
MARSDEN HIGH SCHOOL

Year 10 Assessment Booklet

Learning for life

2025



MARSDEN
HIGH SCHOOL

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1. What is the Record of School Achievement?

Eligible students who leave school after year 10 and prior to receiving their Higher School Certificate will receive the Record of School Achievement (RoSA).

- It will show a student's achievement until the time they leave school.
- Results will be based on school-based assessment
- It will be able to be reliably compared between students across New South Wales.
- It will offer a means of recording extra- curricular achievements.
- Students will have the opportunity to take online literacy and numeracy tests.

Marsden High School abides by all DoE and NESA policies in relation to the Record of School Achievement. We refer to the Assessment Certification Examination (ACE) website, which provides enhanced support to schools in their implementation of school-based assessment. The RoSA grades we submit will be awarded according to student achievement in school-based assessments.

VET: Students who have undertaken a VET course as part of their RoSA will be issued with additional VET certification documentation that recognises their achievement towards a nationally recognised Australian Qualifications Framework (AQF) VET qualification. NESA distributes VET certification documentation on behalf of school system Registered Training Organisations (RTO).

Life Skills: For every successfully completed Life Skills course, an accompanying Profile of Student Achievement is included with the RoSA.

Our expectations

Year 10 studies are an essential preparation and pathway for future success in years 11 and 12. At Marsden High School we expect that students will:

- develop good study skills for years 11 and 12
- familiarise themselves with the Year 10 assessment task dates
- begin working on these tasks in advance
- understand the task requirements in advance
- seek assistance from their teacher, their Year Adviser, or the school psychologist if needed.

How do I find out more?

NESA (NSW Education Standards Authority) website: <http://www.educationstandards.nsw.edu.au>

Year 10 Assessment Procedures 2025

2. School-based Assessment

The assessment program in all courses is designed to assess the content and outcomes in a particular course. Assessment programs need to include a variety of assessment tasks that assess the different components of each course and allow students to show what they know, understand and can do.

Assessment tasks will vary between subjects and may include:

- Performances
- Submitted works - written and practical projects
- Practical tests and experiments
- Extended research and investigations
- Presentations, including the use of technology to aid preparation, delivery and student accountability (e.g. blogs, vlogs, and sites)
- In-class essays, written tests and examinations

When collaborative activities are used for assessment purposes, evidence can be gathered about students' ability to:

- work cooperatively as a team
- solve problems and make decisions with others

- take responsibility for individual and group learning
- think critically and creatively, and offer constructive criticism
- demonstrate cognitive skills, such as the ability to analyse, evaluate and synthesise information
- understand the roles and responsibilities of individuals in groups, including the capacity to communicate effectively within a small group.

Students are expected to present sufficient evidence to show that they have:

- a) followed the course developed or endorsed by NESA; and
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes.

Number of Tasks

Three to five assessment tasks are generally scheduled for each Year 10 course.

Individual Tasks

Individual assessment tasks will, in general, be no more than 40% or no less than 10% of the total assessment mark.

Adjustments for students with special education needs

The types of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. Providing adjustments does not restrict a student's access to the full range of grades or marks.

Distribution of the Assessment Procedures

The Deputy Principal issues the Year 10 Assessment Booklet that includes the procedures and schedule to all students early in Term 1. Each student is required to sign for his/her copy of the Assessment Booklet as an acknowledgment of receipt.

Each teaching staff member receives a copy of the school's Assessment Procedures for the current Year 10. The Deputy Principal ensures that teaching staff are notified in writing of any changes to the school's Assessment Procedures.

Scheduling of assessment

The Assessment schedule for Year 10 courses applies as soon as the Year 10 course begins at the beginning of the school year.

Parallel Classes

Where the same assessment task is given to two or more classes, the assessment task and the conditions under which the assessment task is carried out and marked must be identical. When preparing notification of a formal assessment task being undertaken by a cohort involving more than one class, teachers must develop a shared understanding of the nature and extent of the support they are able to provide. At the outset, clearly advise students of the degree of teacher involvement in the development, rehearsal or execution of a work.

3. Assessment Criteria

Assessment tasks will be designed to assess the content and outcomes of the course. Sharing learning and assessment intentions is a powerful way for teachers to improve student learning. Learning and assessment intentions provide a focus for, and clarity of, the knowledge, understanding and skills students are expected to develop as a result of teaching and learning.

Students should be informed about what they need to do to demonstrate their learning. This information can be conveyed both formally and informally by the teacher, using the written Assessment Task notification and unpacking this for students in class.

Recording of Assessment Marks

Assessment marks may be recorded in a variety of ways. However, the assessment schedule for each course must include a variety of tasks that together reflect the course components and weightings described in the assessment requirements of the syllabus.

What happens if I miss an assessment task?

NESA expects students to undertake all set assessment tasks. The minimum requirement is that students make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks (see 'N' determination below).

If a student is absent on the day an assessment task is to be held or handed in, the following procedure **MUST** be followed:

- The student must report to the Head Teacher **before school on the morning of the day he/she returns to school. The forms on pages 10-14 must be completed by the student. Evidence must be presented as to why the task was missed. In general, a medical certificate stating the reason(s) for absence is to be provided.**
- It is reasonable to expect that a student will be able to complete or hand in an assessment on the day that he/she returns to school. Any extension of time granted will not exceed the period of absence.
- Where there is no valid reason for non-completion of an assessment task, **a mark of zero will be recorded** for that task. If this occurs, the student's parents will be informed and an accompanying **N Warning letter** sent.

What is the difference between an Estimate and Substitute Tasks?

When a student has a legitimate reason, as determined by the Head Teacher or Deputy Principal, for missing an assessment task, and that task has been marked and returned to other students, the Principal may authorise that an estimate will be awarded on the basis of evidence available. The estimate must account for appropriate evidence and the student's current assessment rank.

If a student is absent from school for a prolonged period of time or misses a number of assessment tasks, it may be difficult to estimate that student's performance and substitute tasks may be given.

Receipt of Tasks

As appropriate, assessment tasks should be carried out during class time. The Sentral PxP and paper roll marked at the commencement of an in-class assessment task will provide confirmation of attendance.

When a task is distributed to be completed at home, teachers **MUST** keep a register that identifies the task, including the date, student name, time handed in and the signature of the student.

Assessment task cover sheets are to be attached to the assessment tasks. See page 9 for a copy of the sheet which can be photocopied, completed and attached.

Attendance slips are completed for all formal examinations.

4. Illness and Misadventure

Absences, Illness and Misadventure

Absence on the day before or the day of an assessment task

The NSW Educational Standards Authority (NESA) expects students to undertake all set assessment tasks. They also expect the school to enforce NESA rules and be consistent and fair.

Students who are absent from school or who do not attend class/es **THE DAY BEFORE OR ANY PART OF THE DAY OF** an assessment task are deemed to have gained an unfair advantage. Students who are absent for all or any part of the day before an assessment task must follow the steps below. Alternatively, evidence of a serious, unavoidable occurrence must be provided to the Head Teacher of the subject, before the student is permitted to take part in, or submit an assessment.

4.1 Illness/ Misadventure Flow chart

If you are studying a Stage 6 course and are absent due to illness or misadventure on the day an assessment task is scheduled or due, follow and complete this process within 2 school days of the due date of the assessment task. This process is mandatory for students undertaking Stage 6 courses.

Phonecall/email: You or your parents/carers should notify the Deputy Principal on the day of the missed assessment task by making a phone call to the school on (02 9874 6544

Download, print and complete the Illness/Misadventure Application and the Marsden High School Medical Certificate on the same day as the missed task: Print the Illness/Misadventure Application from the Student Portal by clicking on the clicking on the Illness/Misadventure Application file. Take this to the relevant professional authority to complete all relevant sections of the application on the same day of your missed assessment task. The application consists of two pages

Attach Evidence: You must attach evidence that covers the day of the assessment task and all other absences until the task is completed. Pay close attention to all instructions on the two pages of the Illness/Misadventure Application. Submitting incomplete forms will jeopardise the applications's success.

Return to school with completed application: You must attend school on the first day not covered by independent evidence. present the completed Illness/Misadventure Application, with supporting evident, to the Deputy Principal with 3 school days of the due date of the assessment task or on the first day of your return to school before 3pm (if not within 2 school days

4.2 Absence Due To Illness Or Misadventure

Please note the following:

Illness or injury - refers to illness or physical injuries suffered directly by the student which allegedly affected their performance in the assessment task (e.g. influenza, an asthma attack, a cut hand);

Misadventure - refers to any other event beyond the student's control which allegedly affected their performance in the assessment task (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood). You cannot submit an application on the basis of - misreading the exam timetables, misreading exam instructions, loss of study time, difficulties in preparation or loss of preparation time unless there are **exceptional circumstances**.

It is the student's responsibility to perform/submit all tasks which are part of the assessment program. Assessment tasks must be submitted by the due date or performed at the specified time. Should a task be submitted or performed late, without first gaining an extension from the HSC Deputy Principal, then a mark of **ZERO** will be awarded. If an extension has been granted there is no mark penalty.

Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** (and only after consultation with the HSC Deputy Principal or relevant Head Teacher).

Students are advised to complete all assessment tasks to the best of their ability if it is at all possible and to advise the HSC Deputy **IMMEDIATELY** if circumstances will prevent them from doing so. Students who are absent on the due date for the submission of an assessment task, or who are absent on the day of an assessment task, must submit an Illness and Misadventure form (see Appendices) to the HSC Deputy Principal. A student may also submit an Illness and Misadventure form to the HSC Deputy Principal or relevant Head Teacher if they believe that **exceptional circumstances** leading up to the task, or on the day of the task, adversely affected their performance in that task.

A judgement regarding the missed assessment, will be made by the Head Teacher of the subject who will complete the Head Teacher section of the form. The student will be informed of this decision within 3 school days of the lodgement of the ***Illness/Misadventure Application Form***. This will indicate whether the student should submit the task at another date, be given an estimate, a substitute task or awarded zero (0) marks.

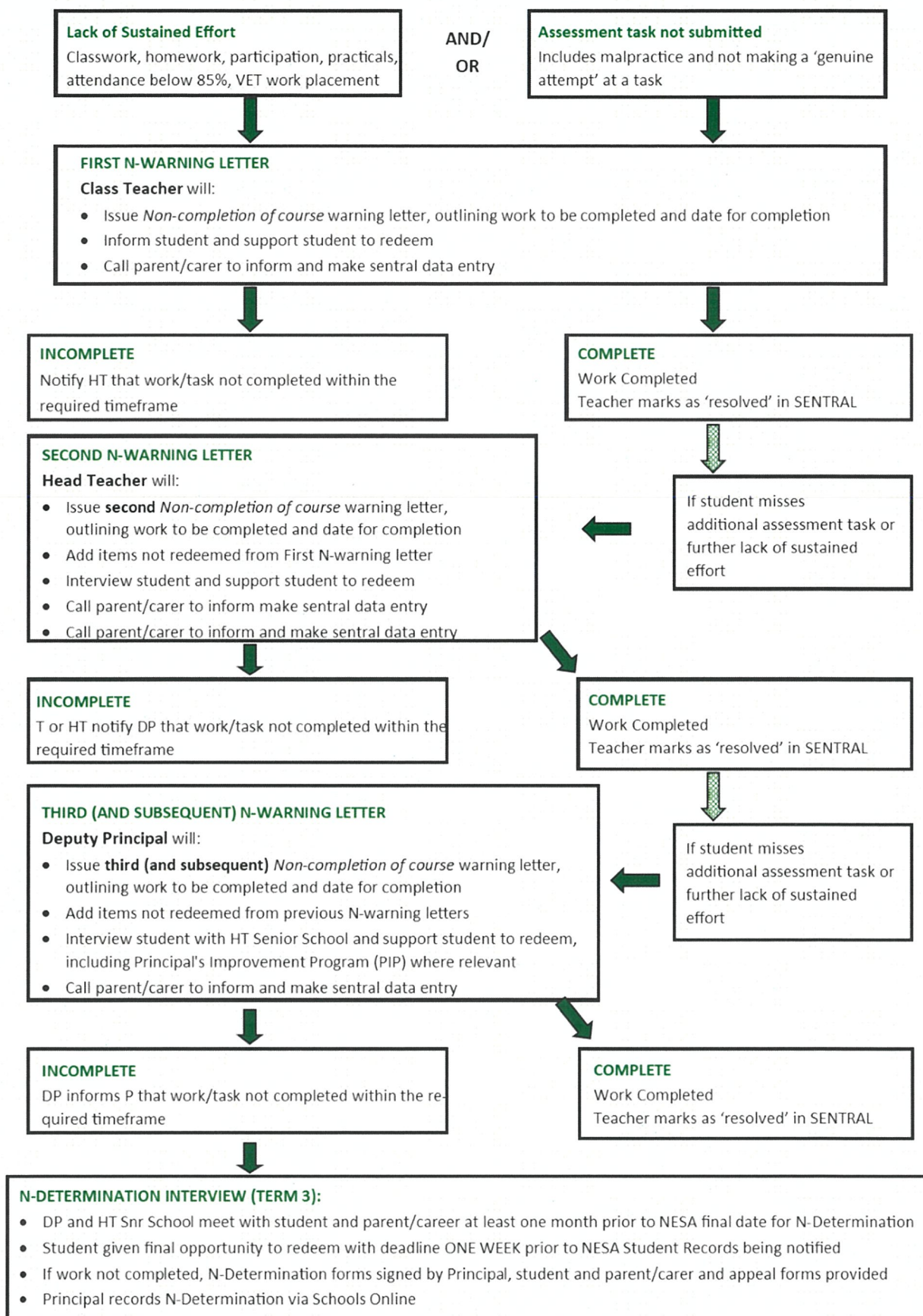
A student will be able to submit an assessment on the day that he/she returns to school, **ONLY** if this was the negotiated agreement when the absence was notified to the Head Teacher and Deputy Principal. If an extension of time is granted this will be clearly stated on the ***Illness/Misadventure Application Form***. Any extension of time granted will not exceed the period of absence.

Where there is **no valid reason** or the procedures have not been followed for non-completion of an assessment task, **a mark of zero** will be recorded for that task. If this occurs the student's parents/carers will be informed, with a *N Warning Letter* for 'non-completion of a task' being issued to the student and a copy sent to the parents/carers. Students will be given two weeks to complete the task so as to avoid further 'non-completion' warnings.

In following these procedures, the school can best support you to complete the task without incurring any penalties and be fair to all students.



N-DETERMINATION FLOWCHART



- Student to complete this cover sheet securely attached to the front of every assessment task.
- Students to sign and date. Fill out the bottom section to obtain teacher signature.
- Students to retain the bottom slip after obtaining teacher signature and date.

Submission of Assessment Material

NAME: _____

COURSE: _____

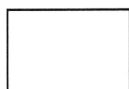
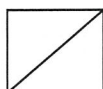
TEACHER: _____

CLASS: _____

ASSESSMENT TASK # ____:

DATE DUE: _____

MARK/GRADE:



COMMENTS:

DECLARATION

I declare that the material submitted is all my own work and acknowledge that plagiarism or cheating will incur zero marks and may jeopardise course requirements.

Student's Signature

Date

RECEIPT OF ASSESSMENT MATERIAL

STUDENT'S COPY

NAME: _____

CLASS: _____

ASSESSMENT TASK # ____

SIGNATURE OF TEACHER: _____

DATE: _____



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Illness/Misadventure Application

This form must be used for all Illness/Misadventure Applications.

Applications to be handed to the relevant Head Teacher no later than 2 school days after the task.

Student Name: _____ Date: _____

Course: _____ HSC or Prelim

Date of Task: _____ Task attempted: (circle one) Yes/No

Name of Task: _____ Teacher's Name: _____

What is the reason for this application?

- ☐ Illness (complete form A)
- ☐ Misadventure (complete form B)

Student statement outlining details of impact on performance: (Describe how illness or unforeseen misadventure affected your performance or prevented your attendance)

- Supporting evidence attached. (e.g. MHS Doctors Certificate) (circle one) Yes/No
- Did you have Disability Provisions? Yes/No
- Did you notify Marsden High School on the day that you missed the task? Yes/No

Head Teacher Signature _____
(HT no later than 2 school days after the task)

Date: _____

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

Entered on Sentral ☐

Original to: ☐ Student File in Front Office



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Other Evidence of Misadventure

This form should be completed by a student who has experienced an unexpected circumstance that has led to absence from an assessment or believes that circumstances immediately prior or during examination have led to a diminished result. E.g. Death in the family.

Student name:	
Date of misadventure:	
Please describe in your own words, the misadventure that has been experienced. Include as much detail about the circumstances, answering the questions: what, where, how, and why the event or situation (as per prompts below) has affected their assessment performance or ability to complete.	
What happened?	
Where and when did it occur?	
How did this impact your ability to complete the task?	
Student's Signature:	
Parent's signature:	



MARSDEN HIGH SCHOOL Form A – Medical Certificate

This side of the form can be used to support Illness/Misadventure Applications.

To be completed by a health professional or other professional who is not related to you

The school requires a student to notify their doctor that they are using this medical certificate to claim illness or misadventure for a scheduled assessment task or requesting time off school immediately before an assessment task. If your stamp, including provider number, is not used on this certificate, your practice may be contacted to verify its validity.

Doctor's Name/Stamp: _____ **Date:** _____

Address: _____

I, _____ a legally qualified medical practitioner certify that on the above date, I examined _____ (Patient's Name)

The patient is suffering from: _____

The patient is suffering from a medical condition of a confidential nature. ☐

(Diagnosis provided with patient's consent where possible)

In my opinion this condition will affect the completion of the following: (please tick)

	In a minor way	Moderately	Severely
Class attendance			
Written Assignments			
Practical Assignments			
Private Study			

For the period/...../20..... to/...../20.....

Examinations: I certify that the student is medically unfit to sit for examination/s on:

Other remarks:

Signature of Medical Practitioner:

Place Stamp here

A Glossary of Key Words

Syllabus outcomes, objectives, tests and assessment tasks have keywords that state what students are expected to be able to do.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically analyse/evaluate	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to analysis/evaluation
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details

Extrapolate	Infer from what is known
Assessment Support D	
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express concisely, the relevant details
Synthesise	Putting together various elements to make a whole

4. Stage 5 - Year 10 2025 Assessment Schedules

4.1 – Child Studies

Task number	Task 1	Task 2	Task 3	Task 4
Task Type	Resource package to support a family with diverse needs.	lesson plan Creation and execution	Child Development Presentation	Research project
Syllabus Topic	Diverse Needs of Children	The influence of Culture on the Health and Well Being of Children	Media and Technology in Childhood Aboriginal Cultures and Childhood	Childcare Services in the Community
Timing	Term 1 Week 6	Term 2 Week 6	Term 3 Week 6	Term 4 Week 6
Outcomes assessed	CS5-8 CS5-9	CS5-2 CS5-11	CS5-3 CS5-4	CS5-7 CS5-10
Weighting %	25	25	25	25

4.2 – Chinese

Task number	Task 1	Task 2	Task 3	Task 4
Task Type	Topic Test	Written Examination	Speaking	Yearly Examination
Syllabus Topic	Culture	School Life	Daily Life	Friends and Recreation
Timing	Term 1 Week 9	Term 2 Week 5	Term 3 Week 6	Term 4 Week 4/5 TBC
Outcomes assessed	ML5-UND-01, ML5-CRT-01	ML5-INT-01, ML5-UND-01, ML5-CRT-01	ML5-UND-01, ML5-INT-01	ML5-INT-01, ML5-UND-01, ML5-CRT-01
Weighting %	20	30	20	30

4.3 - Drama

Task number	Task 1	Task 2	Task 3	Task 4
Task Type	Greek Theatre Performance Logbook Knowledge Exam	Monologue Performance Logbook Essay	Scripted Scene Performance Self & Peer Evaluation	Group Performance Logbook Rationale
Syllabus Topic	Greek Theatre	Realism - Stanislavski	Political Theatre	Play building Political Theatre
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Week 6	Term 4 Week 4
Outcomes assessed	5.1.4, 5.2.3, 5.3.2	5.1.1, 5.2.1, 5.3.1	5.1.3, 5.2.2, 5.3.3	5.1.2, 5.2.3, 5.3.3
Weighting %	25	25	20	30

4.4 - EAL/D Elective

Task number	Task 1	Task 2	Task 3	Task 4
Task Type	Book Bento Box	Extended writing task	Multimodal presentation	Yearly examination
Syllabus Topic	Fiction for fluency	Critical thinking and expression	Communication in a range of modes	Aboriginal and Torres Strait Islander perspectives
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9	Term 4 Week 3
Outcomes assessed	EN5-RVL-01 EN5-URA-01 EN5-URB-01	EN5-URA-01 EN5-ECA-01 EN5-ECB-01	EN5-URC-01 EN5-URA-01 EN5-ECB-01	EN5-URB-01 EN5-ECA-01
Weighting %	20	30	30	20

4.5 - Elective History

Task number	Task 1	Task 2	Task 3	Task 4
Task Type	Source Analysis	National History Challenge	Assassinations Freeze Frame	Yearly Exam
Syllabus Topic	Ancient Greece	Conflict and Resolution	Assassinations	Term 4 Topic TBC
Timing	Term 1 Week 10	Term 2 Week 8	Term 3 Week 7	Term 4 Week 4
Outcomes assessed	HTE5-1, HTE5-6, HTE-8	HTE5-2, HTE5-3, HTE5-4, HTE5-9	HTE5-4, HTE5-7, HTE5-10	HTE5-3, HTE5-5, HTE5-10
Weighting %	25	30	25	20

4.6 - Engineering

Task number	Task 1	Task 2	Task 3	Task 4
Task Type	Windmill Design Portfolio	Windmill Practical Project	Explorer Vehicle Portfolio and Practical	Yearly Exam
Syllabus Topic	Alternative Energy	Alternative Energy	Control Systems	Alternative Energy and Control Systems
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	Term 4 TBA
Outcomes assessed	IND5-1, IND5-2, IND5-5	IND5-3, IND5-6, IND5-9	IND5-7, IND5-8	IND5-9, IND5-10
Weighting %	25	25	25	25

4.7 - English

Task number	Task 1	Task 2	Task 3
Task Type	In-Class Extended Response	Imaginative Response	Skills Based Examination
Syllabus Topic	Voices for Change: The Power of Persuasive Speech	Shakespeare on Trial: Defending or Condemning the Characters	General Skills Examination
Timing	Term 1 Week 9	Term 3 Week 9	Term 4 Week 3/4 (TBC)
Outcomes assessed	EN5-RVL-01 EN5-URA-01 EN5-ECA-01	EN5-RVL-01 EN5-URA-01 EN5-ECB-01	EN5-RVL-01 EN5-URA-01 EN5-URC-01 EN5-ECA-01
Weighting %	N/A	N/A	N/A

Please note: No weighting required by NESA

4.8 - Fashion

Task number	Task 1	Task 2	Task 3	Task 4
Task Type	Pyjama Party Project and Portfolio	Skills Sampler	Practical Project and Portfolio	Yearly Examination
Syllabus Topic	Design	Properties and Performance of Textiles	Project Work	Properties and Performance of Textiles, Textiles and Society
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	Term 4 TBA
Outcomes assessed	TEX5-3, TEX5-4	TEX5-5, TEX5-9, TEX5-10	TEX5-11, TEX5-12	TEX5-1, TEX5-2, TEX5-6
Weighting %	25	25	25	25

4.9 - Food Technology

Task number	Task 1	Task 2	Task 3	Task 4
Task Type	Design Portfolio and Practical	Written Report and Oral Presentation	New Movie Food Product	Yearly Exam
Syllabus Topic	Food Trends	Food Equity	Food Product Development	Food Service and Catering
Timing	Term 1 Week 11	Term 2 Week 2	Term 3 Week 10	Term 4 – TBC
Outcomes assessed	FT5-1, FT5-2, FT5-11	FT5-6, FT5-7, FT5-8, FT5-9	FT5-6, FT5-7, FT5-12	FT 5-3, FT5-4, FT5-13
Weighting %	25	25	25	25

4.10 - Geography

Task number	Task 1	Task 2
Task Type	Research and Hand in Report	Yearly Examination
Syllabus Topic	Environmental Change and Management	Environmental change and management Human Wellbeing Geographical tools/skills
Timing	Term 3 Week 9	Term 4 Week 3 / 4
Outcomes assessed	GE5-5, GE5-7, GE5-8	GE5-2, GE5-3, GE5-4, GE5-5, GE5-7
Weighting %	40	60

4.11 - History

Task number	Task 1	Task 2
Task Type	Source Analysis	Research & Inquiry
Syllabus Topic	Changing Rights & Freedoms	Migration Experiences
Timing	Term 1 Week 9	Term 2 Week 8
Outcomes assessed	AH11- 6, AH11-7, AH11- 10	AH11- 1, AH11-5, AH11-7, AH11-9
Weighting %	50	50

4.12 - International Studies

Task number	Task 1	Task 2	Task 3
Task Type	Event analysis	Group Task	Group Task
Syllabus Topic	International Studies Core	Elective - Student choice	Elective - Student choice
Timing	Term 2 Week 8	Term 3 Week 8	Term 4 Week 3
Outcomes assessed	IS5-1, IS5-4, IS5-9, IS5-12	IS5-2, IS5-3, IS5- 4, IS5-12	IS5-2, IS5-3, IS5- 4, IS5-12
Weighting %	50	25	25

4.13 - Japanese

Task number	Task 1	Task 2	Task 3	Task 4
Task Type	Topic Test	Written Examination	Speaking	Yearly Examination
Syllabus Topic	School Life	Hobbies	Daily Life	Friends and Recreation
Timing	Term 1 Week 9	Term 2 Week 5	Term 3 Week 6	Term 4 Week 4/5 TBC
Outcomes assessed	ML5-UND-01, ML5-CRT-01	ML5-INT-01, ML5-UND-01, ML5-CRT-01	ML5-UND-01, ML5-INT-01	ML5-INT-01, ML5-UND-01, ML5-CRT-01
Weighting %	20	30	20	30

4.14 - Korean

Task number	Task 1	Task 2	Task 3	Task 4
Task Type	Research Task	Written Examination	Speaking	Yearly Examination
Syllabus Topic	Culture	Hobbies	Daily Life	Friends and Recreation
Timing	Term 1 Week 9	Term 2 Week 5	Term 3 Week 6	Term 4 Week 4/5 TBC
Outcomes assessed	ML5-INT-01, ML5-UND01, ML5-CRT-01	ML5-UND-01, ML5-CRT-01	ML5-UND-01, ML5-INT-01	ML5-UND-01, ML5-CRT-01
Weighting %	20	30	20	30

4.15 - Mathematics

Task number	Task 1	Task 2	Task 3	Task 4
Task Type	In Class Test	In Class Test	In Class Test	Yearly Examination
Syllabus Topic	Algebra	Trigonometry and Probability	Measurement, Indices	All Topics
Timing	Term 1 Week 8	Term 2 Week 7	Term 3 Week 6	Term 4 Week 3/4
Outcomes assessed	MA0-WM-01 MA5-EQU-P01, C01 MA5-LIN-P01, C01	MA0-WM-01 MA5-TRG-P01, P02, C01 MA5-PRO-P01, C01	MA0-WM-01 MA5-IND-P01, C01 MA5-ARE/VOL-P01, C01	All Outcomes
Weighting %	25	25	25	25

4.16 - Multimedia

Task number	Task 1	Task 2	Task 3	Task 4
Task Type	Adobe Premiere Storyboard	Adobe Premiere Documentary	Game Project	Yearly Examination
Syllabus Topic	Video Production	Video Production	Games and Simulations	Video Production, Games and Simulations
Timing	Term 1 Week 11	Term 2 Week 8	Term 3 Week 10	Term 4 TBC
Outcomes assessed	IND5.1, IND5-2, IND5-6	IND5-4, IND5-5, IND5-7	IND5-6, IND5-3	IND5-8, IND5-9, IND5-10
Weighting %	10	30	30	30

4.17 - Music

Task number	Task 1	Task 2	Task 3	Task 4
Task Type	Performance	Composition and Diary	Viva Voce	Yearly Examination
Syllabus Topic	Small Ensembles	Notation and Arranging	Stylistic Interpretation	Concepts of Music
Timing	Term 1 Week 11	Term 2 Week 10	Term 3 Week 8	Term 4 Week 3-4
Outcomes assessed	5.1, 5.3, 5.12	5.5, 5.6, 5.7	5.11, 5.9	5.7, 5.8
Weighting %	40	20	20	20

4.18 – Personal Development, Health and Physical Education

Task number	Task 1	Task 2	Task 3	Task 4
Task Type	Movement and performance skill assessment	Presentation/ infographic	Health Advocacy & Awareness Campaign	Yearly Exam
Syllabus Topic	Fitness testing/ Modified Net/Court Games	Respectful relationships; Identity, belonging and change	Challenges and solutions	Respectful relationships; Identity, belonging and change Challenges and solutions Health and wellbeing through physical activity; Safe, active and healthy lifestyle choices
Timing	Term 1 Week 6	Term 1 Week 8	Term 1 Week 8	T4- Week 4/5 (TBC)
Outcomes assessed	PD 5.4, PD 5.5, PD 5.7	PH5-SMI-01, PH5-RRL-01, PH5-IBC-01	PH5-SMI-01, PH5-SHW-01, PH5-IBC-01	PH5-SMI-01, PH5-RRL-01, PH5-IBC-01 PH5-SMI-01, PH5-SHW-01, PH5-IBC-01
Weighting %	25	25	25	25

4.19 - Physical Activity & Sports Studies (Pass)

Task number	Task 1	Task 2	Task 3	Task 4
Task Type	Information Report	Practical skills assessment	Multi task selection Presentation	Practical assessment / tech evaluation
Syllabus Topic	Australian Sporting Identity	Modified games skills assessment	Olympics Unleashed	Technology and Performance
Timing	Term 1 Week 6	Term 2 Week 6	Term 3 Week 6	Term 4 Week 6
Outcomes assessed	PASS 5-3 5-4 5-10	PASS5-4 5-5 5-7	PASS 5-5 5-7 5-8 5-10	ASS 5-6 5-7 5-10
Weighting %	25	25	25	25

4.20 - Photography & Digital Imaging (Pdi)

Task number	Task 1	Task 2	Task 3	Task 4
Task Type	PDM Making a) Portfolio of Work PDM Criticism and History B) Research Task	PDM Making a) Portfolio of Work PDM Criticism and History B) Research Task	PDM Making Portfolio of Work	Yearly Examination PDM Criticism and History
Syllabus Topic	Composition Techniques	Contemporary Society Issues	Darkroom Practices	Surrealist Photographers
Timing	Term 2 Week 3	Term 3 Week 5	Term 4 Week 1	Term 4 Week 3 / 4
Outcomes assessed	5.1, 5.3, 5.6, 5.7	5.2, 5.5, 5.4,	5.1, 5.6	5.8, 5.9, 5.10
Weighting %	40	40	10	10

4.21 - Science

Task number	Task 1	Task 2	Task 3	Task 4
Task Type	Open ended investigation	Skills Task	Research task	Yearly Exam
Syllabus Topic	Physical world	Physical world Chemical World	Biological world	Physical World, Chemical World, Biological World & Earth and Space
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Week 8	T4- Week 4/5 (as per the exam timetable)
Outcomes assessed	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS	SC5-7WS, SC-8WS, SC-9WS	SC5-7WS, SC5-9WS, SC5-10PW	SC5-10PW & SC5-11PW SC5-16CW & SC5-17CW SC5-14LW & SC5-15LW SC5-12ES1 & SC5-12ES2
Weighting %	25	25	25	25

4.22 Timber

Task number	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
Task Type	CAD Drawing	Portfolio	Tool Carry	CAD Drawing	Portfolio	Folding Stool
Syllabus Topic	Communication, Links to Industry	Tools and equipment, Societal and environmental Impact	WHS, Design, Materials, Techniques	Communication, Links to Industry	Tools and equipment, Societal and environmental Impact	WHS, Design, Materials, Techniques
Timing	Term1 Week 8	Term 2 Week 4	Term 2 Week 10	Term 3 Week 8	Term 4 Week 1	Term 4 Week 5
Outcomes assessed	IND5-6, IND5-9	IND5-3, IND5-10	IND5-1, IND5-2, IND5-4, IND5-7	IND5-6, IND5-9	IND5-3, IND5-10	IND5-1, IND5-2, IND5-4, IND5-7
Weighting %	10	10	30	10	10	30

4.23 - Visual Arts

Task number	Task 1	Task 2	Task 3	Task 4
Task Type	Body of Work 1- Perspective 20% 1b - Research Task: Perspective 10%	Body of Work 2 – Surrealism 20% 2b- Research Task: Sweeney 10%	Body of Work 3 – Habitat 20% 3b - Research Task: Aquilizan 10%	Yearly Examination
Syllabus Topic	Artmaking/Art Criticism and Art History	Artmaking/Art Criticism and Art History	Artmaking/Art Criticism and Art History	Art Criticism and Art History
Timing	Term 1 Week 10	Term 2 Week 8	Term 3 Week 9	Term 4 Week 3/4
Outcomes assessed	5.1, 5.4, 5.6, 5.7	5.1, 5.3, 5.5, 5.9	5.1, 5.2, 5.4, 5.8	5.7, 5.8, 5.9, 5.10
Weighting %	30	30	30	10

The dates listed here may be subject to change according to timetable variations and school events

Year 10 Assessment Calendar

Term 1 2025	
Week	Course
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	Child Studies PASS PDHPE
Week 7	
Week 8	Mathematics Timber
Week 9	Chinese English History Japanese Korean
Week 10	Drama EAL/D Elective Fashion
Week 10	Elective History Engineering Food Tech Multimedia Music Science Visual Arts

Year 10 Assessment Calendar

Term 2 2025	
Week	Course
Week 1	
Week 2	Food Tech
Week 3	PDI
Week 4	Timber
Week 5	Chinese Japanese Korean
Week 6	Child Studies PASS
Week 7	Mathematics
Week 8	Elective History History International Studies Multimedia Visual Arts
Week 9	Drama Science
Week 10	EAL/D Elective Engineering Fashion Music Timber

Year 10 Assessment Calendar

Term 3 2025	
Week	Course
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	PDI
Week 6	Child Studies Chinese Drama Japanese Korean Mathematics PASS
Week 7	Elective History
Week 8	International Studies Music Science Timber
Week 9	EAL/D Elective English Geography Visual Arts
Week 10	Engineering Fashion Food Tech Multimedia

Year 10 Assessment Calendar

Term 4 2025	
Week	Course
Week 1	PDI Timber
Week 2	
Week 3	EAL/D Elective International Studies
Week 4	Drama Elective History
Week 5	Timber
Week 6	Child Studies PASS
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	

