



**Year 10**  
**Assessment Booklet**  
**2025**

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# Welcome

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Year 10 marks the first of the years in which students can earn a leaving credential. This is the **Record of School Achievement (RoSA)**. Employers and the community in general expect all school leavers to present a record of school achievement from secondary school. It is, therefore, important for students to do their best in terms of a positive attitude towards their schoolwork, so that this record of achievement is one that students are proud of and truly reflects all they are capable of achieving.

This year will be a very important year for students as they are in Year 10 and **Year 10** requires a new level of maturity, responsibility, and a recognition that the junior years are about to be left behind. At the end of the year, students will be awarded a **Record of School Achievement (RoSA)**, which:

- indicates that you have **attended regularly** and satisfactorily studied the necessary subjects throughout Years 9 and 10; and
- lists all the subjects and courses studied and the level of achievement in each of these as an A, B, C, D, E, or N grading.

The aim of this booklet is to outline James Fallon High School's expectations of students in Year 10 and to provide important information about the various ways in which assessment takes place. Each subject has a published schedule of assessment tasks, which must be completed throughout the year for a grade to be awarded to a student.

Please take the time to read the information in this booklet closely, keep it in a safe place and think carefully about the expectations of you, now you are in Year 10.

This booklet is designed help you plan for assessment. Remember to put all the tasks that you have due on a calendar, so you do not forget when each one is due.

**Remember good grades do not just happen.  
They happen because of hard work and dedication!  
Best wishes for a successful year!**

Mr Guy Lewis

Deputy Principal

# General Guidelines

## Record of School Achievement

The NSW Education Standards Authority (NESA) will issue a NSW Record of School Achievement (RoSA) to students, if they have fulfilled the NSW Education Standards Authority and Department of Education and Training requirements.

The school ensures that each student studies, in Years 7-10, a pattern of courses, which meets NESA's requirements for the receipt of the Record of School Achievement.

To meet academic requirements students in Year 10 must have:

- **Followed** the course developed or endorsed by NESA
- **Applied** themselves with diligence and sustained effort to the set course work tasks and experiences provided in the course by the school, including homework
- **Achieved** some or all of the course outcomes as demonstrated in assessment tasks, practical requirements and assigned work; and
- **Maintained** a satisfactory level of class attendance. A student whose attendance affects their ability to demonstrate understanding of course outcomes, is at risk of not satisfactorily completing the course if they receive an N-determination in elective subjects. Students who are absent are required to make up work that was missed during absences. Teachers will use their professional judgement in determining whether the student is still at risk. Parents are responsible for explaining student absences. If they do not do this, the absence will be viewed as unexplained.

If attendance is less than 85% of available school time then a student will have difficulties achieving a reasonable range of outcomes for each course studied. Where a student's attendance and/or effort are unsatisfactory, parents will be notified.

## Pattern of Study

At James Fallon High School, the following courses are available for study by Year 10 students in 2025.

Year 10 Subjects Offered			
English	Mathematics	History	Science
PDHPE	Geography	Guidance	
<b>Elective Subjects as follows:</b>			
Physical Activity & Sports Studies	Commerce	Drama	Food Technology
Music	Photography & Digital Media	Careers	Industrial Technology Metal
Visual Art	Information Software Technology	Industrial Technology Timber	

## Course Performance Descriptors

In every course studied, a student will be issued an A – E grade based on the **common grade scale** and their performance in ongoing assessment tasks. Students are required to complete all the assessment tasks as indicated in the schedules for the award of the **RoSA**. Each course has its own course performance descriptors, but the following chart gives a general description of the student performance required for each grade.

A student's grade in each course will indicate the level of achievement and performance they have reached.

The assessment schedule for each course indicates the tasks, the outcomes assessed by that task and the task weightings (to indicate the relative contribution of each task).

Specific course related questions can be answered by faculty Head Teachers.

The following are the general course performance descriptors from the NSW Education Standards Authority:

Grade	General Performance Descriptors
<p style="text-align: center;"><b>A</b> <b>Outstanding achievement</b></p>	<p>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.</p>
<p style="text-align: center;"><b>B</b> <b>High achievement</b></p>	<p>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.</p>
<p style="text-align: center;"><b>C</b> <b>Sound achievement</b></p>	<p>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.</p>
<p style="text-align: center;"><b>D</b> <b>Basic achievement</b></p>	<p>The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.</p>
<p style="text-align: center;"><b>E</b> <b>Limited achievement</b></p>	<p>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.</p>

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# Year 10 Student Assessment and Reporting

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James Fallon High School has a policy of ongoing reporting and feedback. The aim of this is to ensure that assessment and reporting assists in the learning of our students by giving them timely and valuable feedback so that they can achieve their best.

The following is an outline of the roles and responsibilities of all stakeholders regarding assessment and reporting at James Fallon High School.

It is your responsibility to read this information carefully. The following points apply to all students studying any subject in any faculty at James Fallon High School.

For each course the principal will need to declare that a student has:

- followed an approved course of study
- applied themselves with diligence and sustained effort to the set course work tasks and experience; and
- participated in and achieved some or all of the course outcomes.

*Attendance at school and in classes is critical to a student achieving course outcomes.*

## **Student Responsibility**

Students will:

- Complete all tasks on time and to the best of their ability so that an accurate assessment of their learning can be made
- Utilise feedback to improve and enhance their learning opportunities; and
- Communicate with teachers to identify specific strategies to improve learning outcomes.

## **Teacher Responsibility**

Teachers will:

- Provide feedback that is inclusive of any formal assessment tasks and, in the absence of such tasks, communicate about any formative assessment (i.e. class work)
- Utilise the feedback proforma as a guideline to ensure consistency of teacher practice
- Adopt a professional tone when communicating with parents/carers/students
- Provide feedback to students within 2 weeks of completing the task
- Complete a 'check box' style report twice a year to provide feedback on learning habits and attitudes as well as providing an overall grade (see schedule)
- Be available at Parent-Teacher Interviews to provide further detail about each child to parents; and
- Issue written notification to parents regarding concerns in course achievement through NESAN warning letters, that identify the issue, actions required by the student and an alternative due date. (N.B. the new due date will be for the submission of work. This will not alter the "O" mark required but will allow achievement of outcomes.

### ***Year Adviser Responsibility***

Year Advisers will:

- Provide a written progress report at the end of the school year on each student (Term 4, Week 8).

### ***Head Teacher Responsibility***

Head Teachers will:

- Monitor the process; and
- Support teachers to complete their reports to parents.

### ***Parent/Carer Responsibility***

Parents/Carers will:

- Utilise the Parent Portal to stay informed about their child's learning
- Discuss student feedback with their child
- Communicate any concerns with the appropriate teachers; and
- Attend parent teacher interviews to discuss student progress.

### ***How Might Parents Assist?***

- Take an active interest in your child's homework and assessment tasks
- Support your child in setting aside time each day for them to complete set tasks and prepare for future ones
- Provide a dedicated place for homework and study if possible
- Communicate with teachers any concerns about the nature of tasks or your child's approach to homework and assessment tasks
- Encourage your children to read and take an interest in current events
- Alert the school, as early as possible, to any circumstances that may need to be taken into consideration when homework and assessment tasks are being set or marked; and
- Address any issues of concern identified on NESAs that are received and support them in resolving these as soon as possible.

If you have any questions about the information contained in this booklet, please contact the Head Teacher of the relevant faculty or the Deputy Principal of Year 10.



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# Assessments

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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; and
- Provides evidence that current understanding and skills are a suitable basis for future learning.

## **Each assessment task will:**

- 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; and
- Be part of an ongoing process where progress is monitored over time.

## **Notification of Assessment Tasks**

Students will receive a written notification of an assessment task no less than 10 school days in advance of the date that a particular task is scheduled.

Students will be notified in writing of the specific time and date that an assessment task will take place, as well as other details relating to the nature and logistics of the task.

That written notification may include:

- Sending an email
- Notification via Sentral
- Providing a hard copy of the notification; OR
- All the above.

## Submission

It is the responsibility of students to ensure that they complete assessment tasks at the scheduled time and date. Assessments may be required to be handed in, submitted via Sentral, or submitted digitally by a specified time. Notifications for each task will clearly outline the required means of submission.

When needing to be handed in, the process of this will be communicated via the assessment notification. If the teacher is absent or unavailable, tasks must be handed to the Head Teacher responsible for the course.

Tasks must never be left on a desk or table for collection by the teacher or handed to a casual teacher. They must be collected by the teacher and students must sign to reflect that they have been handed in. Tasks submitted online will be date and time stamped to ensure processes are followed.

Assessment task submission and or completion takes priority over school events such as: excursions, sporting or school representation and VET work placements that fall outside of the defined work placement periods. It is the student's responsibility to bring to the attention of their class teacher any impending conflicts. This is clearly stated in the Additional Information section on every assessment task notification.

Tasks submitted after the due date without a successful Illness/Misadventure Form will receive an automatic zero mark.

## Late or Non-Submission of tasks

If a student fails to complete a task specified in the assessment program without a valid reason (e.g. illness), the student can be issued with a **zero mark**.

If tasks prepared at home are not submitted by the time stipulated on the notification, they will be regarded as late unless an Illness/Misadventure Form which supports this evidence is submitted. Late submission will result in a **zero mark** being awarded for the task.

Failure of technology on the due date will not be accepted as a valid reason for late submission.

Students are expected to make a serious attempt at assessment tasks when submitting late in order to demonstrate achievement of outcomes, a NESA and ROSA requirement for course completion. Failure of technology on the due date will not be accepted as a valid reason for late submission.

Students who are absent from an assessment task or who fail to complete a task by the due date are ineligible for the award of a grade for that task. Extensions may only be granted where there is a legitimate reason for absence approved by the Deputy Principal or Principal.

This will only occur following the Illness/Misadventure process.

## Variation of Assessment

Students absent (due to illness or approved leave such as work placement or other school business) from school on the day an assessment task, test or examination is due, must complete and submit an Illness/Misadventure Process Form on the day of return to school. The Illness/Misadventure Form may be lodged with either their Class Teacher or the Head Teacher of the faculty.

In exceptional\* circumstances (e.g. where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the principal should authorise the use of an estimate based on other appropriate evidence.

If the student is absent due to illness, evidence of the illness on that date must be provided. When the student knows ahead of time that they will be absent for an assessment task they should advise the class teacher or Head Teacher prior to the date to complete the task at an agreed time. Where possible, this should be made at least two weeks before the assessment is due.

Despite the outcome of an Illness/Misadventure process, all students will be required to complete scheduled assessment tasks, at times these tasks may be altered to the original assessment task set. Students will complete a similar task to the one set for the assessment they have missed, however it will be in the same mode to ensure **student equity**.

*\*The following circumstances will generally be recognised as **exceptional** and may support your variation:*

- *Where you have more than three (3) assessment tasks due in a particular week and you provide 10 school days' notice before the relevant week of that fact to the Deputy Principal; and*
- *Where you have a serious and continuing medical condition which is supported by a doctor's certificate and such documentation is submitted to the Deputy Principal.*

*The following circumstances will generally **NOT** be recognised as **exceptional**:*

- *Extra-curricular activities*
- *Paid employment commitments*
- *Attending or preparing to attend recreational activities such as music concerts and the Albury Gold Cup*
- *Holidays*
- *"Technological" breakdown: Printer failures, ink cartridge malfunctions, USB problems, inability to convert files, incompatible versions of word processing software, undeliverable email messages and other such reasons will **NOT** be accepted as exceptional circumstances*
- *Technology problems are simply **NOT** grounds for a legitimate variation or extension of time; and*
- *One or two days of illness during the two weeks leading up to the task.*

It is the responsibility of the students to obtain, complete and submit the Illness/Misadventure applications.

## Marking of Assessment Tasks

Assessment tasks should be marked and returned to students within a two-week period. Meaningful feedback about what they have demonstrated and what they need to do in order to improve their performance needs to be given to students as well as their rank and grade for the task.

# Illness and Misadventure Application

~ Request for Extension and/or Consideration Due to Illness or Misadventure ~

<b>Students are to fill in the form and take to the classroom teacher</b>		
Student Name:	Assessment Year:	
Teacher Name:	Course:	
Task Number and Name:	Date of Assessment Task:	
Nature of Task (please tick):		
<input type="checkbox"/> Examination	<input type="checkbox"/> Portfolio	<input type="checkbox"/> Written Task
<input type="checkbox"/> Performance	<input type="checkbox"/> Research Activity	<input type="checkbox"/> Speaking Task
<input type="checkbox"/> Assignment	<input type="checkbox"/> Practical Task	<input type="checkbox"/> Field Work
<input type="checkbox"/> Listening Task		
Reason for requested variation:		
.....		
.....		
.....		
Impact on task:		
.....		
.....		
.....		
Supporting documentation for medical/other reason has been provided to Deputy Principal:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Signature of Student:	Date:	

<b>Classroom Teacher Comment</b>	
.....	
.....	
.....	
Signature of Classroom Teacher:	Date:

**To be either: a) Completed by Head Teacher, OR  
b) Initiated by Deputy Principal in the event of student absence on due date of task.**

Date received:	Time received:
----------------	----------------

Faculty Head Teacher Recommendation (please tick):

- Sit or submit the task without penalty
- Complete an alternative task
- Approve an extension without penalty
- No extension granted
- No marks to be awarded
- Other

Additional Information:

.....

.....

.....

.....

Class Teacher:	Class Teacher Notified	Yes <input type="checkbox"/>
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Head Teacher Name:	Signature:
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**To be completed by Deputy Principal**

Date received:	Evidence presented:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Decision:

.....

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Exam organiser notified where applicable	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Deputy Principal Name:	Signature:
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# Life Skills Assessment

Each student undertaking a Life Skills course will study selected outcomes and content.

What evidence learning is required?

- Students will be assessed in relation to the selected Life Skills outcomes
- Strategies for students undertaking Life Skills outcomes and content will be specific for individual students

How will evidence be gathered?

- Strategies for gathering evidence of learning in relation to Life Skills outcomes may include: Observations, of physical responses, engagement in teaching and learning, performance in practical activities, participation in group work, written responses, such as diary entries, oral reports and presentations, visual displays, eg. collage, sketching/graphic communication

How will outcomes be demonstrated?

- Content and learning experiences
- Instruction, teaching and learning experiences are planned to meet the individual student's appropriate outcomes. Whole class programs accommodate for the learning needs of all students

How will feedback be provided?

- Feedback to students
- The teacher provides appropriate feedback during and at the end of activities for individual students
- Example include oral, visual or tangible forms

Is there sufficient evidence of progression?

- Teachers reflect on student performance in relation to Life Skills outcomes
- Individual student outcomes need to be reviewed often to ensure maintenance and generalisation of knowledge understanding and skills across a range of environments

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# James Fallon High School Malpractice Policy\*

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*Malpractice is dishonest behaviour by a student that gives them unfair advantage over others.*

## 1. Honesty and Integrity

All James Fallon High School students must be entirely honest when completing all assessment tasks, exams and submitted works.

You are marked only on the quality and originality of the work you have produced yourself.

## 2. Always Acknowledge Your Sources

You must acknowledge any part of your work that was written, created, or developed by someone else. That includes any material from other sources like books, journals, electronic resources, and the internet.

There is no need to formally acknowledge material you have learned from your teacher in classes.

## 3. Understanding Malpractice

Cheating of any kind is unacceptable.

Behaving dishonestly to gain unfair advantage in assessments, exams, tests, and assignments is malpractice, or cheating.

Any form of malpractice, including plagiarism, is unacceptable and will be treated very seriously by the school and, where relevant, NESA.

Plagiarism is the act of claiming the ideas, writings, images, and other multimedia of others as one's own without crediting those sources. Plagiarism is academically dishonest and carries severe consequences at JFHS.

Malpractice includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as your own
- Using material directly from print or digital mediums without reference to the source
- Building on the ideas of another person without reference to the source
- Plagiarism such as buying, stealing, or borrowing another person's work and presenting it as your own
- Submitting work that another person, such as a parent, tutor, or subject expert, has contributed to substantially
- Using words, ideas, designs, or the work of others in practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material
- Breaching school examination rules

- Cheating in an in-class assessment/examination, including having access to mobile devices
- Using non-approved aids during an assessment task
- Providing false explanations to explain work not handed in by the due date; and
- Assisting another student to engage in malpractice.

## 4. Understanding Malpractice and Its Consequences

James Fallon High School treats malpractice and cheating allegations very seriously.

If a student is unsure whether they are acting appropriately and honestly in a task, assignment or exam, they should ASK a teacher to clarify the particular situation immediately.

If suspected of malpractice, you will need to show that all unacknowledged work is entirely your own.

Detected malpractice in any assessment task, quiz, test, exam or assignment will mean a mark of 'zero' for that task.

All students in Years 7-12 who knowingly engage in malpractice can expect the following consequences:

### **First Incident:**

- Interview with the appropriate Head Teacher
- Zero marks will be awarded, and student will be required to resubmit task
- Contact with parent/carer made by classroom teacher; and
- Recorded on school's welfare system and possible level move.

### **Second Incident:**

- Interview with the appropriate Head Teacher and Deputy Principal
- Zero marks will be awarded, and student will be required to resubmit task
- Contact with parent/carer made by Deputy Principal
- Formal caution of suspension; and
- Recorded on school's welfare system and moved to Red Level.

### **Third Incident:**

- Interview with the Deputy Principal and Principal
- Zero marks will be awarded, and student will be required to resubmit task
- Contact with parent/carer made by Deputy Principal or Principal
- Suspension; and
- Recorded on school's welfare system and moved to Blue Level.



## Accessing Support

There are many places to seek support at James Fallon High School if you need extra help.

Teachers understand the pressures of starting high school. If you are worried about classwork or assessment tasks, please speak with your teacher promptly. They can clarify expectations and tasks. Head Teachers are also available if you need further help.

### Staff Contacts

Principal	Mrs Parrett	<a href="mailto:jennifer.parrett@det.nsw.edu.au">jennifer.parrett@det.nsw.edu.au</a>
Deputy Principal	Mr Lewis	<a href="mailto:guy.lewis@det.nsw.edu.au">guy.lewis@det.nsw.edu.au</a>
Year Adviser	Mr Apps	<a href="mailto:stephen.apps@det.nsw.edu.au">stephen.apps@det.nsw.edu.au</a>
Learning Support	Mrs Snow	<a href="mailto:dianne.m.snow@det.nsw.edu.au">dianne.m.snow@det.nsw.edu.au</a>

### Learning and Support

There is a range of support provided for students of JFHS to achieve optimal educational outcomes. Our school uses learning programs and specialised staff where needed and we work in partnership with parents and carers to assist students who have special learning needs.

We have Learning and Support Teachers (LaST), Student Learning Support Officers (SLSO) and an EAL/D teacher. This team of people provide students and staff specialised support to enhance the learning opportunities of all students. We monitor each student's progress and provide additional learning support as required. Individual Learning/Education Plans are developed to cater specifically for individual needs and goals within the school setting.

Our school is committed to working with Aboriginal parents and community members in developing personalised plans for our Aboriginal students.

JFHS has a Learning Centre room centralising services, providing learning resources for staff and students, and enabling a wider range of student needs to be addressed.

### Library

Our librarian, Mrs Kane, has worked extremely hard to revitalise the library. There is always an amazing display for students to see and student work is proudly displayed throughout.

The library has an extensive collection of both fiction and non-fiction books and other educational resources such as audio-visual materials, DVD's and daily newspapers. The library is open before school, at recess/lunch breaks and for homework centre on Tuesday afternoons.

Students have access to tablets and printers/photocopier. The library is connected to the Internet & Intranet systems.

## Homework Centre

The Homework Centre operates in the library on:

- Monday afternoons for Years 10 - Year 12 from 3:15pm until 5:00pm
- Tuesday afternoons for Years 7 - Year 12 from 3:15pm until 5:00pm

We always have amazing staff on hand to assist students with homework, assessments, and classwork. We put on a delicious afternoon tea. Any students who may require transport assistance need to see Mrs Kane in the library for a permission note. All are welcome and we always look forward to seeing new faces.

## Counsellor

The counselling team at James Fallon are available to discuss any concerns that require more specialised support. You can self-refer, however a conversation with the Principal, Deputy or Wellbeing Head Teacher may speed up the referral process. Our counsellors can help with a range of concerns including, stress, anxiety and relationship issues with friends, family and others. Counsellor support can help you manage an issue that you felt was getting out of control. It can be challenging to accept this support, but it is often very worthwhile.

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## Mandatory Courses

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# English

## Assessment Schedule

	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	100%				
<b>UNIT OF WORK</b>		<b>Reimagining Regicide</b>	<b>The Poet's Perspective</b>	<b>The Novelist's Craft</b>	<b>Coming of Age</b>
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>					
<b>TYPE OF TASK</b>		<b>Essay</b>	<b>Writing Portfolio</b>	<b>Discursive response</b>	<b>Course examination</b>
<b>DATE ISSUED</b>					
<b>DATE DUE</b>					

## Outcome

A Student:

EN5-1A	A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN5-2A	A student effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
EN5-3B	A student selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
EN5-4B	A student effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
EN5-5C	A student thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
EN5-6C	A student investigates the relationships between and among texts
EN5-7D	A student understands and evaluates the diverse ways texts can represent personal and public worlds
EN5-8D	A student questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
EN5-9E	A student purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

# Mathematics

## Assessment Components

	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	100%				
<b>OUTCOMES TO BE ASSESSED</b>					
<b>TASK TYPE</b>		Topic Test	Topic Test	Common Test	Topic Test
<b>DATE ISSUED</b>					
<b>DATE DUE</b>					

## Outcomes

A Student:

MA 5.1-4NA	Solves financial problems involving earning, spending and investing money
MA 5.1-5NA	Operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA 5.1-6NA	Determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA 5.1-8MG	Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA 5.1-9MG	Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA 5.1-10MG	Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA 5.1-11MG	Describes and applies the properties of similar figures and scale drawings
MA 5.1-13SP	Calculates relative frequencies to estimate probabilities of simple and compound events
MA 5.2-6NA	Simplifies algebraic fractions, and expands and factorises quadratic expressions
MA 5.2-7NA	Applies index laws to operate with algebraic expressions involving integer indices
MA 5.2-8NA	Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA 5.2-9NA	Uses the gradient-intercept form to interpret and graph linear relationships
MA 5.2-11MG	Calculates the surface areas of right prisms, cylinders and related composite solids
MA 5.2-13MG	Applies trigonometry to solve problems, including problems involving bearings
MA 5.2-14MG	Calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA 5.3-5NA	Selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA 5.3-6NA	Performs operations with surds and indices
MA 5.3-7NA	Solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA 5.3-8NA	Uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
MA 5.3-15MG	Applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions

# Geography

## Assessment Schedule

	<b>SYLLABUS WEIGHTINGS</b>	<b>TASK 1</b>	<b>TASK 2</b>
<b>WEIGHT</b>	100%		
<b>OUTCOMES TO BE ASSESSED</b>			
<b>TASK TYPE</b>		<b>Presentation</b>	<b>End of Course Examination</b>
<b>DATE ISSUED</b>			
<b>DATE DUE</b>			

## Outcomes

A Student:

GE5-1	Explains the diverse features and characteristics of a range of places and environments
GE5-2	Explains processes and influences that form and transform 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

# History

## Assessment Schedule

	<b>SYLLABUS WEIGHTINGS</b>	<b>TASK 1</b>	<b>TASK 2</b>
<b>WEIGHT</b>	100%		
<b>PROPOSED OUTCOMES TO BE ASSESSED</b>			
<b>TASK TYPE</b>		<b>Research Essay</b>	<b>Source Analysis Test</b>
<b>DATE ISSUED</b>			
<b>DATE DUE</b>			

## Outcomes

A Student:

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
HT5-4	Explains and analyses the causes and effects of events and developments in the modern world and Australia
HT5-5	Identifies and evaluates the usefulness of sources in the historical inquiry process
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 about the past for different audiences

# Personal Development, Health and Physical Education

## Assessment Components

	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	100%				
<b>OUTCOMES TO BE ASSESSED</b>					
<b>TASK TYPE</b>		Hand In Task	Semester 1 Practical Units	Hand In Task	Semester 2 Practical Units
<b>DATE ISSUED</b>					
<b>DATE DUE</b>					

## Outcomes

A Student:

PD 5-1	Assesses their own and others' capacity to reflect on and respond positively to challenges
PD 5-4	Adapts movement skills to perform across a range of dynamic physical activity contexts
PD 5-5	Appraises and justifies choices of actions when solving complex movement challenges
PD 5-6	Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
PD 5-8	Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
PD 5-9	Assesses and applies self-management skills to effectively manage complex situations
PD 5-10	Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
PD 5-11	Refines and applies movement skills and concepts to perform movement



# Science

## Assessment Schedule

	<b>SYLLABUS WEIGHTINGS</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
<b>WEIGHT</b>	100 %				
<b>OUTCOMES TO BE ASSESSED</b>					
<b>TASK TYPE</b>		<b>Practical Skills</b>	<b>Data Analysis</b>	<b>VALID Examination</b>	<b>Depth Study</b>
<b>DATE ISSUED</b>					
<b>DATE DUE</b>					

## Outcomes

A Student:

SC 5-5WS	Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
SC 5-6WS	Undertakes first-hand investigations to collect valid and reliable data and information, individually
SC 5-7WS	Processes, analyses and evaluates data from first-hand investigations to develop evidence-based arguments and conclusions
SC 5-8WS	Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC 5-9WS	Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
SC 5-1VA	Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them

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## Elective Courses

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# Commerce

## Assessment Components

	<b>SYLLABUS WEIGHTINGS</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
<b>WEIGHT</b>	100%				
<b>OUTCOMES TO BE ASSESSED</b>					
<b>TASK TYPE</b>		<b>Market Day</b>	<b>Presentation</b>	<b>In-class Project</b>	<b>In-class Task</b>
<b>DATE ISSUED</b>					
<b>DATE DUE</b>					

## Outcomes

A Student:

COM5-1	Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
COM5-2	Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
COM5-3	Examines the role of law in society
COM5-4	Analyses key factors affecting decisions
COM5-5	Evaluates options for solving problems and issues
COM5-6	Develops and implements plans designed to achieve goals
COM5-7	Researches and assesses information using a variety of sources
COM5-8	Explains information using a variety of forms
COM5-9	Works independently and collaboratively to meet individual and collective goals within specified timeframes

# Drama

## Assessment Components

	<b>SYLLABUS WEIGHTINGS</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
<b>WEIGHT</b>	100%			
<b>OUTCOMES TO BE ASSESSED</b>				
<b>TASK TYPE</b>		<b>Shakespearean Drama</b>	<b>Approaches to Character</b>	<b>Film-Making and Acting for Screen</b>
<b>DATE ISSUED</b>				
<b>DATE DUE</b>				

## Outcomes

A Student:

5.1.1	Manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
5.1.2	Contributes, selects, develops and structures ideas in improvisation and play building
5.1.3	Devises, interprets and enacts drama using scripted and unscripted material or text
5.1.4	Explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies
5.2.1	Applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
5.2.2	Selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
5.2.3	Employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning
5.3.1	Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
5.3.2	Analyses the contemporary and historical contexts of drama
5.3.3	Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology

# Food Technology

## Assessment Components

	<b>SYLLABUS WEIGHTINGS</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
<b>WEIGHT</b>	100%				
<b>OUTCOMES TO BE ASSESSED</b>					
<b>TASK TYPE</b>		<b>Assignment</b>	<b>Presentation</b>	<b>Project</b>	<b>Practical</b>
<b>DATE ISSUED</b>					
<b>DATE DUE</b>					

## Outcomes

A Student:

FT 5 - 1	Demonstrates hygienic handling of food to ensure a safe and appealing product
FT 5 - 2	Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
FT 5 - 5	Applies appropriate methods of food processing, preparation and storage
FT 5 - 7	Justifies food choices by analysing the factors that influence eating habits
FT 5 - 8	Collects, evaluates and applies information from a variety of sources
FT 5 - 10	Selects and employs appropriate techniques and equipment for a variety of food-specific purposes
FT 5 - 12	Examines the relationship between food, technology and society
FT 5 - 13	Evaluates the impact of activities related to food on the individual, society and the environment

# Industrial Technology Metals

## Assessment Components

	<b>SYLLABUS WEIGHTINGS</b>	<b>TASK 1: Centre Punch</b>	<b>TASK 2: Theory Booklet</b>	<b>TASK 3: Major Project</b>	<b>TASK 4: Major Project Portfolio</b>
<b>WEIGHT</b>	100%				
<b>OUTCOMES TO BE ASSESSED</b>					
<b>TASK TYPE</b>		<b>Practical Assessment</b>	<b>Written Task</b>	<b>Practical Assessment</b>	<b>Written Assessment</b>
<b>DATE ISSUED</b>					
<b>DATE DUE</b>					

## Outcomes

A Student:

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

# Information and Software Technology (IST)

## Assessment Components

	<b>SYLLABUS WEIGHTINGS</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
<b>WEIGHT</b>	100%				
<b>OUTCOMES TO BE ASSESSED</b>					
<b>TASK TYPE</b>		<b>Practical and Associated Theory Assessment</b>	<b>Practical and Associated Theory Assessment</b>	<b>Practical and Associated Theory Assessment</b>	<b>Practical and Associated Theory Assessment</b>
<b>DATE ISSUED</b>					
<b>DATE DUE</b>					

## Outcomes

A Student:

5.1.1	Selects and justifies the application of appropriate software programs to a range of tasks
5.1.2	Selects, maintains and appropriately uses hardware for a range of tasks
5.2.1	Describes and applies problem-solving processes when creating solutions
5.2.2	Designs, produces and evaluates appropriate solutions to a range of challenging problems
5.2.3	Critically analyses decision-making processes in a range of information and software solutions
5.3.1	Justifies responsible practices and ethical use of information and software technology
5.4.1	Analyses the effects of past, current and emerging information and software technologies on the individual and society
5.5.3	Describes and compares key roles and responsibilities of people in the field of information and software technology

# Industrial Technology Timber

## Assessment Components

	<b>SYLLABUS WEIGHTINGS</b>	<b>TASK 1: Timber Stool Folio</b>	<b>TASK 2: Timber Stool</b>	<b>TASK 3: Major Project Folio</b>	<b>TASK 4: Major Project</b>
<b>WEIGHT</b>	100%				
<b>OUTCOMES TO BE ASSESSED</b>					
<b>TASK TYPE</b>		<b>Written Task</b>	<b>Practical Assessment</b>	<b>Written Task</b>	<b>Practical Assessment</b>
<b>DATE ISSUED</b>					
<b>DATE DUE</b>					

## Outcomes

A Student:

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



# Physical Activity and Sport Studies (PASS)

## Assessment Components

	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
		<b>Foundation of Physical Activity</b> Physical Fitness	<b>Enhancing Participation &amp; Performance</b> Coaching	<b>Physical &amp; Sport in Society</b> Australian Sporting Identity	Practical Application
<b>Knowledge &amp; Understanding</b>					
<b>Skills</b>					
<b>WEIGHT</b>	100%				
<b>OUTCOMES TO BE ASSESSED</b>					
<b>TASK TYPE</b>		<b>Fitness Programming</b>	<b>Coaching Session Peer Teach</b>	<b>Research Presentation</b>	<b>Participation &amp; skill development in practical lessons</b>
<b>DATE ISSUED</b>					
<b>DATE DUE</b>					

## Outcomes

A Student:

PASS 5-1	Discusses factors that limit and enhance the capacity to move and perform
PASS 5-2	Analyses the benefits of participation and performance in physical activity and sport
PASS 5-4	Analyses physical activity and sport from personal, social and cultural perspectives
PASS 5-5	Demonstrates actions and strategies that contribute to active participation and skilful performance
PASS 5-6	Evaluates the characteristics of participation and quality performance in physical activity and sport
PASS 5-7	Works collaboratively with others to enhance participation, enjoyment and performance
PASS 5-8	Displays management and planning skills to achieve personal and group goals
PASS 5-9	Performs movement skills with increasing proficiency
PASS 5-10	Analyses and appraises information, opinions and observations to inform physical activity and sport decisions

# Visual Art

## Assessment Components

	SYLLABUS WEIGHTINGS	TASK 1	TASK 2
<b>WEIGHT</b>	100%		
<b>OUTCOMES TO BE ASSESSED</b>			
<b>TASK TYPE</b>		<b>Practical:</b> Portfolio of Works (Drawing/Painting) 30%  <b>Critical Historical:</b> Essay 20%	<b>Practical:</b> Portfolio of Works (Ceramic/Sculpture) 30%  <b>Critical Historical:</b> Section One Response 20%
<b>DATE ISSUED</b>			
<b>DATE DUE</b>			

## Outcomes

A Student:

<b>Artmaking</b>	Practice	<b>5.1</b> Develops range and autonomy in selecting and applying Visual Arts conventions and procedures to make artworks
	Conceptual Framework	<b>5.2</b> Makes artworks informed by their understanding of the function of and relationships between the artist – artwork – world – audience
	Frames	<b>5.3</b> Investigates the world as a source of ideas, concepts and subject matter in the visual arts
	Representation	<b>5.4</b> Makes informed choices to develop and extend concepts and different meanings in their artworks
	Conceptual strength and meaning	<b>5.5</b> Demonstrates how the frames provide different interpretations of art
	Resolution	<b>5.6</b> Demonstrates how art criticism and art history construct meanings
<b>Critical and Historical Studies</b>	Practice	<b>5.7</b> Applies their understanding of aspects of practice to critical and historical interpretations of art
	Conceptual Framework	<b>5.8</b> Uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
	Frames	<b>5.9</b> Demonstrates how the frames provide different interpretations of art
	Representation	<b>5.10</b> Demonstrates how art criticism and art history construct meanings

Term 1 2025 Assessment Timeline		
Week Due		
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		
Week 9		
Week 10		
Week 11		

Term 2 2025 Assessment Timeline		
Week Due		
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		
Week 9		
Week 10		

Term 3 2025 Assessment Timeline		
Week Due		
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		
Week 9		
Week 10		

Term 4 2025 Assessment Timeline		
Week Due		
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		
Week 9		
Week 10		
Week 11		

Add 2025 calendar when available