the day of a task due to illness, you are required to:

- telephone the school to let the Deputy or Head Teacher know of your absence
- obtain a medical certificate for the time you are away (Section 6)
- on the day of your return to school collect a Stage 5 Assessment Appeal Form from the Head Teacher
- complete the form and return it immediately to the Head Teacher for his/her comments
- submit the completed form with the medical certificate within 2 days to the appropriate Head Teacher.

**Important:** Appeals lodged **after 2 days** of return to school will normally not be considered and **0** marks will be awarded for the task.

If there is any reason preventing you from completing the form within this time, you must see the Appropriate Head Teacher as soon as possible, but within the 2 days.

Under normal circumstances, you will be expected to sit the missed task (or a substitute task) as soon as possible after your return to school. In the case of serious illness or extended absence, especially where several tasks have been missed, the new dates may be negotiated.

## 6. Medical certificates

A medical certificate must be submitted for any claim of illness as cause for absence from a task. Medical certificates should cover the **entire period** of the student's absence, not just the day of a task.

## 7. Illness at school on the day of a Task

If you become ill while at school before the commencement of a task, you should:

- inform the appropriate Head Teacher.
- collect a Stage 5 Assessment Appeal Form from the Head Teacher
- obtain permission to go home if you are too sick to do the task. ***You must also obtain a medical certificate from your doctor to present with your Appeal form.***
- on the day of your return, take the form immediately to the Head Teacher for his/her comments
- submit the completed form with the medical certificate **within 2 days** of your return to the Appropriate Head Teacher.

**Note:** If you decide to do the task, no allowance can usually be made and you must accept the mark you receive.

Appeals lodged **after 2 days** of return to school will not be considered and **0** marks will be awarded for the task.

If there is any reason preventing you from completing the form within this time, you must see the appropriate Head Teacher as soon as possible, but within the 2 days.

## **8. Illness during a Task**

- In the unlikely event that you are taken ill during a task, you must notify the supervising teacher **immediately**.
- Students who are sick during a task may apply for consideration using a Stage 5 Assessment Appeal Form.
- An appeal of this nature will only be upheld in the most exceptional circumstances.

## **9. Absence from a Task with prior Approved Leave**

If you know you will miss a task or the deadline for a hand-in task because you will be absent from school on approved leave, you are required to:

- have your absence approved by the Principal or Deputy Principal **in advance**
- consult with the Head Teacher of the subject involved **in advance**
- negotiate a new date for the task. This will usually be **before** the date scheduled for the task.
- submit an Assessment Appeal to the Deputy Principal or Principal in advance of the absence. You should supply all the necessary details, including a letter from your parent or guardian and a medical certificate where appropriate.

Note: *Approved leave is not automatic and will only be granted for substantial reasons.*

## **10. Absence on the day of a Task for reasons other than illness**

If you are absent from a task because of misadventure or a personal matter you must follow the same procedure as for absence due to illness:

- telephone the school to let the Deputy or Head Teacher know of your absence
- on the day of your return to school collect a Stage 5 Assessment Appeal Form
- attach a letter of explanation from your parent or guardian. However, if the matter is confidential, you should refer this to the Deputy Principal or Principal, who can verify your appeal. In this instance, no other details are necessary on the form itself.
- submit the completed form with any supporting documentation within 2 days to the Deputy Principal or Principal.

**Important:** Appeals lodged **after 2 days** of return to school will not be considered and **0** marks will be awarded for the task.

If there is any reason preventing you from completing the form within this time, you must see the Appropriate Head Teacher as soon as possible but, within the 2 days.

## 11. Submission of Hand in Tasks

All assessment tasks done outside of class time are to be submitted as per the submission instructions detailed in the task. A copy of a cover sheet is provided in this booklet if necessary.

Note: Students who know in advance that they will be absent on the day a hand-in task is due, **MUST** submit their work before the due date. Therefore, holidays, tests for driver's licences etc. are not valid reasons for the late submission of a task.

## 12. Application for illness or misadventure – What happens when the form is submitted?

When you lodge your Appeal, you are **requesting** consideration of your special circumstances.

Your application will be considered by the faculty Head Teacher and Deputy Principal. If necessary, it will be referred to the School Executive. It is **NOT** automatic that your appeal will be accepted. You should contact the appropriate Head Teacher if you have any queries regarding your appeal.

## 13. Alternative tasks or procedures

Students should be aware that when they miss a task they **cannot be guaranteed** the mark they might have obtained by doing the task on the specified date.

If an appeal is upheld for a missed task, the **Head Teacher** may:

- authorise the task to be given as soon after the student's return to school as is reasonable and practicable
- authorise an alternative task to be given as soon after the student's return to school as is reasonable and practicable
- grant an extension of time (in the case of a hand-in task)
- determine an alternative procedure, in consultation with the School Executive. Often an estimated mark will be calculated statistically at the end of the assessment period.

## 14. When an Alternative Task cannot be given

If an alternative task cannot be given after the Appeal for a Missed Assessment Task has been upheld, a mark will be allocated. This is usually calculated mathematically at the end of the course.

## 15. Missing a renegotiated date for a missed task or extension of time

A renegotiated date is a firm undertaking to complete the missed task or submit the hand-in task at that time. Students who do not comply with this must submit another Appeal form, which will be considered on its merits as a new appeal.

## 16. Problems with computers

- It is every students' responsibility to ensure that work prepared on a computer is regularly backed up and saved so work is not lost.
- If your computer or printer malfunctions and you cannot print the final version of your work, you are required to submit the file or working drafts printed during the preparation of the task.
- Students are advised to keep:
  - at least one back-up of work required for a task.
  - copies of all printed drafts made during the progress of the assignment.
- The printing of assignments should not be left to the last minute. **"Computer problems" will NOT be accepted as grounds for an appeal for an extension of time.**

## 17. Assessment Tasks and Excursions

Timetabled assessment tasks must take precedence over all other school activities. Students are required to sit for the assessment task or submit a hand-in task as scheduled.

## 18. Tasks or due dates missed without an acceptable reason

If a student misses a task or does not submit work by the due date and an Appeal is not upheld (or not submitted) a mark of zero will be recorded for the task.

Note: Students who know in advance that they will be absent on the day a hand-in task is due, **MUST** submit their work before the due date. Therefore, holidays, tests for driver's licences, sporting trips etc. are not valid reasons for the late submission of a task.

## 19. Late arrival at a Task

Students must arrive punctually for tasks. Additional time will not be given or alternative arrangements made if a student is late, unless there are substantive reasons. Students should report to the appropriate Head Teacher on arrival, who may be able to arrange for the student to be isolated to complete the task if circumstances warrant this. An appeal form must be lodged before any consideration can be given.

## 20. Applying for an Extension

If it is necessary to apply for an extension of time for the completion of the task you must:

- Discuss the matter with the faculty Head Teacher.
- Submit an appeal form to the Head Teacher, with any appropriate supporting documentation, for their decision to be recorded.
- Submit the form to the appropriate Head Teacher.

## 21. Adjustments for students requiring additional learning support

Teachers may need to adjust teaching, learning and assessment practices for some students so they are able to demonstrate what they know and can do in relation to syllabus outcomes and content. The types of adjustments made will vary, based on the needs of individual students.

These may be:

- adjustments to the assessment process, for example additional time, rest breaks, quieter conditions, or the use of a reader and/or scribe or specific technology
- adjustments to assessment activities, for example rephrasing questions or using simplified language, fewer questions or alternative formats for questions

## 22. School attendance

NESA does not set minimum attendance for the satisfactory completion of a course. However, a Principal may determine that, due to absence, course completion criteria may not be met. To receive a RoSA, students must attend school until the final day of Year 10.

They must also complete the following mandatory Years 7-10 curriculum requirements.

**English:** The syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.

**Mathematics:** The syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.

**Science:** The syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.

**Human Society and its Environment:** The syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed. This must include 100 hours each of History and Geography in each Stage.

**Languages:** 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 Technology (mandatory) Years 7–8 syllabus to be studied for 200 hours in Years 7-8.

**Creative Arts:** Two hundred hours to be completed, consisting of our 100-hour mandatory courses in each of Visual Arts and Music. It is expected that the 100-hour mandatory courses in these subjects will be taught as coherent units of study.

**Personal Development, Health and Physical Education:** The mandatory 300-hour course to be completed. This integrated course is to be studied in each of Years 7–10.

## 23. N Determinations

If students do not complete a course's requirements they will receive an 'N' determination. Students are warned via a letter from their school if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem.

If a student receives an 'N' determination in a mandatory curriculum requirement 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) that received an 'N' determination.

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.

# Malpractice Policy

*Malpractice in the Assessment Program refers to any attempt by a student to improve their assessment by any means which does not give a true reflection of their own work or their own learning.*

## **Examples of malpractice would include:**

- Plagiarism.
- Collusion.
- Misrepresentation.
- Breach of assessment conditions.
- Bringing unauthorised equipment/materials.
- Bringing electronic devices unless specifically approved.
- Students having relevant information in their possession or visible or accessible during a test
- Using a programmable calculator during a test
- Deliberately disturbing other students during a test
- Communicating with other students during a test
- Writing before or after instructed to during a test
- Submitting work prepared by another person for an assignment.
- Using sources of information or quotations which are not acknowledged.
- Submitting downloaded text from the internet without appropriate acknowledgement and quotations.
- Making misleading statements about the word length of an assignment.
- Consulting notes or communicating in any way with anyone during a test.
- Submitting assignments prepared by or assisted by an outside tutor.

## **Consequences**

Cases of alleged malpractice will be considered by a committee convened by the Principal. The Principal's decision in these matters will be final. The likely outcome of a case of malpractice would be that the student would be awarded zero for all or part of the task. It is possible that this could make the student ineligible for a RoSA award in that subject.



# West Wyalong High School Assessment Task Cover Sheet

Subject: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Teacher's Name \_\_\_\_\_

Date Due: \_\_\_\_\_ Date Submitted: \_\_\_\_\_ Time: \_\_\_\_\_

Receiver's Signature: \_\_\_\_\_

TASK NAME: \_\_\_\_\_

Date set: \_\_\_\_\_

**This assessment task is to be presented to the school's Front Office by 12.35pm on the Due Date. (Late submission will result in a score of zero unless this has been negotiated with the Head Teacher).**

*Feedback:*

*Mark:* \_\_\_\_\_

*Ranking:* \_\_\_\_\_

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*Teacher's Signature:* \_\_\_\_\_

*Date returned:* \_\_\_\_\_



## 2025 YEAR 10 ASSESSMENT TASK CALENDAR

TERM	DATE	WEEK	SUBJECT
Term 1 2025	30 Jan – 31 Jan	1	
	3 Feb – 7 Feb	2	
	10 Feb – 14 Feb	3	
	17 Feb – 21 Feb	4	
	24 Feb – 28 Feb	5	
	3 Mar – 7 Mar	6	
	10 Mar – 14 Mar	7	
	17 Mar – 21 Mar	8	
	24 Mar – 28 Mar	9	
	31 Mar – 4 Apr	10	
	7 Apr – 11 Apr	11	Big History
Term 2 2025	28 Apr – 2 May	1	Science
	5 May – 9 May	2	Commerce, Food Technology, Industrial Technology – Farm Maintenance
	12 May – 16 May	3	Agricultural Technology, Design & Technology, English, Geography, History (Mandatory), Mathematics, PDHPE, Science
	19 May – 23 May	4	Industrial Technology – Metal
	26 May – 30 May	5	
	2 Jun – 6 Jun	6	
	9 Jun – 13 Jun	7	
	16 Jun – 20 Jun	8	Drama, Industrial Technology – Timber, Textiles Technology, Visual Arts
	23 Jun – 27 Jun	9	History Elective, Mathematics
	30 Jun – 4 Jul	10	
Term 3 2025	21 Jul – 25 Jul	1	
	28 Jul – 1 Aug	2	English, Mathematics
	4 Aug – 8 Aug	3	
	11 Aug – 15 Aug	4	
	18 Aug – 22 Aug	5	Geography
	25 Aug – 29 Aug	6	
	1 Sept – 5 Sept	7	
	8 Sept – 12 Sept	8	Food Technology
	15 Sept – 19 Sept	9	Visual Arts
	22 Sept – 26 Sept	10	Agricultural Technology
Term 4 2025	13 Oct – 17 Oct	1	Drama, Geography, History Elective
	20 Oct – 24 Oct	2	Big History, Commerce, English, Industrial Technology – Metal, Mathematics, Science
	27 Oct – 31 Oct	3	History (Mandatory), Industrial Technology – Timber, PDHPE
	3 Nov – 7 Nov	4	Design & Technology
	10 Nov – 14 Nov	5	Industrial Technology – Farm Maintenance, Textiles Technology
	17 Nov – 21 Nov	6	
	24 Nov – 28 Nov	7	
	1 Dec – 5 Dec	8	
	8 Dec – 12 Dec	9	
	15 Dec – 19 Dec	10	

**NB: PLEASE CHECK THESE ASSESSMENT DATES WITH YOUR CLASS TEACHERS**

## **ASSESSMENT SCHEDULES**

# **2025**

(updated March 2025)

## **MANDATORY SUBJECTS**

# English Year 10 Assessment Schedule

Components	Task 1	Task 2	Task 3
<b>Task description</b>	Examination	In class response short answer and extended response poetry analysis	In class discursive response referring to a Shakespearean text
<b>Due date</b>	Term 2 Week 3	Term 3 Week 2	Term 4 Week 2
<b>Outcomes assessed</b>	EN5-RVL-01 EN5-URA-01 EN5-URB-01	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-URC-01 EN5-ECA-01	EN5-RVL-01 EN5-URA-01 EN5-URB-01
<b>Total weighting (100%)</b>	25%	35%	40%

# Geography Year 10 Assessment Schedule

Components	Task 1	Task 2	Task 3
<b>Task description</b>	Half Yearly Examination Environmental change & management including geographical skills	Human wellbeing extended writing response	Human Wellbeing proposal presentation
<b>Due date</b>	Term 2 Week 3	Term 3 Week 5	Term 4 Week 1
<b>Outcomes assessed</b>	GE5-2 GE5-3 GE5-4 GE5-5 GE5-7 GE5-8	GE5-1 GE5-2 GE5-6 GE5-7 GE5-8	GE5-2 GE5-6 GE5-7 GE5-8
<b>Total weighting (100%)</b>	35%	30%	35%

# History (Mandatory)

## Year 10

### Assessment Schedule

Components	Task 1	Task 2
<b>Task description</b>	Examination Core study Rights & Freedoms including source analysis	The Globalising World historical report & source analysis
<b>Due date</b>	Term 2 Week 3	Term 4 Week 3
<b>Outcomes assessed</b>	HT5-2 HT5-3 HT5-6 HT5-8 HT5-9 HT5-10	HT5-1 HT5-3 HT5-4 HT5-5 HT5-7 HT5-9 HT5-10
<b>Total weighting (100%)</b>	40%	60%

# Mathematics Core and Paths

## Year 10

### Assessment Schedule

Semester 1				
Components	Task 1	Task 2	Task 3	Task 4
Task description	Participation in class discussions and groupwork	Completion of classwork and homework tasks	Stage 5 skills test	"How long do I have to wait?" investigation
Due date	Ongoing	Ongoing	Term 2 Week 3	Term 2 Week 9
Outcomes assessed	Core content: MAO-WM-01, MA5-PRO-C-01, MA5-DAT-C-01, MA5-TRG-C-02 Related Path content: MA5-PRO-P-01, MA5-TRG-P-01, MA5-EQU-P-02			

Semester 2				
Components	Task 5	Task 6	Task 7	Task 8
Task description	Participation in class discussions and groupwork	Completion of classwork and homework tasks	"Surveying" Topic Test	"Applying Exponentials" Topic Test
Due date	Ongoing	Ongoing	Term 3 Week 2	Term 4 Week 2
Outcomes assessed	Core content: MAO-WM-01, MA5-ALG-C-01, MA5-EQU-C-01, MA5-FIN-C-02, MA5-NLI-C-01, MA5-NLI-02, MA5-DAT-C-02, MA5-LIN-C-02 Related Path content: MA5-ALG-P-01, MA5-NLI-P-01, MA5-ALG-P-02, MA5-EQU-P-01, MA5-EQU-P-02			

# Personal Development, Health & Physical Education (PDHPE)

## Year 10

### Assessment Schedule

Semester 1						
	Theory			Practicum		
Components	Task 1	Task 2	Task 3	Task 1	Task 2	Task 3
Task description	Booklets, worksheets and in class tasks	Group work and class discussions	Topic test	Involvement in games and modified activities	Practical skills competency	Sportsmanship
Due date	Ongoing	Ongoing	Term 2 Week 3	Ongoing		
Outcomes assessed	PD5-6, PD5-7			PD5-4		

Semester 2						
	Theory			Practicum		
Components	Task 1	Task 2	Task 3	Task 1	Task 2	Task 3
Task description	Booklets, worksheets and in class tasks	Group work and class discussions	Research task	Involvement in games and modified activities	Practical skills competency	Game sense
Due date	Ongoing	Ongoing	Term 4 Week 3	Ongoing		
Outcomes assessed	PD5-2, PD5-3			PD5-5		



# Science Year 10 Assessment Schedule

Components	Task 1	Task 2	Task 3
<b>Task description</b>	Depth Study	Half Yearly Examination	Scaffolded Research presentation
<b>Due date</b>	Term 2 Week 1	Term 2 Week 3	Term 4 Week 2
<b>Outcomes assessed</b>	SC5-4WS SC5-7WS SC5-8WS SC5-9WS	SC5-10PW SC5-11PW SC5-12ES SC5-13ES SC5-14LW SC5-15LW SC5-16CW SC5-17CW	SC5-4WS SC5-7WS SC5-9WS
<b>Total weighting (100%)</b>	35%	35%	30%

## **ELECTIVE SUBJECTS**

# Agricultural Technology

## Year 10

### Assessment Schedule

Components	Task 1	Task 2
Task description	Plant Density Trial	Yearly Examination
Due date	Term 2 Week 3	Term 3 Week 10
Outcomes assessed	AG5-1 AG5-4 AG5-9 AG5-10 AG5-14	AG5-1, AG5-2, AG5-3, AG5-4, AG5-5, AG5-6, AG5-7, AG5-8, AG5-9, AG5-10, AG5-11, AG5-12, AG5-13, AG5-14
Total weighting (100%)	50%	50%

# Big History Year 10 Assessment Schedule

Components	Task 1	Task 2
<b>Task description</b>	Origin Stories Comparison	Interdisciplinary analysis and podcast
<b>Due date</b>	Term 1 Week 11	Term 4 Week 2
<b>Outcomes assessed</b>	BH5-1 BH5-3 BH5-6 BH5-8 BH5-9	BH5-4 BH5-5 BH5-7 BH5-8 BH5-9
<b>Total weighting (100%)</b>	40%	60%

# Commerce Year 10 Assessment Schedule

Components	Task 1	Task 2
<b>Task description</b>	Consumer & Financial Decisions topic test	Running a business – planning, financial data & reflection
<b>Due date</b>	Term 2 Week 2	Term 4 Week 2
<b>Outcomes assessed</b>	COM5-1 COM5-2 COM5-4 COM5-5 COM5-8	COM5-1 COM5-4 COM5-5 COM5-6 COM5-7 COM5-8 COM5-9
<b>Total weighting (100%)</b>	50%	50%

# Design & Technology

## Year 10

### Assessment Schedule

Components	Task 1	Task 2
<b>Task description</b>	Designer Case Study	Practical and Portfolio
<b>Due date</b>	Term 2 Week 3	Term 4 Week 4
<b>Outcomes assessed</b>	DT5-1 DT5-3 DT5-4 DT5-5 DT5-7	DT5-1 DT5-2 DT5-5 DT5-6 DT5-7 DT5-8 DT5-9 DT5-10
<b>Total weighting (100%)</b>	50%	50%

# Drama

## Year 10

### Assessment Schedule

Components	Task 1	Task 2
<b>Task description</b>	Drama History presentation Game creation Critical reflection	Monologue Speaking and performing Critical reflection on dramatic elements
<b>Due date</b>	Term 2 Week 8	Term 4 Week 1
<b>Outcomes assessed</b>	DR5-MAK-01 DR5-PER-01 DR5-APP-01 DR5-APP-02	DR5-MAK-02 DR5-PER-02 DR5-APP-01 DR5-APP-02
<b>Total weighting (100%)</b>	40%	60%

# Food Technology

## Year 10

### Assessment Schedule

Components	Task 1	Task 2
<b>Task description</b>	Research Task	Practical and Portfolio
<b>Due date</b>	Term 2 Week 2	Term 3 Week 8
<b>Outcomes assessed</b>	FT5-8 FT5-9 FT5-10 FT5-11 FT5-12	FT5-1 FT5-2 FT5-3 FT5-4 FT5-6
<b>Total weighting (100%)</b>	50%	50%



# History Elective Year 10 Assessment Schedule

Components	Task 1	Task 3
<b>Task description</b>	Multimodal presentation and reflection  Thematic studies: crime and punishment	Museum exhibit  History, Heritage and Archaeology
<b>Due date</b>	Term 2 Week 9	Term 4 Week 1
<b>Outcomes assessed</b>	HTE5-1 HTE5-5 HTE5-6 HTE5-8 HTE5-9 HTE5-10	HTE5-1 HTE5-2 HTE5-6 HTE5-7 HTE5-8
<b>Total weighting (100%)</b>	40%	60%

# Industrial Technology – Farm Maintenance Year 10 Assessment Schedule

Components	Task 1	Task 2
Task description	Work, Health and Safety in the Industry	Collaborative and Practical Work Practices
Due date	Term 2 Week 2	Term 4 Week 5
Outcomes assessed	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10	
Total weighting (100%)	40%	60%

# Industrial Technology - Metal Year 10 Assessment Schedule

Components	Task 1	Task 2
Task description	Research Task	Portfolio and Practical
Due date	Term 2 Week 4	Term 4 Week 2
Outcomes assessed	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10	
Total weighting (100%)	40%	60%

# Industrial Technology – Timber

## Year 10

### Assessment Schedule

Components	Task 1	Task 2
<b>Task description</b>	Research Task	Portfolio and Practical
<b>Due date</b>	Term 2 Week 8	Term 4 Week 3
<b>Outcomes assessed</b>	IND5-1 IND5-2 IND5-3 IND5-4	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7 IND5-8
<b>Total weighting (100%)</b>	40%	60%

# Textiles Technology

## Year 10

### Assessment Schedule

Components	Task 1	Task 2
Task description	Research Task	Practical and Portfolio
Due date	Term 2 Week 8	Term 4 Week 5
Outcomes assessed	TEX5-1 TEX5-6 TEX5-7 TEX5-8	TEX5-2 TEX5-4 TEX5-11 TEX5-8
Total weighting (100%)	50%	50%

# Visual Arts

## Year 10

### Assessment Schedule

Components	Task 1	Task 2
<b>Task description</b>	A. Archibald entry B. Major work portrait C. VAPD submission task	Written Task: Essay and Artist Research
<b>Due date</b>	Term 2 Week 8	Term 3 Week 9
<b>Outcomes assessed</b>	5.3 5.5 5.6 5.9 5.10	5.1 5.2 5.4 5.7 5.8
<b>Components</b>	<b>Weighting</b>	
Art making	60%	0%
Critical and historical studies	0%	40%
<b>Total weighting (100%)</b>	60%	40%