Lake Munmorah High School

"Setting the Standard"

Year 10 2025

Assessment Procedures and Assessment Schedules

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Section 1:
Assessment Information

Assessment

This document has been developed to make clear the procedures, expectations, and rules about assessment at Lake Munmorah High School.

There are assessment schedules for each subject, including:

- The assessment tasks which will take place throughout the year.
- When each task will take place.
- How much each task is worth.

What is Assessment?

Assessment is how teachers measure your success as a learner.

Assessment of Learning

Assessment of Learning determines your level of performance on a specific task or at the conclusion of a unit of work, a school year or stage. The information gained from this type of assessment is often used in reporting.

Assessment for Learning

Assessment for Learning gives you opportunities to produce work that leads to the development of knowledge, understanding and skills. Teachers decide how and when to assess your achievement, as they plan the work you will do, using a whole range of strategies including self-assessment and peer-assessment.

Assessment Of Learning (Formal) Assessment that usually occurs at the end of a unit to check your overall understanding	Assessment For Learning (Informal) Assessment that checks your progress along the way to make sure that you are learning as the teacher moves through the unit of work
• Assessment Tasks/Unit Tests • Projects/Research assignments • Oral engagement/presentations • Practical tasks & artworks • Portfolios • Practical performances & compositions • Formal examinations	• Observation of student learning • Classroom activities • Homework assignments • Mini tests • Group and pair work • Experiments/performances • Bookwork

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Homework Guidelines

Homework is a very important part of learning. You are responsible for regularly reviewing and consolidating the work which has been covered in lessons at home. This is complemented by formal work including projects and assessment tasks that are set by the class teacher.

Homework is an important part of the Curriculum but varies with different subjects and individual student needs. It is expected that you develop a pattern of regular revision.

Homework needs to be balanced with family, social and extracurricular activities.

You can help yourself by:

- writing down all details of homework in your school diary
- recording due dates for tasks and major assignments in your diary
- planning your homework task completion appropriately - not leaving work to the last minute
- ensuring your homework is completed to a high standard
- submitting assigned work punctually

Grades Year 10

For Half-Yearly and Yearly Reports, Head Teachers give you a grade to reflect your academic achievement within each course.

Meaning of Grades

The meaning of grades allocated to you is explained as follows:

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 have achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and have 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 have achieved very limited competence in some of the processes and skills

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Assessment of Achievement

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment:

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- Enables students to demonstrate what they know and can do
- Clarifies student understanding of concepts and promotes deeper understanding
- Provides evidence that current understanding and skills are a suitable basis for future learning.

Assessment Tasks

The assessment tasks used should be appropriate to the outcomes and components of the course being assessed. Tasks could include assignments, fieldwork studies and reports, tests, model making, oral reports, research projects, practical tests and open-ended investigations, viva voce, improvisations, arrangements, original compositions, portfolios, and presentations of performance. The syllabus provides guidance in relation to the types of tasks that are suitable.

The assessment tasks should allow for a range of marks to allow for discrimination between the performances of individual students and be set at an appropriate level of difficulty that provide the opportunity for the full range of marks to be available.

All assessment tasks for a course should be completed by each student. The students will be required to acknowledge the receipt, submission and return of a task. Teachers should assess the students' actual performance, not potential performance.

Each assessment task should:

- Be based on syllabus outcomes
- Be a valid instrument for what they are designed to assess
- Include criteria to clarify for students what aspects of learning are being assessed
- Enable students to demonstrate their learning in a range of task types
- Be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- Be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- Enable students and teachers to use feedback effectively and reflect on the learning process
- Be inclusive of and accessible for all students
- Be part of an ongoing process where progress is monitored over time.

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Assessment Notification

At the commencement of their course all students will be informed of the location of the Assessment Procedures. This will be on the school website and emailed to their school email address. They will receive a hard copy of the entire document, and hard copies will also be accessible via the Deputy Principal and Resource Centre Manager.

Students will be asked to sign to acknowledge their awareness of the processes outlined in this document. Staff explanation accompanies this process. Ongoing assistance is available from the Year Advisor, the Careers Advisor, the Resource Centre Manager and Deputy Principal.

A timetable for assessment tasks is developed and included in the booklet. All assessment tasks are placed on the assessment calendar by the Deputy Principal to avoid clashes with excursions and other events.

Students will be given at least two weeks written notice of an assessment task. This notice will include:

- the nature of the task
- outcomes
- assessment criteria
- the value or weighting of the task
- marking guidelines
- submission details

If a student is absent for the issuing of 'notice' it is the student's responsibility to obtain the task information. There will not be a staggered due date because of 'late' notice.

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Assessment Expectations

Completion and Submission of Assessment Tasks

Students have a responsibility to be present for all in class assessment tasks. These tasks take priority over all other school activities. If a student is aware of circumstances that may prevent their attendance in class for a task, they must make these circumstances known to their class teacher and the appropriate Head Teacher before the day of the task. They may need to use the Illness/Misadventure process. Students must ensure that arrangements have been made for them to complete the task or an alternate task. It is important that students attend on days with scheduled assessment tasks.

Students will be notified in writing, as a part of their task notification, of the format in which the submission of the task will be accepted. Students should not assume that they may submit their assessment tasks by email or other digital media. A USB or external hard drive device will NOT be accepted for the submission of any assessment task.

Assessment tasks may be submitted using any of the following methods unless notified otherwise:

- **Written hard copy form**: assessment tasks must be personally delivered into the possession of the relevant teacher (or delegate) – not left at staffrooms, in classrooms or anywhere else. Students will be asked to sign a register with the classroom teacher to ensure that there is evidence that they have submitted the task by the due date.
- **Email**: assessment tasks will state the email address to which the task must be sent to qualify for appropriate submission of the task. A received email is accepted as a digital signature.
- **Online Learning Platform**: assessment tasks will direct students to the appropriate information regarding where their task is to be submitted.

Assessment tasks will need to be submitted by 2:05pm on the due date unless stated differently in the assessment notice.

PLEASE NOTE: When electronic submission does occur, the following rules will apply:

- The school will not be responsible for unreadable, unusable or virus infected files or media.
- The school will only accept assessment tasks which are written in software applications to which school staff have ready access, and in a format which can be read by most school computers.
- The assessment task should be readily identifiable on the medium – clearly identifying the student and task.
- The school will not be responsible for the non-receipt or delay of emails.

Every faculty at Lake Munmorah High School maintains an accurate signed and dated register for:

- students' receipt of each assessment notice
- submission of each assessment task for assessment
- assessment tasks completed in class

Conduct During Assessment Tasks (including Examination Periods)

Examinations are assessment tasks. Students must follow the instructions of their teachers at all times during the conduct of an assessment task. They may not have any notes with them, unless specified within the task parameters.

Students must not behave in any way that is likely to disturb the work of any other student or upset the conduct of the task. This includes ensuring that electronic devices are turned off for the duration of the task.

All work submitted as part of an assessment task must be the work of that student. Students have a responsibility to maintain the security of any assessment tasks completed outside class. They must not permit other students to have access to these tasks, particularly students absent for an in-class assessment task. Access may unfairly advantage them through your discussion of the task.

During examinations students are not to:

- cheat
- include frivolous or objectionable material
- take any of the items prohibited into the room
- speak to anyone other than a supervisor
- bring a mobile phone into the examination room
- behave in any way likely to disturb another student or upset the examination's running
- be affected by alcohol or illegal drugs
- eat unless approved by NESA (for example, if you have diabetes)
- take any writing booklets or examination paper, whether used or not, out of the room
- write on anything other than writing books, answer booklets or other writing material provided. Students should not write on any other equipment including their body, clothing, tissues e.t.c
- leave the room, except in an emergency. If students have to leave yet will return, they must be continually supervised while they are out of the room
- **leave within the first hour or the last 10 minutes of the examination**
- take an examination paper out of the room

Supervisors will ask students to leave the examination if they don't follow these rules. Student's performance in the examination from which they were removed will be subsequently assessed as per the assessment procedures.

During examinations, students will be made aware of the following:

1. No student will be permitted to use a toilet during an examination that is 1.5 hours or less in duration
2. In examinations of 2 hours or longer in duration, students will not be permitted to use the toilet in the first 30 minutes of the examination, and the last 30 minutes of an examination.

Students will be provided access to the toilets in the Resource Centre and must be accompanied by an assigned staff member. Only one student at any time may be permitted to access toilets.

What you should bring to an examination:

- Clear pencil case or container
- Black pens
- Pencils (at least 2B)
- Eraser
- Pencil sharpener
- Ruler (marked in mm and cm)
- Highlighters
- Water in a clear bottle
- Approved calculators

What you cannot bring:

- A mobile phone. Mobile phones are not permitted in an examination room under any circumstances
- A programmable watch, e.g. a smart watch
- Any electronic device (except a calculator where permitted). This includes mobile phones or other communication devices, organisers, tablets (e.g. iPads), music players or electronic dictionaries
- Paper or any printed or written material. You can ask your presiding officer for working paper
- Print dictionaries, except where permitted in language examinations

Specific course equipment can be found at: https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list

Students may only use scientific calculators that appear on the NESA's list of approved scientific calculators. The list of approved scientific calculators, can be found at: https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators

Notification of Absence

If a student is absent on the day of an assessment they must:

- Contact the school on the day.
- Complete an Illness/Misadventure form with attached required documentation.
- Catch-up the task within the scheduled examination period.

Failure to Complete/Late Submission of an Assessment Task

Where a task is not completed, and there is no valid reason, a zero mark will be recorded for that task and parents will be notified through an official NESA 'non-completion of course' warning letter. Advice on how to satisfactorily meet course requirements will be outlined in this letter.

All tasks need to be submitted regardless of reasons so that performance on relevant outcomes can still be seen.

If a student has a prolonged absence or is physically unable to complete a task (e.g. an accident), the Illness/Misadventure Application process needs to be followed.

Under no circumstances does a suspension from school entitle a student to submit an assessment after the due date. If a student is on suspension from school at the time when an assessment item is due, it remains the student's responsibility to ensure the task is submitted on the due date. It is the student's responsibility to notify the Principal at the time of suspension that an assessment task is to be completed in class over the period of suspension. Where appropriate, the student may be asked to complete the task on return from suspension.

School Sanctioned Commitments

In the event of an assessment task clashing with work placement, compulsory course excursions, school course camps or representative sports, it is the student's responsibility to notify teachers of this commitment (where possible) at least one week in advance of the due date for the task and make written application through the Illness/Misadventure Application process if required.

Approval for late submission / completion of a task must be requested in advance. If this process in not followed, a zero mark will be recorded for that task and parents will be notified through an official NESA non-completion of course warning letter.

Request for Extensions

An extension of time may be granted to a student who has used the Illness/Misadventure Application process. A request for an extension due to a known absence must be sought at least one week before the task due date. No teacher is to grant an extension to a student for an assessment task outside the Illness/Misadventure Application process.

Non Serious Attempts

If your assessment task effort is deemed by the classroom teacher and head teacher to be non-serious, the matter will be referred to the Deputy Principal for a decision. If confirmed, you will receive a **zero mark** and parents will be notified through an official NESA 'non-completion of course' warning letter. Non-serious attempts may include instances where there is no response to a question(s), extremely short or nonsensical responses, responses of irrelevance or those containing inappropriate comments. Please note that if a section of an examination is omitted, it will contribute its percentage value to the non-completion of 50% of assessment tasks requirement as set down by NESA.

Leave

All students are expected to be available for lessons and assessment tasks during the school term. Please note - family holidays are not classified as justified leave. Missing a scheduled assessment task for any reason other than an illness or documented misadventure will generally result in a zero mark being awarded for that task. Leave applications should be submitted to the Principal using the approval paperwork from NESA, which can be found here: https://education.nsw.gov.au/content/dam/main-education/policy-library/public/implementation-documents/pd-2005-0259-02-01.pdf

N Determinations

If a student is in danger of not completing a course satisfactorily, the student will be warned in writing in time for them to correct the problem and satisfactorily complete the course. Where students fail to comply with the school's expectations an 'N' determination warning letter will be issued. Students will be sent a copy (or over time, copies) of official NESA 'non-completion of course' warning letters (N Warnings) outlining the precise concerns and ways the student can remedy the situation.

This warning should be given in time for the problem to be corrected and should provide advice about the possible consequences on Higher School Certificate eligibility of an 'N' determination in a course.

A minimum of two warning letters will be sent to parents before the school may recommend to NESA that a student does not receive an award in a course. This is known as an 'N' Determination and it may result in the non- award of the HSC.

An 'N' Warning Letter may be given in circumstances such as the following:

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

The school's executive staff regularly reviews students who are deemed to be at risk of not successfully completing a course(s). Parents of students who are at risk of receiving an N Determination in specific courses are contacted by the relevant Head Teacher. Letters regarding non-completion of course requirements are kept on student files.

The Principal/delegate must:

- advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected
- advise the parent or guardian in writing (if the student is under 18 years of age)
- request from the student or parent/guardian a written acknowledgement of the warning
- issue at least one follow-up warning letter if the issue has not been corrected
- retain copies of the warning notice(s) and other relevant documentation

It is strongly recommended that where necessary written warnings are issued regularly. 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. The Principal will then issue a non-completion determination and advise NESA via Schools Online.

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

If a decision is made to progress with an N-Determination:

- The Principal will notify the parent/carer that in the school's view, their student has not met the completion requirements for the award of the RoSA or HSC
- Offer an Appeal form (if required) and review the appeal
- Form an Appeals panel (if required). If the appeal is upheld, award the marks for the course. If the appeal is declined, forward all documentation to NESA for determination.

If an 'N' determination is given:

- the course will be listed as 'Not Completed' on the Record of Achievement
- the student may be ineligible for the award of a RoSA and may be unable to proceed to Stage 6.

Feedback

Teachers provide feedback to students to assist their learning. All students are entitled to meaningful, punctual feedback – written and/or oral – in relation to the marking guidelines and course outcomes to assist them in their learning in that course. Students will be notified of their assessment rank and cumulative rank at the end of each assessment task.

Records/Assessment Marks

The student's actual performance, not potential performance, must be assessed in each task according to the published marking guidelines. External circumstances will only be considered if the Illness/Misadventure Application process is followed and approved.

Assessment marks are recorded on Sentral by the class teacher. Marks are to be matched to syllabus weightings and checked by the Head Teacher.

Invalid Assessment Tasks

Where there is an irregularity with an assessment task, or where there is a problem with its administration, a completed task may have its weighting reduced, a replacement task may be added, or in extreme cases a task may be totally discarded, and a replacement task arranged. Written notification will be given for replacement tasks or date changes.

School Reviews of Assessment

Students who have any concerns about the marking of an assessment task must initially follow this up with their classroom teacher.

If there are ongoing concerns, a written appeal against the decision may be lodged by the student to the appropriate Deputy Principal within five school days.

Any concerns in relation to the end of course cumulative rank may be appealed to NESA as outlined in the ACE Manual.

Responsibilities

Students will achieve to the best of their abilities and potential by taking utmost responsibility for the outcome of their education.

Each student has the responsibility to:

- Understand NESA course requirements and procedures for each course of study
- Be familiar with and fulfil the requirements of the School Assessment Policy as set out in this booklet
- Provide written evidence of reason for absence from or late submission of formal assessment tasks through a medical certificate or a statutory declaration
- Make a serious attempt at each task and act on constructive feedback
- Apply themselves with diligence and sustained effort to the set work and experiences provided in each course
- Submit work that is the student's own work, acknowledging sources which have been consulted and/or quoted

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Schools have the responsibility to:

- Develop tasks that meet syllabus requirements in the course
- Publish scope, sequence and timing details of all tasks at the beginning of the assessment year
- Demonstrate an understanding of course content, objectives and outcomes
- Implement classroom assessment procedures according to school and NESA requirements
- Ensure that students have copies of all relevant course documents
- Provide parents/students with information that gives a true reflection of student progress
- Provide quality teaching and learning for Year 11 and 12 students, establishing high expectations
- Ensure learning is based on current material and meets student/syllabus needs
- Identify students causing concern and employ strategies to support them and communicate with parents
- Provide students with detailed feedback on their performance, in a timely manner

Malpractice Policy

Malpractice

Malpractice is any attempt to gain an unfair advantage over other students.

Malpractice in any form including **plagiarism, collusion, misrepresentation, and breach of assessment conditions** is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the HSC.

Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing. Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

Misrepresentation:

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

Misrepresentation can include but is not limited to:

a) making up journal entries for a projects, and/or

b) submitting falsified or altered documents, and/or

c) referencing incorrect or non-existent sources, and/or

d) contriving false explanations to explain work not handing in by the due date.

Plagiarism:

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.

Plagiarism includes but is not limited to:

a) copying someone else's work in part or in whole, and presenting it as their own, and/or

b) using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or

c) building on the ideas or words of another person without appropriate acknowledgement, and/or

d) using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Collusion:

Collusion is when a student inappropriate collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

a) sharing answers to an assessment with other students, and/or

b) submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or

c) contract cheating by outsourcing work to a third party, and/or

d) unauthorised use of artificial intelligence technologies.

Breach of Assessment Conditions:

All students undertaking an HSC Exam or HSC minimum standard test must comply with the assessment conditions set by NESA.

When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator (a person whose job is to watch people taking an exam in order to check that they do not cheat). At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment.

A breach of assessment conditions includes any breach of:

a) HSC exam rules and procedures, and

b) HSC minimum standard test rules and procedures.

Malpractice occurs when a student breaches the condition set for assessment in an attempt to gain an unfair advantage.

Where malpractice is detected a zero may be given for the entire task, and an N Warning letter issued. The school may apply penalties at the discretion of the Principal. Where a student is present on the day of the task and truants in periods prior to undertaking the task, penalties will apply. A student penalised for malpractice has access to the appeals process.

Students are expected to conform to the highest standards of academic integrity and ethical scholarship. If the results of an assessment task are found to be invalid or unreliable for the entire cohort due to malpractice, then an alternative assessment task may be given.

Students may be called upon to re-submit a task or to provide photographic evidence that they have completed a task where assessment tasks which are completed off-site and where malpractice is suspected. For this reason, students completing major works are advised to keep a photographic record and a document trail of the development of their major work. If a student cannot meet this condition, they may be penalised.

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

The following guidelines may help you to avoid Malpractice:

- be familiar with the style of acknowledgement required.
- write the source of any notes or copies you make from any document or electronic sources such as the internet. The habit of copying verbatim from a source as you read is dangerous. It is easy to forget that the notes you make are verbatim and to later write them into an essay or report. Keep details of your sources throughout the course of your research. Unintentional plagiarism is often the result of poor study methods.
- sources that must be acknowledged include those containing the concepts, experiments or results from which you have extracted or developed your ideas, even if you put those ideas into your own words.
- always use quotation marks or some other acceptable form of acknowledgment when quoting directly from a work. It is not enough merely to acknowledge the source.
- be aware of the rules regarding group work and collaboration. Collaboration (appropriately acknowledged) is permitted in the case of team or group projects. It is also permitted in the more general case when the collaboration is limited to the discussion of general strategies or help of a general nature. If you have any doubt about what constitutes authorised and unauthorised collaboration, seek advice from your teacher.
- keep a copy of your working papers to assist you, in case you ever need to answer an allegation of plagiarism.

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Illness/Misadventure Application Process

If any assessment task is **missed, is overdue or submitted late** or any other anomaly arises, the Illness/Misadventure Application process MUST be followed. Any student in these circumstances receives a ZERO mark until a valid reason has been provided and the application has been approved.

If you cannot attend school on the day of an in class assessment task, or submit a task by the due date due for a valid reason, you must do the following:

1. **Contact the school on the day** and let the office know your name, the course in which you have an assessment task and the reason you will not be at school. Request an Illness/Misadventure form.
2. **Complete the Illness/Misadventure Application form**, outlining your reasons and attaching evidence from a health professional or another relevant person e.g. counsellor or police officer. A parent signature must be on each form before it is processed.
3. **Lodge your completed Illness/Misadventure Application form** to the Head Teacher. You have ***three*** school days from the original due date of the task to lodge the Illness/Misadventure form. The form can be lodged in person or via electronic communication.
4. **Be prepared to complete the task on the day you return** at a time arranged by the Head Teacher. The result of your efforts on this task will depend on the success of your application. If the Illness/Misadventure process is unsuccessful, a zero mark stands.
5. **The Head Teacher makes a written recommendation** and transfers the completed Illness/Misadventure Application form to the Deputy Principal who sights relevant documentation and notes it on the form. The application will then be reviewed.
6. **Head Teachers will be notified of the decision** by the Deputy Principal. Students will be notified of the result of their application by the Head Teacher/Class Teacher.
7. **In the case that an Illness/Misadventure application is not upheld,** the Class Teacher will notify the student and parents of the outcome of the application. If the Illness/Misadventure application is successful, the completed assessment task will be marked as usual, and the mark will be awarded.
8. **In the event of an application being declined a student may appeal the decision**. In this case the Principal will convene a panel, liaising with Head Teachers where necessary. Records of panel meetings will be maintained.

Students cannot submit an appeal on the basis of:

- Technology fault
- Alleged deficiencies in teaching
- Long-term illness (e.g glandular fever, asthma or epilepsy) unless you can show it recurred suddenly and unexpectedly during the examination/assessment period.
- Misreading an examination/assessment timetable
- Misreading assessment task or examination instructions
- Conditions for which you have been granted disability provisions, unless you have further unexpected difficulties
- Other commitments such as holidays, participation in entertainment, work or sporting events, or attendance at examinations conducted by other institutions or organisations. Special consideration for changes to the scheduled date must be made in writing, addressed to the Principal and well in advance of the event.

Section 2:
Assessment Schedules

2025 Year 10 Assessment Schedule

English

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning platform. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Extended Response	In Class Test	Extended Response	Formal Examination	
Topic / Module	Echoes of Tomorrow: Exploring Dystopian Worlds	Echoes of Tomorrow: Exploring Dystopian Worlds	Two Faces of Fate: Delving into Macbeth	Under the Southern Stars: A Journey into Australian Identity and Landscape	
Timing	Term 1 Week 10	Term 2 Week 4	Term 3 Week 9	Term 4 Week 4	
Outcomes	EN5-URB-01 EN5-URA-01 EN5-RVL-01	EN5-URB-01 EN5-URA-01	EN5-RVL-01 EN5-URC-01 EN5-ECA-01	EN5-ECA-01 EN5-ECB-01	
TOTAL (%)	**25**	**25**	**25**	**25**	**100**

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

2025 Year 10 Assessment Schedule

Geography

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning platform. Tasks are due by 2:05pm on the due date.

	Semester 2		Weighting (%)
Task	**Task 1**	**Task 2**	
Task Type	Research	Formal Examination	
Topic(s)	Environmental Change & Management	Environmental Change & Management Human Wellbeing	
Timing	Term 3 Week 7	Term 4 Week 4	
Outcomes	GE5-4 GE5-5 GE5-7 GE5-8	GE5-1 GE5-3 GE5-6 GE5-8	
Total (%)	**60**	**40**	**100**

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

2025 Year 10 Assessment Schedule

History

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning platform. Tasks are due by 2:05pm on the due date.

	Semester 1		Weighting (%)
Tasks	**Task 1**	**Task 2**	
Task Type	In Class Test	Source Task	
Topics	Making a Nation	Rights and Freedoms (1945-present)	
Timing	Term 1 Week 7	Term 2 Week 5	
Outcomes	HT5-1 HT5-2 HT5-7 HT5-9	HT5-3 HT5-6 HT5-8 HT5-10	
Total (%)	**40**	**60**	**100**

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

2025 Year 10 Assessment Schedule

Mathematics Core

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning platform. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Test with Question Bank	Test with Summary Sheet	Assignment	Formal Examination	
Topics	Algebraic Expressions Indices Financial Mathematics	Probability Single Variable Data Bivariate Data	Trigonometry Linear Relationships Non-Linear Relationships	Trigonometry Linear Relationships Non-Linear Relationships	
Timing	Term 1 Week 10	Term 2 Week 5	Term 3 Week 10	Term 4 Week 4	
Outcomes	MA5-ALG-C-01 MA5-IND-C-01 MA5-MAG-C-01 MA5-FIN-C-01 MA5-FIN-C-02	MA5-PRO-C-01 MA5-DAT-C-01 MA5-DAT-C-02	MA5-TRG-C-01 MA5-TRG-C-02 MA5-LIN-C-02 MA5-NLI-C-02 MA5-EQU-C-01	MA5-LIN-C-02 MA5-NLI-C-01 MA5-NLI-C-02 MA5-EQU-C-01 MA5-GEO-C-01 MA5-NET-P-01	
Total (%)	**20**	**30**	**20**	**30**	**100**

Course Outcomes	
MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions
MA5-IND-C-01	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5-MAG-C-01	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money
MA5-FIN-C-02	solves financial problems involving compound interest and depreciation
MA5-PRO-C-01	solves problems involving probabilities in multistage chance experiments and simulations
MA5-DAT-C-01	compares and analyses datasets using summary statistics and graphical representations
MA5-DAT-C-02	displays and interprets datasets involving bivariate data
MA5-TRG-C-01	applies trigonometric ratios to solve right-angled triangle problems
MA5-TRG-C-02	applies trigonometry to solve problems, including bearings and angles of elevation and depression
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope-intercept form
MA5-NLI-C-02	identifies and compares features of parabolas and exponential curves in various contexts
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction
MA5-GEO-C-01	identifies and applies the properties of similar figures and scale drawings to solve problems
MA5-NET-P-01	solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits

2025 Year 10 Assessment Schedule

Mathematics Standard

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning platform. Tasks are due by 2:05pm on the due date.

Tasks	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Test with Question Bank	Test with Summary Sheet	Assignment	Formal Examination	
Topics	Algebraic Expressions Indices Financial Mathematics	Probability Single Variable Data Bivariate Data	Trigonometry Linear Relationships Non-Linear Relationships	Trigonometry Linear Relationships Non-Linear Relationships	
Timing	Term 1 Week 10	Term 2 Week 5	Term 3 Week 10	Term 4 Week 4	
Outcomes	MA5-ALG-C-01 MA5-IND-C-01 MA5-MAG-C-01 MA5-FIN-C-01 MA5-FIN-C-02	MA5-PRO-P-01 MA5-DAT-C-01 MA5-DAT-C-02	MA5-TRG-P-01 MA5-RAT-P-01 MA5-NLI-C-02 MA5-EQU-P-02	MA5-RAT-P-01 MA5-NLI-C-02 MA5-EQU-P-02 MA5-GEO-C-01 MA5-NET-P-01	
Total (%)	**20**	**30**	**20**	**30**	**100**

Course Outcomes	
MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions
MA5-IND-C-01	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5-MAG-C-01	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money
MA5-FIN-C-02	solves financial problems involving compound interest and depreciation
MA5-PRO-P-01	solves problems involving Venn diagrams, 2-way tables and conditional probability
MA5-DAT-C-01	compares and analyses datasets using summary statistics and graphical representations
MA5-DAT-C-02	displays and interprets datasets involving bivariate data
MA5-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
MA5-RAT-P-01	identifies and solves problems involving direct and inverse variation and their graphical representations
MA5-NLI-C-02	identifies and compares features of parabolas and exponential curves in various contexts
MA5-EQU-P-02	solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations
MA5-GEO-C-01	identifies and applies the properties of similar figures and scale drawings to solve problems
MA5-NET-P-01	solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits

2025 Year 10 Assessment Schedule

Mathematics Advanced

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning platform. Tasks are due by 2:05pm on the due date.

Task	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Test with Question Bank	Test with Summary Sheet	Assignment	Formal Examination	
Topics	Algebra Equations Linear Relationships Indices Exponentials and Logarithms	Measurement and Surds	Trigonometry Probability Single and Bivariate Data Analysis	Probability Single and Bivariate Data Analysis Parabola, Rates of Change and Variation	
Timing	Term 1 Week 10	Term 2 Week 5	Term 3 Week 10	Term 4 Week 4	
Outcomes	MA5-EQU-P-02 MA5-LIN-P-01 MA5-FNC-P-01 MA5-ALG-P-01 MA5-IND-P-02 MA5-LOG-P-01	MA5-IND-P-02 MA5-ARE-P-01 MA5-VOL-P-01	MA5-TRG-P-01 MA5-TRG-P-02 MA5-PRO-P-01 MA5-DAT-P-01	MA5-TRG-P-01 MA5-TRG-P-02 MA5-PRO-P-01 MA5-DAT-P-01 MA5-RAT-P-01 MA5-RAT-P-02	
Total (%)	**20**	**30**	**20**	**30**	**100**

Course Outcomes	
MA5-EQU-P-02	solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations
MA5-LIN-P-01	describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems
MA5-FNC-P-01	uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables
MA5-ALG-P-01	simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions
MA5-IND-P-02	describes and performs operations with surds and fractional indices
MA5-LOG-P-01	establishes and applies the laws of logarithms to solve problems
MA5-IND-P-02	describes and performs operations with surds and fractional indices
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
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
MA5-TRG-P-02	establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations
MA5-PRO-P-01	solves problems involving Venn diagrams, 2-way tables and conditional probability
MA5-DAT-P-01	plans, conducts and reviews a statistical inquiry into a question of interest
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

2025 Year 10 Assessment Schedule

PDHPE

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning platform. Tasks are due by 2:05pm on the due date.

Tasks	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Research	Practical	Practical	Formal Examination	
Topics	Road Safety	Dance	SEPEP	Road Safety Diversity and Resilience Power in Relationships Future Challenges	
Timing	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9	Term 4 Week 4	
Outcomes	PD5-2 PD5-10	PD5-5 PD5-11	PD5-4 PD5-5 PD5-6 PD5-10	PD5-1 PD5-2 PD5-3 PD5-6 PD5-7 PD5-8	
TOTAL (%)	**25**	**25**	**25**	**25**	**100**

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

2025 Year 10 Assessment Schedule

Science

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning platform. Tasks are due by 2:05pm on the due date.

Tasks	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Depth Study	Semester 1 Examination	Practical Task	Formal Examination	
Topics	Mandatory Individual Student Research Project	Motion Electricity and Ohm's Law	Energy in Chemical Reactions	Chemical Reactions Energy in Chemical Reactions Reproduction and Genetics Fossils and Evolution	
Timing	Term 1 Week 6	Term 2 Week 4	Term 3 Week 5	Term 4 Week 4	
Outcomes	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-9WS	SC5-7WS SC5-8WS SC5-10PW SC5-11PW	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-9WS	SC5-14LW SC5-15LW SC5-17CW	
TOTAL (%)	**25**	**25**	**25**	**25**	**100**

Course Outcomes	
SC5-4WS	develops questions or hypotheses to be investigated 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
SC5-10PW	applies models, theories and laws to explain situations involving energy, force and motion
SC5-11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
SC5-14LW	analyses interactions between components and processes within biological systems
SC5-15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-17CW	discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

2025 Year 10 Assessment Schedule

Child Studies

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning platform. Tasks are due by 2:05pm on the due date.

Tasks	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Research Task	Case Study	Research Report	Case Study	
Topics	Food and Nutrition in Childhood	Diverse Needs of Children	Media & Technology in Childhood	Childcare Services and Career Opportunities	
Timing	Term 1 Week 9	Term 2 Week 3	Term 3 Week 9	Term 4 Week 3	
Outcomes	CS5-2 CS5-5 CS5-8 CS5-12	CS5-4 CS5-8 CS5-9 CS5-11	CS5-3 CS5-4 CS5-5 CS5-9	CS5-3 CS5-8 CS5-9 CS5-10	
TOTAL (%)	**25**	**25**	**25**	**25**	**100**

Course Outcomes	
CS5-2	describes the factors that affect the health and wellbeing of the child
CS5-3	analyses the evolution of childhood experiences and parenting roles over time
CS5-4	plans and implements engaging activities when educating and caring for young children within a safe environment
CS5-5	evaluates strategies that promote the growth and development of children
CS5-8	evaluates the role of community resources that promote and support the wellbeing of children and families
CS5-9	analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
CS5-10	demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
CS5-11	analyses and compares information from a variety of sources to develop an understanding of child growth and development
CS5-12	applies evaluation techniques when creating, discussing and assessing information related to child growth and development

2025 Year 10 Assessment Schedule

Food Technology

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning platform. Tasks are due by 2:05pm on the due date.

Tasks	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Case Study & Practical	Research Report & Practical	Folio & Practical	Folio & Practical	
Topics	Food for Special Needs	Food Equity	Foods Product Development	Food Service and Catering	
Timing	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9	Term 4 Week 6	
Outcomes	FT5-6 FT5-7 FT5-12	FT5-6 FT5-11 FT5-12	FT5-3 FT5-5 FT5-9 FT5-10	FT5-1 FT5-7 FT5-9 FT5-13	
TOTAL (%)	**25**	**25**	**25**	**25**	**100**

Course Outcomes	
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
FT5-5	applies appropriate methods of food processing, preparation and storage
FT5-6	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
FT5-7	justifies food choices by analysing the factors that influence eating habits
FT5-9	communicates ideas and information using a range of media and appropriate terminology
FT5-10	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
FT5-11	plans, prepares, presents and evaluates food solutions for specific purposes
FT5-12	examines the relationship between food, technology and society
FT5-13	evaluates the impact of activities related to food on the individual, society and the environment

2025 Year 10 Assessment Schedule

Industrial Technology - Metal

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning platform. Tasks are due by 2:05pm on the due date.

Tasks	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	WHS Online Quiz	Practical Project & Folio	In Class Test	Practical Project & Folio	
Topics	WHS Workplace Communication Skills	Design & Materials	Links to Industry	Tools, Equipment & Techniques	
Timing	Term 1 Week 6	Term 2 Week 5	Term 3 Week 6	Term 4 Week 5	
Outcomes	IND5-1 IND5-6	IND5-2 IND5-3 IND5-4 IND5-5	IND5-9 IND5-10	IND5-3 IND5-5 IND5-7 IND5-8	
TOTAL (%)	**15**	**35**	**15**	**35**	**100**

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

2025 Year 10 Assessment Schedule

Industrial Technology - Timber

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning platform. Tasks are due by 2:05pm on the due date.

Tasks	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	WHS Online Quiz	Practical Project & Folio	In Class Test	Practical Project & Folio	
Topics	WHS Workplace Communication Skills	Design & Materials	Links to Industry	Tools, Equipment & Techniques	
Timing	Term 1 Week 6	Term 2 Week 5	Term 3 Week 6	Term 4 Week 5	
Outcomes	IND5-1 IND5-6	IND5-2 IND5-3 IND5-4 IND5-5	IND5-9 IND5-10	IND5-3 IND5-5 IND5-7 IND5-8	
TOTAL (%)	**15**	**35**	**15**	**35**	**100**

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

2025 Year 10 Assessment Schedule

PASS

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning platform. Tasks are due by 2:05pm on the due date.

Tasks	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Research	Practical	Application/ Practical	Practical	
Topics	Physical Activity and Sport for Specific Groups	Physical Activity for Health	Event Management	Field Games	
Timing	Term 1 Week 8	Term 2 Week 5	Term 3 Week 8	Term 4 Week 5	
Outcomes	PASS5-3 PASS5-4 PASS5-10	PASS5-5 PASS5-7 PASS5-8 PASS5-9	PASS5-4 PASS5-5 PASS5-7 PASS5-8	PASS5-4 PASS5-6 PASS5-10	
TOTAL (%)	**25**	**25**	**25**	**25**	**100**

Course Outcomes	
PASS5-3	discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS5-4	analyses physical activity and sport from personal, social and cultural perspectives
PASS5-5	demonstrates actions and strategies that contribute to active participation and skilful performance
PASS5-6	evaluates the characteristics of participation and quality performance in physical activity and sport
PASS5-7	works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8	displays management and planning skills to achieve personal and group goals
PASS5-9	performs movement skills with increasing proficiency
PASS5-10	analyses and appraises information, opinions and observations to inform physical activity and sport decisions

PASS – Outdoor Education

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning platform. Tasks are due by 2:05pm on the due date.

Tasks	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Research	Practical	Research	Practical	
Topics	Safety in Outdoor Education	Lifestyle, Leisure and Recreation	Understanding the Weather	Ultimate Frisbee	
Timing	Term 1 Week 5	Term 2 Week 5	Term 3 Week 8	Term 4 Week 5	
Outcomes	PASS5-5 PASS5-8 PASS5-10	PASS5-6 PASS5-7	PASS5-1 PASS5-3	PASS5-4 PASS5-5 PASS5-9	
TOTAL (%)	**25**	**25**	**25**	**25**	**100**

Course Outcomes	
PASS5-1	discusses factors that limit and enhance the capacity to move and perform
PASS5-3	discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS5-4	analyses physical activity and sport from personal, social and cultural perspectives
PASS5-5	demonstrates actions and strategies that contribute to active participation and skilful performance
PASS5-6	evaluates the characteristics of participation and quality performance in physical activity and sport
PASS5-7	works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8	displays management and planning skills to achieve personal and group goals
PASS5-9	performs movement skills with increasing proficiency
PASS5-10	analyses and appraises information, opinions and observations to inform physical activity and sport decisions

2025 Year 10 Assessment Schedule

Photography and Digital Media

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning platform. Tasks are due by 2:05pm on the due date.

Tasks	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Portfolio A	Portfolio B	Research A	Portfolio C	
Topics	Practical Portfolio + Journal	Practical Portfolio + Journal	Visual + Verbal	Practical Portfolio + Journal	
Timing	Term 1 Week 10	Term 2 Week 5	Term 3 Week 10	Term 4 Week 5	
Outcomes	5.1 5.2 5.3 5.4 5.5 5.6	5.1 5.2 5.3 5.4 5.5 5.6	5.7 5.8 5.9 5.10	5.1 5.2 5.3 5.4 5.5 5.6	
TOTAL (%)	**20**	**25**	**30**	**25**	**100**

Course Outcomes	
5.1	develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
5.2	makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
5.3	makes photographic and digital works informed by an understanding of how the frames affect meaning
5.4	investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
5.5	makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
5.6	selects appropriate procedures and techniques to make and refine photographic and digital works
5.7	applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
5.8	uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works
5.9	uses the frames to make different interpretations of photographic and digital works
5.10	constructs different critical and historical accounts of photographic and digital works

2025 Year 10 Assessment Schedule

STEM

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning platform. Tasks are due by 2:05pm on the due date.

Tasks	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Research Task	Industry Study	Practical Task	Practical Task and Portfolio	
Topics	STEM Careers	STEM in Primary Industries	STEM with Drones & Phones	Hydroponics	
Timing	Term 1 Week 8	Term 2 Week 5	Term 3 Week 8	Term 4 Week 3	
Outcomes	ST5-5 ST5-10	ST5-2 ST5-4	ST5-1 ST5-3 ST5-6	ST5-5 ST5-7 ST5-8	
TOTAL (%)	**15**	**15**	**35**	**35**	**100**

Course Outcomes	
ST5-1	designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems
ST5-2	demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts
ST5-3	applies engineering design processes to address real-world STEM-based problems
ST5-4	works independently and collaboratively to produce practical solutions to real-world scenarios
ST5-5	analyses a range of contexts and applies STEM principles and processes
ST5-6	selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems
ST5-7	selects and applies project management strategies when developing and evaluating STEM-based design solutions
ST5-8	uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences
ST5-10	analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment

2025 Year 10 Assessment Schedule

Textiles Technology

Dates and outcomes are indicative and will be confirmed via the assessment notification, Sentral Calendar and Online Learning platform. Tasks are due by 2:05pm on the due date.

Tasks	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Research and Practical	Research and Practical	Case Study and Practical	Folio and Project	
Topics	Costumes Galore	Toy Shop	Denim Deconstruction	Major Project	
Timing	Term 1 Week 10	Term 2 Week 6	Term 3 Week 10	Term 4 Week 5	
Outcomes	TEX5-2 TEX5-4 TEX5-11	TEX5-5 TEX5-6 TEX5-10	TEX5-3 TEX5-7 TEX5-9	TEX5-1 TEX5-8 TEX5-12	
TOTAL (%)	**25**	**25**	**25**	**25**	**100**

Course Outcomes	
TEX5-1	explains the properties and performance of a range of textile items
TEX5-2	justifies the selection of textile materials for specific end uses
TEX5-3	explains the creative process of design used in the work of textile designers
TEX5-4	generates and develops textile design ideas
TEX5-5	investigates and applies methods of colouration and decoration for a range of textile items
TEX5-6	analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
TEX5-7	evaluates the impact of textiles production and use on the individual consumer and society
TEX5-8	selects and uses appropriate technology to creatively document, communicate and present design and project work
TEX5-9	critically selects and creatively manipulates a range of textile materials to produce quality textile items
TEX5-10	selects appropriate techniques and uses equipment safely in the production of quality textile projects
TEX5-11	demonstrates competence in the production of textile projects to completion
TEX5-12	evaluates textile items to determine quality in their design and construction

Assessment Calendar

WEEK	TERM 1	TERM 2	TERM 3	TERM 4
1				
2				
3		Child Studies		Child Studies STEM
4		English Science		***FORMAL EXAMINATIONS*** English Geography Mathematics PDHPE Science
5	PASS Outdoor Ed	History Mathematics Industrial Technology PASS PASS Outdoor Ed Photography STEM	Science	Industrial Technology PASS PASS Outdoor Ed Photography Textiles Technology
6	Science Industrial Technology	PDHPE Food Technology Textiles Technology	Industrial Technology	Food Technology
7	History		Geography	
8	PASS STEM		PASS PASS Outdoor Ed STEM	
9	PDHPE Child Studies Food Technology		English PDHPE Child Studies Food Technology	
10	English Mathematics Photography Textiles Technology		Mathematics Photography Textiles Technology	
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Assessment Calendar

WEEK	TERM 1	TERM 2	TERM 3	TERM 4
1				
2				
3				
4				***FORMAL EXAMINATIONS*** English Geography Mathematics PDHPE Science
5				
6				
7				
8				
9				
10				
11				