



**YEAR 10, 2025**

*Assessment Information Booklet*

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# YEAR 10, 2025 ASSESSMENT POLICY

## *Some Important Considerations*

### **Stage 5 Assessment Policy**

The purpose of assessment is to assist student learning, determine a student's achievement in a course, evaluate and improve teaching and learning programs and provide evidence of satisfactory completion of courses.

NSW Education Standards Authority (NESA) has advocated 'assessment for learning' not just assessment for accountability. Assessment that enhances learning recognises that learners use their current understanding to discover, construct and incorporate new skills, knowledge and understanding. Assessment for learning helps teachers and students to know whether that current understanding is a suitable basis for future learning (NSW Board of Studies, 2003).

Assessment for learning encourages self assessment and peer assessment. Students can develop and use strategies that allow them to actively monitor and evaluate their own learning and the learning strategies they use.

Formal assessment is based on a standards-referenced framework. There are significant benefits for student learning in using this approach. Learning is enhanced when students have a clear understanding of what is expected of them. It is important that students understand what is to be learned and the level of achievement that they will need to demonstrate. A standards-referenced approach provides the means by which students know what they are expected to learn and the standards against which they will be assessed.

### **Record of School Achievement (RoSA)**

At the completion of the Stage 5 assessment program, the Headmaster will certify the subjects that students have satisfactorily completed.

Students who have satisfactorily completed the course requirements for Stage 5 Courses will be eligible to commence Stage 6 Courses in the following year.

Students who leave the College before receiving their Higher School Certificate (HSC) will receive

the NSW Record of School Achievement (RoSA) as long as they meet the eligibility requirements.

The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses.

The College is responsible for awarding each student who completes a Stage 5 course or a Stage 6 Preliminary course (except Life Skills and VET courses) a grade to represent

### **Year 9 and Year 10 (Stage 5) Guidelines for Assessment**

#### **Allocation of Grades**

Schools are responsible for awarding each student who completes a Stage 5 course (except Life Skills and VET courses) a grade to represent that student's achievement. The grade is reported on the student's RoSA (Record of Student Achievement).

Grading student achievement is the process of assigning a letter (A, B, C, D or E) to summarise the student's level of achievement. In Mathematics, grades have been further differentiated to nine levels as follows: A10, A9, B8, B7, C6, C5, D4, D3, E2. These grades are reflected in the College's reporting to parents as well as recording student performance in RoSA.

The choice of a particular grade will be made on the basis that provides the best overall description of the student's achievement of the syllabus stage outcomes. For each course, formal assessment marks or indicators of performance from assessment of learning tasks and assessment for learning tasks will linked to the student's overall performance and the specific Course Performance Descriptors.

**Course Performance Descriptors describe the main features of a typical student's performance at each grade measured against the syllabus objectives and outcomes for the course.**

The general performance descriptors, below, only give an overall view and description of performance at each of five grade levels. Some courses have course specific descriptors.

<b>A</b>	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>B</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.
<b>C</b>	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

### The Process used for Determining Grades

1. Establish an assessment program that consists of a number of assessment activities.
2. Ensure that the assessment activities cover the full range of outcomes.
3. Determine the weightings or relative importance of each activity.
4. Collect performance information on each student from assessment activities. Letters, symbols or descriptive comments may be recorded for some or all assessment activities.
5. Assemble the information on each student from the assessment activities to provide an

overall picture of the student's achievement.

6. Make an on-balance professional judgement matching the overall picture of each student's achievements to the most appropriate description indicated in the Common Grade Scale. Appropriate description indicated in the Common Grade Scale.
7. Review the grade awarded to each student to make sure that no anomaly has occurred.
8. Work Samples will be collected to assist teachers to moderate the grades they award to students by comparing the standards of work published with those produced by their students in the same or similar course.

### Making an On-Balance Professional Judgement

- Judgements are made by taking into account strengths and weaknesses in performance across a range of contexts and over a period of time, gathering evidence on a number of assessment activities.
- When deciding the number and type of assessment activities, the emphasis should be on the nature and the quality rather than the amount of evidence
- Assessment activities should give the students opportunities to show what they know and can do.
- Opportunities should be given to students to display their achievements in different ways and to work in a range of situations.
- A single piece of work will not cover all aspects of the grade description. Using a single piece of work to make a judgement is therefore not as valid and reliable as an 'on-balance' judgement.
- Each grade description should be considered alongside descriptions for adjacent grades.

### Submission of Tasks

Assessment tasks must be submitted or carried out on the due date. It is expected that tasks will be handed to the class teacher (or the Leader of Learning in the absence of the teacher) during the timetabled period of that course or at the time indicated by the class teacher when the notice of the assessment task was given. Tasks submitted through Canvas are to be uploaded within the timeframe indicated by the teacher.

Students who are absent the day before an assessment task is due or take a partial absence on

the due date of an assessment task may be asked to provide documentary evidence.

## Assessment Free Period

Assessment tasks should not be set or due during an examination period or one week before the Yearly Examination period.

## Referencing Sources for Research Assignment

All students are required to reference material from other sources that are used in Research tasks. Students need to be taught this process and given directions using the resources on the College IRC website.

## Illness and Misadventure

Where a student is unable to sit for, or complete a task due to illness or misadventure; one of two options will be followed depending on the subject and the circumstances:

1. an alternative task will be provided when the student is able.
2. an estimate of the student's performance will be based on previous performances of the student.

Where a student is unable to complete or sit for a task due to illness or misadventure, the student will need to provide documentary evidence for the reason. This may require a written explanation from the parents or a medical certificate.

## Extensions, Overdue Penalties and Cheating

- Students with legitimate reasons may seek an extension **before** the due date of the task. Requests for extensions should be made in writing to the relevant Leader of Learning.
- Failure to submit formal tasks by the due date (without legitimate reasons) will incur a penalty of 20% for each day late (40% for weekends) of the mark received.
- In cases where assessment tasks are late the teacher will enter a diary comment for parents. Further failure to submit the task will result in the teacher, or Leader of Learning, calling home and a NESAs Warning Letter being issued. Students are required to submit tasks even if a zero mark is awarded to meet completion criteria.
- Students will need to complete the task during homework detention. If after 1 week the task is still incomplete, students will be

required to attend after school Homework Club to complete the task.

Note: Homework Club runs one afternoon per week from 3.00 pm – 4.15 pm and is supervised by staff.

- The penalty imposed on students who are found to be plagiarising others work, making non serious attempts or cheating in tasks will be awarded a **zero mark** These cases should be directed to the Director of Teaching and Learning 7-12 for a final decision.
- The use of mobile phones or any other electronic device during an assessment task, other than a NESAs approved calculator, will be deemed as cheating.

## NESAs Warning Letter

A NESAs Warning Letter will be sent to parents for student breaches in the procedures regarding the following:

- illness and/or misadventure and overdue submissions of work.
- cheating.
- insufficient evidence of a student to applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the College.
- insufficient evidence that a student has achieve all or some of the course outcomes.

After two warning letters are sent home for a particular course, the Director of Teaching with the Teaching Learning Coordinator will request an interview with the parents. The parents will be informed of the likelihood of an 'N' Determination for that student in the course if the issues regarding the student's performance are not addressed. Further breaches or failure to comply with an agreed course of action will lead to the issuing an 'N' Determination.

## Appeals

Parents are able to appeal the decision to issue an 'N' determination. Procedures are outlined in the NESAs ACE Manual. Students may appeal the marks or grades they receive if there are inconsistencies in the assessment or marking process. This must be in writing and directed to the Leader of Learning for consideration. If there is not a satisfactory resolution, then further appeals can be made to the Director of Teaching and Learning 7-12.

## Reporting

Students will receive information on their progress through the College reporting process. As well as receiving an Achievement Grade indicating their progress in each course, students will also receive an application grade based on the following criteria:

- Completes set work and participates in lessons as directed by the teacher.
- Demonstrates the characteristics of a reflective learner.
- Demonstrates the characteristics of a motivated learner.
- Chooses appropriate behaviour in the classroom.
- Is well organised and prepared for class.

## Academic Awards

At completion of Semester 1 and at the end of the Academic year, awards for each course and overall academic excellence are presented at Formal Assemblies and Presentation Evenings. To be eligible to receive an academic award, students will need to have demonstrated diligence and sustained effort to all aspects of their studies. Typically, a student would need to demonstrate consistently high levels of application on their report (see criteria under 'reporting').

The awards that are presented include:

### Semester 1 Academic Awards

*Academic Excellence* – Awarded to two students who have demonstrated high levels of personal achievement, as well as diligence and sustained effort across all subject areas in Semester 1.

### Yearly Academic Awards

*Academic Medallion* – Awarded to the two top performing students in each year group across all subject areas. Also known as Academic Excellence awards.

*Academic Dux* – Awarded to the top performing student at the completion of each stage of learning (Stage 4 - Year 8, Stage 5 – Year 10, Stage 6 Year 12).

*Academic Improvement* – Awarded to the student in each year group who has shown the greatest improvement over the academic year.

*Places in Course* – Awarded to the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> place getters in each course.

## CHILD STUDIES - Stage 5 - Year 10 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher's professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task number	Task 1	Task 2	Task 3
Nature of task	Preparing for parenthood	Play and the Developing Child	Test (In Class)
Timing	Term 1, Week 11	Term 3, Week 7	Term 4, Exam Week
Outcomes assessed	5.5, 5.7, 5.8, 5.9, 5.11, 5.12	5.2, 5.4, 5.5, 5.8, 5.9	5.3, 5.4, 5.5, 5.7, 5.8, 5.9

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:

<ul style="list-style-type: none"> <li>• Structured written responses</li> <li>• Bookwork</li> <li>• Class discussion</li> <li>• Quizzes</li> <li>• Topic Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Observation on younger students (ie Transition or Stage 1)</li> <li>• Effectively engaging children in play</li> <li>• Identifying growth and development milestones displayed in young children</li> </ul>	<ul style="list-style-type: none"> <li>• Correct handling and response to real care babies</li> </ul>
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## CHRISTIAN STUDIES - Stage 5 - Year 10 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher's professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task number	Task 1
Nature of task	Assignment
Timing	Week 2, Term 3
Outcomes assessed	N/A

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
Class quizzes	Understanding of concepts	Use of vocabulary/key terms
General Class Work	Contribution to class discussion	Group Work
Researching	Group work participation	Homework



## DANCE – Stage 5 – Year 10 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher’s professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task Number	Task 1	Task 2	Task 3
<b>Nature of Task</b>	<p><b>Motif Composition and Process Diary</b></p> <p>Students are to create individual compositions that focus on using the Elements of Dance to manipulate motifs within phrases of dances. Students will be required to document their process and submit a Process Diary.</p>	<p><b>Cultural Dance Presentations and Performances</b></p> <p>Students research a specific cultural dance style and present a powerpoint/lecture as well as a stylistic movement combination.</p> <p>Students will also learn and perform a sequence of movement specific to a cultural dance style learnt in class.</p>	<p><b>Yearly Examination</b></p> <p>Students will complete an examination covering content on Composition as well as Performance and Appreciation of diverse movement styles or mediums.</p>
<b>Timing</b>	Term 1, Week 11	Term 2, Week 9	Term 4, Exam Week
<b>Outcomes Assessed</b>	5.1.2, 5.2.1, 5.2.2.	5.1.1, 5.1.3, 5.3.1, 5.3.2.	5.1.3, 5.2.1, 5.3.2, 5.3.3.

### Informal Tasks

A range of informal tasks that will contribute to the final ROSA grade may include:		
Dance Film Task and mini tasks	Improvisation Activities	Group Work
Performance of Technical Progressions	Input into Composed Movement Phrases	Submission of Unit booklets
Performance of Class Dance		

## DRAMA – Stage 5 – Year 10 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher’s professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task number	Task 1	Task 2	Task 3
<b>Nature of task</b>	Physical Theatre Film	Commedia dell ‘Arte Performance (live performance and research/journal project)	MADDD Night Scripted Performance Development (journal reflections and rehearsal/workshop participation/scaffolded written response)
<b>Timing</b>	Term 1, Week 11	Term 2, Week 9	Term 4, Exam Week
<b>Outcomes assessed</b>	5.1.1, 5.1.2, 5.1.3	5.2.1, 5.2.2, 5.3.3	5.3.1, 5.3.2, 5.2.3

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
Theatrical Reviews	Essays	Behind The Scenes
Playbuilding Activities	Journal	Scriptwriting
Improvisation	Online Discussions	Group Work
Film Tasks	Design Tasks	Oral Presentations
Performance Activities	Production Activities	Progress Marks

## GERMAN - Stage 5 – Year 10 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher’s professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task number	Task 1	Task 2	Task 3
Nature of task	In class Comprehension Task	Written Presentation	Speaking Test
Timing	Term 1, Week 11	Term 2, Week 9	Term 3, Week 7
Outcomes assessed	ML5-UND-01	ML5-CRT-01	ML5-INT-01

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
Listening & reading comprehensions	Vocabulary & unit tests	Writing & speaking dialogues

## MUSIC – Stage 5 – Year 10 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher’s professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task number	Task 1	Task 2	Task 3
Nature of task	Composition and Portfolio	Performance and Musicianship Journal	Yearly Examination
Timing	Term 2, Week 5	Term 3, Week 7	Term 4, Exam Week
Outcomes assessed	5.4, 5.5, 5.6, 5.9, 5.10	5.1, 5.2, 5.3	5.1, 5.2, 5.3, 5.7, 5.8, 5.9

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:

In class and College Performances	Composition activities	Unprepared listening tasks
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## VISUAL ARTS – Stage 5 – Year 10 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher’s professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task number	Task 1	Task 2	Task 3
<b>Nature of task</b>	Artmaking and Artist Case Study	Artmaking	Art History/Criticism: In class writing task
<b>Timing</b>	Term 2, Week 5	Term 3, Week 7	Term 4, Exam Week
<b>Outcomes assessed</b>	5.1, 5.3, 5.4, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
- Drawings - Annotated sketches	- Notes and ideas - Critical comments and reflections	- Photographs - Collections of objects and source images appropriate to the development of artworks

## ENGLISH – Stage 5 - Year 10 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher’s professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task number	Task 1	Task 2	Task 3
Nature of task	Creative Writing	Essay Response	Persuasive response in Yearly Examination
Timing	Term 1, Week 10	Term 2, Week 10	Term 4, Week 3-4
Outcomes assessed	EN5-URB-01, EN5-RVL-01, EN5-ECA-01, EN5-ECB-01	EN5-URB-01, EN5-RVL-01, EN5-ECA-01, EN5-ECB-01	EN5-URA-01, EN5-URC-01, EN5-RVL-01, EN5-ECA-01, EN5-ECB-01

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
<ul style="list-style-type: none"> <li>• Writing in response to novel /</li> <li>• Interpreting and reviewing Shakespearean texts</li> <li>• Writing for the media</li> <li>• Creating/ responding to visual texts</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy skills</li> <li>• Reading/comprehension skills</li> <li>• Written response to poetry</li> <li>• Researching and responding to intercultural issues</li> </ul>	<ul style="list-style-type: none"> <li>• Contribution to group work</li> <li>• Using ICT skills</li> <li>• Contribution to class discussion</li> <li>• Listening and responding</li> </ul>

## COMMERCE – Stage 5 - Year 10 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher’s professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task number	Task 1	Task 2	Task 3
Nature of task	Running a Business (Topic test)	Law, Society and Political Involvement Investigative Task	Yearly Examination
Timing	Term 1, Week 7	Term 2, Week 7	Term 4, Week 3
Outcomes assessed	COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-8	COM5-1, COM5-2, COM5-3, COM5-7, COM5-9	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
Class quizzes	Linking commerce concepts	Use of vocabulary / key terms
Numeracy skills	Researching	Decision-making & problem-solving
Literacy: Short, Extended, Reports	Listening and responding	Development of values & attitudes

## GEOGRAPHY – Stage 5 - Year 10 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher’s professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task number	Task 1	Task 2	Task 3
Nature of task	Geographical Skills & Concepts Test	Fieldwork Analysis	Yearly Examination
Timing	Term 1, Week 6	Term 2, Week 6	Term 4, Week 3
Outcomes assessed	GE 5-1, GE 5-2, GE 5-3, GE 5-4,, GE 5-7, GE 5-8	GE5-2, GE5-3, GE5-5, GE 5-7	GE5-2, GE5-3, GE5-4, GE5-5

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
Literacy: Short, Extended, Reports	Geography skills	Linking geographical concepts/events
Class Tests	Use of vocabulary/key terms	Listening and responding



## HISTORY – Stage 5 - Year 10 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher’s professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task number	Task 1	Task 2	Task 3
Nature of task	Source Skills Test	Research/In-class Essay	Yearly Examination
Timing	Term 1, Week 6	Term 2, Week 8	Term 4, Week 3
Outcomes assessed	HT5-3, HT5-5, HT5-6, HT 5-9	HT5-1, HT5-4, HT5-10	HT5-5, HT5-7, HT5-9

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
Class quizzes	Source analysis	Use of vocabulary/key terms
Literacy: Short, Extended, Reports	Researching	Listening and responding

## ELECTIVE HISTORY – Stage 5 - Year 10 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher’s professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task number	Task 1	Task 2	Task 3
Nature of task	Source Analysis/Short Answer/Long Response (in-class)	Historical Research	Yearly Examination
Timing	Term 1, Week 11	Term 2, Week 9	Term 4, Week 3
Outcomes assessed	HTE5-1, HTE5-3, HTE5-4, HTE5-7, HTE5-10	HTE5-2, HTE5-4, HTE5-5, HTE5-6, HTE5-7, HTE5-9	HTE5-1, HTE5-2, HTE5-6, HTE5-7, HTE5-9, HTE5-10

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
Class quizzes	Linking concepts/Critical thinking	Use of vocabulary/key terms
Historiography	Researching	Decision-making & problem-solving
Literacy: Short, Extended, Reports	Listening and responding	Development of values & attitudes

## MATHEMATICS – Stage 5 -Year 10 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher’s professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task number	Task 1	Task 2	Task 3
Nature of task	Examination	Investigation	Yearly Examination
Timing	Term 1, Week 8	Term 2, Week 4	Term 3, Week 8
Outcomes assessed	All outcomes to date	MA5.2-6NA, MA5.1-5NA, MA5.2-7NA, MA5.3-5NA, MA5.3-6NA	All outcomes may be assessed

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
Understanding of concepts	Group Work	Problem Solving Activities
Topic Tests	Contributions	Incorporation of ICT
General Class Work		

## PASS – Stage 5 - Year 10 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher’s professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task number	Task 1	Task 2	Task 3
Nature of task	Safety Management Plan Hand In and In Class	Coaching Task Hand In and In Class	Test (In Class)
Timing	Term 1, Week 7	Term 2, Week 9	Term 4, Exam Week
Outcomes assessed	5.1, 5.8, 5.10	5.5, 5.6, 5.7, 5.8	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8, 5.10

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
<ul style="list-style-type: none"> <li>• Performing specialised movement skills</li> <li>• Application of specialised movement skills in response to movement problems</li> <li>• Implementing attacking and defensive strategies</li> <li>• Appraisal of sport performance</li> <li>• Team and Group work – responding to movement problems</li> </ul>	<ul style="list-style-type: none"> <li>• Creating and evaluating plans</li> <li>• Debates and personal reflections on contemporary sport issues</li> <li>• Assessing and analysing fitness</li> <li>• Creating strategies to promote and support participation in physical activity</li> </ul>	<ul style="list-style-type: none"> <li>• Structured written responses</li> <li>• Bookwork</li> <li>• Class discussion</li> <li>• Quizzes</li> <li>• Topic Tests</li> </ul>

## PDHPE – Stage 5 - Year 10 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher’s professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task number	Task 1	Task 2	Task 3	Task 4
Nature of task	Media Analysis In Class	Positional Play In Class (on going)	Fitness Circuit Design Hand In	Yearly Examination
Timing	Term 1, Week 10	Term 2, Week 2	Term 3, Week 6	Term 4, Week 3-4
Outcomes assessed	5.3, 5.10	5.4, 5.11	5.8, 5.9	5.1, 5.3, 5.9

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
<ul style="list-style-type: none"> <li>• Movement skill tests</li> <li>• Responding to movement problems</li> <li>• Self and peer assessment</li> <li>• Evaluating plans, strategies and initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes and topic tests</li> <li>• Debates and personal reflections related to current health issues</li> <li>• Discussion groups and “report backs” on health issues</li> <li>• Analysing health scenarios</li> <li>• Devising and justifying strategies and plans in response to problems</li> </ul>	<ul style="list-style-type: none"> <li>• Bookwork – responses to class activities</li> <li>• Literacy and numeracy activities</li> <li>• Written Responses</li> <li>• Research projects</li> <li>• Reports</li> <li>• Presentations</li> <li>• Group Work</li> </ul>

## SCIENCE – Stage 5 - Year 10 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher’s professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task number	Task 1	Task 2	Task 3	Task 4
Nature of task	Secondary Source Analysis	Student Research Project	VALID	Yearly Examination
Timing	Term 1, Week 9	Term 2, Week 10	Term 3, Week 6-7	Term 4, Week 4
Outcomes assessed	SC5-7WS, SC5-8WS, SC5-10PW, SC5-11PW, SC5-15LW, SC5-17CW	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	All Stage 5 Outcomes	SC5-4WS, SC5-10PW, SC5-11PW, SC5-12ES, SC5-14LW, SC5-15LW, SC5-17CW

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:

<ul style="list-style-type: none"> <li>• Class tests</li> <li>• Bookmarks</li> <li>• Practical participation</li> <li>• In-class quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Practical reports</li> <li>• Presentations</li> <li>• Written reports</li> <li>• Vocabulary tests</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling tests</li> <li>• Practical demonstrations</li> <li>• In-class discussions</li> </ul>
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## FOOD TECHNOLOGY – Stage 5 - Year 10 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher’s professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task number	Task 1	Task 2	Task 3	Task 3
<b>Nature of task</b>	Food Product Development Task	Food Service and Catering Task	Food Selection and Health Task	Final Examination
<b>Timing</b>	Term 1, Week 11	Term 2, Week 9	Term 3, Week 7	Term 4, Week 3-4
<b>Outcomes assessed</b>	FT5-3, FT5-6, FT5-7, FT5-10, FT5-12, FT5-13	FT5-3, FT5-6, FT5-7, FT5-10, FT5-12, FT5-13	FT5-1, FT5-2, FT5-4, FT5-5, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-12, FT5-13

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
Class quizzes	Examination of contemporary issues	Use of vocabulary/key terms
Linking concepts	Recipe file	Contribution to class discussion
Researching	Investigates of aspects of food businesses	Group work participation
Literacy: Short, Extended, Reports	Incorporation of ICT	Listening and responding

# INDUSTRIAL TECHNOLOGY TIMBER – Stage 5 – Year 10 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher’s professional judgement with consideration given to achievement in both formal and informal assessment activities.

## Formal Tasks

Task number	Task 1	Task 2	Task 3
Nature of task	Small Occasional Table	Industry Study	Jewellery Box
Timing	Term 2, Week 5	Term 3, Week 7	Term 4, Exam Week
Outcomes assessed	IND5.4, IND5.5, IND5.6, IND5.7, IND5.9	IND5.1, IND5.2, IND5.3, IND5.8, IND5.10	All Outcomes Assessed IND5.1, IND5.2, IND5.3, IND5.8, IND5.10

## Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
Class quizzes	Examination of contemporary business issues	Use of vocabulary/key terms
Linking concepts	Media File	Contribution to class discussion
Researching	Investigates of aspects of business	Group work participation
Literacy: Short, Extended, Reports	Incorporation of ICT	Listening and responding



## DESIGN AND TECHNOLOGY – Stage 5 - Year 10 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher’s professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task number	Task 1	Task 2	Task 3
Nature of task	Project 1	Project 2	Examination
Timing	Term 1, Week 11	Term 3, Week 3	Term 4, Week 3-4
Outcomes assessed	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.4.1, 5.4.2, 5.5.1	5.1.1, 5.1.2, 5.2.2, 5.3.1, 5.3.2, 5.4.2, 5.5.1, 5.5.2, 5.6.2, 5.7.1	5.2.1, 5.3.1, 5.3.2, 5.5.1, 5.7.1

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
Class quizzes	Examination of contemporary business issues	Use of vocabulary/key terms
Linking concepts	Media file	Contribution to class discussion
Researching	Investigates of aspects of business	Group work participation
Literacy: Short, Extended, Reports	Incorporation of ICT	Listening and responding

## TEXTILES TECHNOLOGY – Stage 5 - Year 10 Assessment Schedule 2025

The final Achievement Grade that will appear on the report will be determined by the teacher’s professional judgement with consideration given to achievement in both formal and informal assessment activities.

### Formal Tasks

Task number	Task 1	Task 2	Task 3
Nature of task	Reduce, Reuse, Recycle	Project Runway	Final Examination
Timing	Term 1, Week 11	Term 3, Week 8	Term 4, Week 3-4
Outcomes assessed	TEX5-1, TEX5-2, TEX5-4, TEX5-5, TEX5-6, TEX5-7, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12	TEX5-1, TEX5-2, TEX5-4, TEX5-5, TEX5-6, TEX5-7, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12	TEX5-1, TEX5-2, TEX5-3, TEX5-4, TEX5-5, TEX5-6, TEX5-7, TEX5-12

### Informal Tasks

A range of informal tasks that will contribute to the final achievement grade may include:		
Class quizzes	Examination of contemporary issues	Use of vocabulary/key terms
Linking concepts	Recipe File	Contribution to class discussion
Researching	Investigates of aspects of food businesses	Group work participation
Literacy: Short, Extended, Reports	Incorporation of ICT	Listening and responding