



YEAR 10

# ASSESSMENT HANDBOOK

2025



*Live, Learn, Walk with Courage, Compassion and Stewardship*



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# 1 Formal assessment program introduction

This handbook has been developed to provide students and parents / carers with information regarding assessment for Year 10 courses.

## 1.1 Course completion criteria

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- (a) studied the course developed or endorsed by the NSW Education Standards Authority (NESA); and
- (b) applied themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school (this is explained in more detail below); and
- (c) achieved some or all of the course outcomes.

### 1.1.1 Successfully completing a course

Throughout the year staff at St Paul's will provide students with learning opportunities to allow them to successfully complete the requirements of each course. If a student experiences challenges in meeting these requirements, they will be given support and assistance to allow these challenges to be overcome. If the student does not heed the support and assistance provided, they may be issued an official Warning Letter. Note the school will work closely with the student to try and avoid this eventuating.

### 1.1.2 Completing assessment tasks

In every course it is expected that students will complete every learning activity, including assessment tasks, to the best of their ability and by the specified date and time. If a student fails to complete an assessment task specified in the assessment program without a valid and accepted reason, the parents / carers will be notified and assistance will be provided in supporting the student to complete the task. This may involve the student spending time after school hours to work on the task. This will allow them to demonstrate achievement of the outcomes assessed. In this situation:

- (a) An academic conference will be held between the student, teacher and Leader of Learning to support the student with their learning progress.
- (b) The parent / caregiver will be sent a non-completion of a task notification. If the student continues to not comply with assessment requirements, they may be issued an official warning letter.

## 1.2 What are the attendance requirements?

For the satisfactory completion of a course, a student's attendance at school is compulsory.

There are four main areas that need to be clarified with regard to absenteeism.

- (a) All absences must be supported by the parent or caregiver providing letter, email, phone call or notification via the Compass parent portal.
- (b) Where absence coincides with either:
  - (i) the due date of an assessment task, or
  - (ii) the date an assessment task is to be held; a medical certificate is required to substantiate the absence.
- (c) Where a student's pattern of attendance interferes with their engagement with a substantial number of course outcomes, the student's parents / caregivers will be contacted to assist them develop acceptable attendance patterns that ensure outcomes are satisfactorily met.
- (d) **Approved Leave:** This **may** be granted by the Principal. An *Exemption from Attendance Form* must be completed prior to the absence. However, this does NOT exempt a student from completing assessment tasks. An AIM form must be submitted if an assessment task is scheduled or due during the approved leave. This must take place before the leave is taken.

### **1.3 What happens if I am deemed to have not satisfactorily completed a course?**

If at any time it appears that a student is at risk of being awarded a non-completion of a course determination, the Principal must warn the student as soon as possible and advise the parent or caregiver in writing. This is a NESA requirement. The purpose of the warning letter is to formally acknowledge when a student has not satisfied the requirements of a course. The warning letter outlines the action required by the student to address the situation by a revised date. A sample copy of the warning letter is provided on the next page. If a student does not heed the warning letter and continues to not follow course requirements, then a further warning letter will be sent. If the student does not respond to the requirements of the warning letters the Principal will then award the student a non-completion award in that course if he/she does not follow the actions required to address the situation by the due date. This may jeopardise a student's eligibility for enrolment in Stage 6 courses.



<Insert date>

<Parent Address>

### OFFICIAL WARNING – Non-completion of a Stage 5 (Years 9 – 10) Course

Dear <Name of Parent / Caregiver>,

I am writing to advise you that your child, <Insert student name> is in danger of not meeting the requirements for satisfactory completion of the Stage 5 course in <Insert course name>. The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the <first/second/third> official warning we have issued notifying you that <Insert student name> is at risk of not completing the above course. Previous warning(s) were sent to you on <Insert dates>.

#### Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied 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.

Where students have not met one or more of these requirements by the end of the course, the Principal is required to inform NESA that the student has not satisfactorily completed the course.

<Insert student name> is not currently meeting one or more of these requirements.

#### Opportunity to Correct the Problem

The following tasks or requirements need to be completed by <Student first name> to correct the problem.

Task or course requirement	Original due date (if applicable)	Action required by student	Date for completion

#### Action by Parent / Caregiver

To support <Student first name> in meeting the course requirements, we request that you discuss this matter with <Student first name> and encourage and support them to carry out the required actions. If you have any questions about this matter, please contact <Insert contact details>.

Please complete the acknowledgement on the next page and return it to the College Reception. Please feel free to add additional comments if you wish.

Yours sincerely,

Principal

## 2 Record of School Achievement (RoSA)

### 2.1 Eligibility

To be eligible for a Record of School Achievement, students must have:

- attended a government school or accredited non-government school within NSW, or a school outside NSW recognised by NESA;
- satisfactorily completed the prescribed pattern of courses of study (see below);
- satisfactorily completed the required school-based assessment program; and
- completed Year 10.

The Record of School Achievement is issued to eligible students when they leave school. Students leaving school who are not eligible for the Record of School Achievement receive a Transcript of Study. The Transcript of Study includes a statement that the student is not eligible for the Record of School Achievement.

### 2.2 Prescribed pattern of courses

The following are NESA's mandatory curriculum requirements for the award of a Record of School Achievement:

- courses in each of English, Mathematics, Science and Human Society and Its Environment are to be studied substantially throughout each of Years 7–10, with 400 hours in each to be completed by the end of Year 10. Included in the Human Society and Its Environment requirement are 100 hours each of History and Geography to be studied in Years 7–8, and 100 hours each of Australian History and Australian Geography to be studied in Years 9–10;
- courses in each of Creative Arts and Technologies are to be studied, with 200 hours in each to be completed by the end of Year 10. Included in the Creative Arts requirement are 100 hours of Visual Arts and 100 hours of Music;
- a course in Personal Development, Health and Physical Education is to be studied in each of Years 7–10, with 300 hours to be completed by the end of Year 10;
- one language is to be studied for at least 100 hours, over one continuous 12-month period between Years 7 and 10, preferably in Years 7–8.

The mandatory requirements in English, Mathematics, Science, Human Society and Its Environment, Languages, Technologies, Music, Visual Arts and Personal Development, Health and Physical Education are reported as 'Completed' on the Record of School Achievement (or Transcript of Study).

Where mandatory course requirements have not been met, the result appears as 'Not Completed' on the Transcript of Study.

### 2.3 Reporting of achievement

The student's achievement in Stage 5 (Years 9 and 10) courses studied for at least 100 hours is reported. Courses may be NESA Developed Courses or NESA Endorsed Courses. The Record of School Achievement shows all Stage 5 courses completed, and includes the following information:

- the indicative duration of the course (100 hours or 200 hours);
- achievement in the course, generally reported as a grade, awarded by the student's school in accordance with NESA state-wide standards (see below);
- for courses designated as Life Skills courses, reference is made to the Profile of Student Achievement, which provides details of the Life Skills syllabus outcomes achieved by the student;
- Stage 5 Religious Education (Catholic Studies) is not a NESA endorsed course and will not be included in a student's Record of School Achievement;
- Stage 5 STEM is not a NESA endorsed course and will not be included in a student's Record of School Achievement;
- for Vocational Education and Training (VET) courses, a reference appears to the VET credentials earned by the student in undertaking the course.



## Stage 5 grades

Grades in all courses are determined by relating each student's achievements to the following descriptions:

- A. The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
- B. The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
- C. The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
- D. The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
- E. The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

For each NESA Developed Course, Course Performance Descriptors have been developed, which describe in more detail typical performance by students awarded each grade at the end of Stage 5.

# 3 What do I need to know about assessment tasks?

## 3.1 What is assessment?

Assessment tasks may take many forms, for example: written examinations, research assignments, projects, presentations, practical or field work reports. Whatever the form, the primary function of an assessment task is to improve learning by providing feedback to students and their teachers about what has been learnt.

During Stage 5 courses NESA stipulates that a formal assessment program is to be developed and implemented in all schools. The assessment tasks undertaken in each subject will help to determine what is to be recorded on a student's Record of Achievement.

Measuring achievement at various points throughout the course provides a better indication of ongoing student achievement.

### 3.1.1 How am I notified about assessment tasks?

Details of specific assessment tasks for each course have been provided later in this handbook. The approximate date of each task is also provided. It is the student's responsibility to keep informed about the timing of assessment tasks. It is the teacher's duty to provide the students with **an official notification** of the:

- (a) outcomes formally assessed in the task,
- (b) areas for assessment addressed in the task,
- (c) task due date and time (e.g., Period 3, Wednesday, 15 May 2025 – Week 3 Term 2), and
- (d) specific requirements

for each assessment task. This information must be given a minimum of two weeks' notice prior to the task due date. Any changes to the assessment schedule will be notified to students in writing.

## 3.2 What do I do if I need to apply for an extension?

Extensions (extra time to complete an assessment task) may be granted to a student in some cases of illness and/or misadventure. A student must speak to the relevant KLA Leader of Learning and submit an application at least ONE week before the scheduled date of the task.



### 3.2.1 Applying for an extension

- (a) Speak to the relevant Leader of Learning and notify them of your intention and reason(s) to apply for an extension.
- (b) Submit an “*Application for Illness and Misadventure Form*” (refer to Section 2.3 of the handbook) at least a week prior to the scheduled due date.
- (c) The application will be considered by the KLA Leader of Learning and the Assistant Principal.
- (d) The student will be notified of the decision and if the extension is:
  - (i) **granted**, a new submission date will be given
  - (ii) **declined**, the student has the right to appeal this decision. This is done by writing to the Principal, who will discuss the application for extension with the student, Assistant Principal and relevant KLA Leader of Learning and teacher.

## 3.3 What happens if I am sick or some other unforeseen circumstance happens?

### 3.3.1 Application for Illness or misadventure (AIM Form)

If, due to illness, misadventure or compassionate grounds a student either:

- (a) misses an assessment task, or
- (b) is unable to complete an assessment task by the due date, or
- (c) is absent from school just prior to an assessment task being due or
- (d) his/her performance in a task is affected, or
- (e) is absent on the day an assessment task is due to be submitted.

If a student is absent on the due date of an assessment task the College must be notified by the parent / carer on that morning. An online “[Application for Illness/Misadventure Form](#)” must be submitted **within 48 hours of the due date of an assessment task**. A **medical certificate, or other supporting documentation** must be attached if the student has been unable to complete the task. This also applies for approved leave and school events (e.g., sport). Being on approved leave or a school event does not exclude a student from completing an assessment task.

Medical certificates from a doctor or health professional must be written on official medical practitioner’s letterhead and specify the exact dates the student is unfit for school. The certification must specifically address the type of medical illness and its direct impact on the student’s ability to complete the assessment task.

In the event of **misadventure** students are required to provide **relevant documentation and evidence** supporting their claims.

The application will be considered by the KLA Leader of Learning and the Assistant Principal. The student will be notified of the decision and if the application is:

- (i) **granted**, the student will be notified of the outcome
- (ii) **declined**, the student has the right to appeal this decision. This is done by writing to the Principal, who will discuss the application with the student, Assistant Principal and relevant KLA Leader of Learning.

## 3.4 What happens if I hand in an assessment task late or miss it completely?

### 3.4.1 Implications of late or missed assessment tasks

If a student misses an assessment task without a valid reason parents / carers will be sent a non-completion of a task notification and assistance will be provided in supporting the student to complete the task. This may involve the student spending time after school hours to work on the task. This will allow them to demonstrate achievement of the outcomes assessed. If an assessment task is handed in late without a valid reason the student’s parents / carers will be sent a non-completion of a task notification and assistance will be provided in supporting the student to understand the importance of meeting assessment requirements.

The assessment task must still be submitted so that the student can demonstrate he /she has completed the requirements of the course.

### 3.4.2 Establishing the exact due time

Teachers will indicate to students in writing when an assessment task is precisely due e.g., Period 3, Wednesday, 15 May 2025 – Week 3 Term 2. There are some instances though when an exact lesson cannot be specified. In such cases, where only a due date is given, students have until **3:30pm on the due date** to submit an assessment task to their teacher. If the teacher cannot be found students are to submit the assessment task to the **College Reception** where office staff will sign and stamp the time/date on the task and place it in the relevant teacher's pigeonhole.

### 3.5 What happens when technology fails?

Failure to complete an assessment task on time due to technological problems e.g., computer failure, printer problems, lost files, computer viruses etc. will NOT be deemed acceptable reasons. Students are expected to keep back up files, rough copies etc. and make appropriate time allowances to avoid such problems.

### 3.6 What happens in the case of malpractice in an assessment task?

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- (a) copying someone else's work in part or in whole, and presenting it as their own
- (b) using material directly from books, journals or the internet without reference to the source
- (c) building on the ideas of another person without reference to the source
- (d) buying, stealing or borrowing another person's work and presenting it as their own
- (e) submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- (f) using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- (g) paying someone to write or prepare material
- (h) breaching school examination rules
- (i) using non-approved aides during an assessment task
- (j) contriving false explanations to explain work not handed in by the due date
- (k) assisting another student to engage in malpractice
- (l) submitting work generated wholly, or in part, by Artificial Intelligence (AI).

A panel comprising the Assistant Principal and relevant KLA Leader of Learning will review any cases of suspected malpractice. If malpractice is proven, the student's parents /carers will be sent an academic concern notification and an academic conference will take place with the student, teacher and relevant KLA Leader of Learning to assist the student understand the importance of completing assessment tasks with authenticity and integrity.

### 3.7 What do I do if I require disability provisions?

If a student requires disability provisions for assessment tasks (e.g., reader, writer, extra time, separate supervision etc.) parents / carers need to contact the Leader of Diverse Learning to discuss their eligibility. This needs to be done well in advance to allow sufficient time for the disability provisions required to be put in place.

### 3.8 What happens if I have transferred into St Paul's Catholic College after assessment has commenced?

If a student transfers into the school after the commencement of the Stage 5 Course assessment, they:

- (a) will sit all the remaining assessment tasks as prescribed in the assessment outline
- (b) may be required to complete alternative tasks for any assessments missed

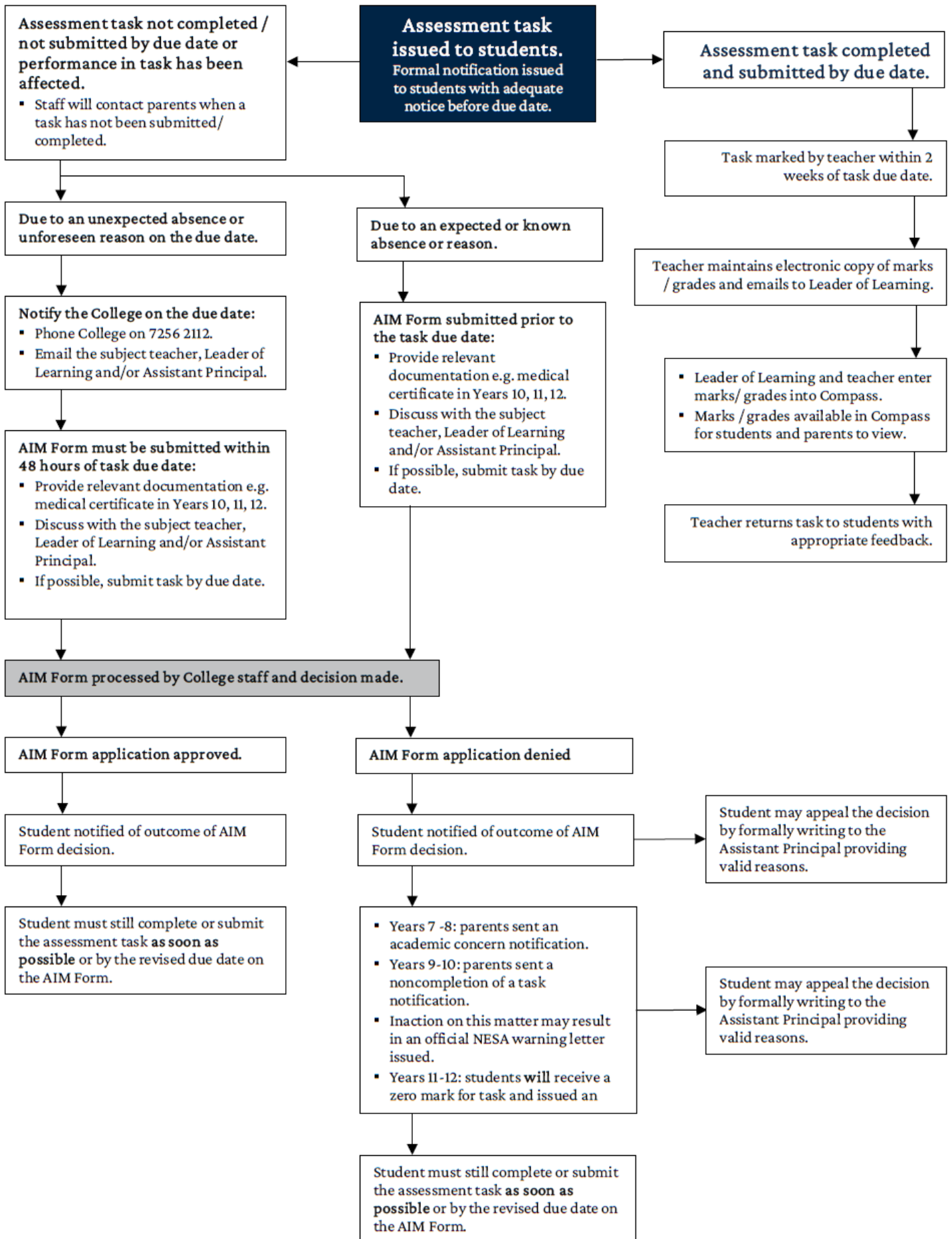
### **3.9 What type of assessment feedback will I receive?**

Students will be given feedback on their level of achievement in each assessment task. This may take the form of grades, teacher comments, description of the understanding and skills demonstrated by the student, description of what was not achieved or areas that may need improvement. The type of assessment task conducted will determine the nature of the feedback.

Every student should reflect upon and analyse the feedback they receive in order to assist their understanding of the outcomes assessed in the task. Remember that the main purpose of assessment is to improve learning.

### **3.10 Procedure for the completion of assessment tasks**

The flowchart on the next page provides an overview for the completion of assessment tasks. Specifically, it provides information on what procedures are followed when tasks are appropriately and not appropriately completed as per their specific requirements.



## 4 What do I do if I want to appeal a result?

A student is entitled to appeal to the Assistant Principal if they are not satisfied with:

- (a) the grade awarded for a particular assessment task; or
- (b) the school's response to their appeal for disability provisions on the grounds of illness/misadventure; or
- (c) the school's decision to award an 'N' Determination for a course; or
- (d) the decision of an AIM form.

If a student intends to appeal to the College for any of the reasons (a) – (d) above, they need to see the Assistant Principal for the appropriate documents and procedures.

## 5 Course assessment outlines

The following section contains assessment outlines for all Year 10 courses at St Paul's in 2025. Each assessment outline indicates the:

- (a) course category
- (b) syllabus outcomes
- (c) areas for assessment
- (d) focus outcomes assessed in each task
- (e) areas for assessment for each task
- (f) nature of each task (i.e., what students will be engaged in)
- (g) timing of each task

# COMMERCE (STRAND A)

**Course** Year 9 and 10 (Stage 5) – Strand A  
**Assessment Period:** 2025

## ASSESSMENT TASKS

\* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)		Your grade
			A	B	
Wk. 9 Term 1	COM5-1, COM5-2, COM5-4, COM5-7, COM5-8	<b>Research task</b> Consumer and financial decisions	✓	✓	
Wk. 6 Term 2	COM5-1, COM5-2, COM5-4, COM5-5, COM5-8	<b>Skills based examination</b> Investing.	✓	✓	
Wk. 7 Term 3	COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	<b>Inquiry project and group presentation</b> Economic and business environment	✓	✓	
Wk. 4 Term 4	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-7, COM5-8	<b>Written examination</b> Covering all content studied in the year	✓	✓	

## AREAS FOR ASSESSMENT

**A** Knowledge of Commerce

**B** Skills in Commerce

## OUTCOMES

Code	Descriptor. 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



# COMPUTING TECHNOLOGY (STRAND A)

**Course:** Year 9 and 10 (Stage 5) – Strand A

**Assessment Period:** 2025

## ASSESSMENT TASKS

\* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)					Your grade
			A	B	C	D	E	
Wk. 4 Term 2	CT5-SAF-01, CT5-DPM-01, CT5-COL-01, CT5-DAT-01, CT5-COM-01, CT5-DES-01	<b>Design project</b> Design and author an interactive media product using a range of software	✓	✓	✓	✓		
Wk. 3 Term 4	CT5-SAF-01, CT5-DPM-01, CT5-EVL-01, CT5-DAT-02, CT5-OPL-01, CT5-THI-01	<b>Design project</b> 3D game design and development	✓	✓	✓		✓	
Wk. 5 Term 4	All outcomes possible	<b>Written examination</b> Covering all content studied in the year	✓		✓	✓	✓	

## AREAS FOR ASSESSMENT

**A** Ethical and Responsible Computing Practices

**B** Computing Solution Development

**C** Work Management and Documentation

**D** Understanding Computing Innovation and Data

**E** Communication and Design in Computing

## OUTCOMES

Code	Descriptor. A student ...
CT5-SAF-01	selects and applies safe, secure and responsible practices in the ethical use of data and computing technology
CT5-DPM-01	applies iterative processes to define problems and plan, design, develop and evaluate computing solutions
CT5-COL-01	manages, documents and explains individual and collaborative work practices
CT5-EVL-01	understands how innovation, enterprise and automation have inspired the evolution of computing technology
CT5-DAT-01	explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts
CT5-DAT-02	acquires, represents, analyses and visualises simple and structured data
CT5-COM-01	communicates ideas, processes and solutions using appropriate media
CT5-THI-01	applies computational, design and systems thinking to the development of computing solutions
CT5-DES-01	designs and creates user interfaces and the user experience
CT5-OPL-01	designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language

# DESIGN AND TECHNOLOGY (STRAND A)

**Course** Year 9 and 10 (Stage 5) – Strand A

**Assessment Period:** 2025

## ASSESSMENT TASKS

\* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component (✓)						Your grade
			A	B	C	D	E	F	
Wk. 7 Term 2	DT5-1, DT5-2, DT5-3, DT5-4, DT5-5, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10	<b>Design project</b> Design and develop a gift in a box using a range of materials and packaging technology	✓	✓	✓	✓	✓	✓	
Wk. 3 Term 4	DT5-1, DT5-2, DT5-3, DT5-4, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10	<b>Design project</b> Agricultural product design for plant, animal, or environmental applications, incorporating engineered systems principles	✓	✓	✓	✓	✓	✓	
Wk. 5 Term 4	All outcomes possible	<b>Written examination</b> Covering all content studied in the year	✓	✓	✓		✓		

## COMPONENTS

**A** Design concepts and processes

**B** Impact of past, current and emerging technologies on the individual, society and environments

**C** Work of designers and the issues and trends that influence their work

**D** Skills in innovation, creativity and enterprise

**E** Communicating design ideas and solutions

**F** Managing resources and producing quality design solutions.

## OUTCOMES

Code	Descriptor. A student ...
DT5-1	analyses and applies a range of design concepts and processes
DT5-2	applies and justifies an appropriate process of design when developing design ideas and solutions
DT5-3	evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments
DT5-4	analyses the work and responsibilities of designers and the factors affecting their work
DT5-5	evaluates designed solutions that consider preferred futures, the principles of appropriate technology and ethical and responsible design
DT5-6	develops and evaluates innovative, enterprising and creative design ideas and solutions
DT5-7	uses appropriate techniques when communicating design ideas and solutions to a range of audiences
DT5-8	selects and applies management strategies when developing design solutions
DT5-9	applies risk management practices and works safely in developing quality design solutions
DT5-10	selects and uses a range of technologies competently in the development and management of quality design solutions

# ENGLISH

**Course:** Year 10 (Stage 5)  
**Assessment Period:** 2025

## ASSESSMENT TASKS

\* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)			Your grade
			A	B	C	
Wk. 9 Term 1	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01	<b>Extended Response</b> Novel study: Animal Farm	✓	✓	✓	
Wk. 7 Term 2	EN5-RVL-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01	<b>Reading and Writing</b> Dramatic Monologues and Poetry	✓	✓	✓	
Wk. 9 Term 3	EN5-URA-01, EN5-URB-01, EN5-ECA-01, EN5-ECB-01	<b>Speaking Task</b> Drama: Macbeth	✓	✓	✓	
Wk. 5 Term 4	All outcomes possible	<b>Written examination</b> Short answer and extended response on Term 4 content (Documentary study)	✓	✓	✓	

## AREAS FOR ASSESSMENT

**A** Reading, viewing and listening to texts

**B** Understanding and responding to texts

**C** Expressing ideas and composing texts

## OUTCOMES

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

# FOOD TECHNOLOGY (STRAND A)

**Course:** Year 9 and 10 (Stage 5) – Strand A  
**Assessment Period:** 2025

## ASSESSMENT TASKS

\* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)						Your grade
			A	B	C	D	E	F	
Wk. 2 Term 2	FT5-1, FT5-6, FT5-7, FT5-9, FT5-10, FT5-11, FT5-12	<b>Independent research and practical task</b> Based on a group with specific dietary needs	✓	✓	✓	✓	✓	✓	
Wk. 2 Term 3	FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-11, FT5-12, FT5-13	<b>Practical and written task</b> Investigation on the history of a multicultural dish and redevelopment to incorporate native Australian ingredients	✓	✓		✓	✓	✓	
Wk. 3 Term 4	FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12	<b>Food trends magazine</b> Ongoing project-based assessment to design and develop a class 'food trends' magazine	✓	✓	✓	✓	✓		
Wk. 5 Term 4	All outcomes possible	<b>Written examination</b> Covering all content studied throughout the year	✓	✓	✓			✓	

## AREAS FOR ASSESSMENT

- A Food hygiene, safety and the provision of quality food
- B Food properties, processing and preparation
- C Nutrition and food consumption and the consequences on health
- D Researching, evaluating and communicating issues in relation to food
- E Designing, producing and evaluating solutions for specific food purposes
- F The significant role of food in society

## OUTCOMES

Code	Descriptor. A student ...
FT5-1	demonstrates hygienic handling of food to ensure a safe and appealing product
FT5-2	identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
FT5-3	describes the physical and chemical properties of a variety of foods
FT5-4	accounts for changes to the properties of food which occur during food processing, preparation and storage
FT5-5	applies appropriate methods of food processing, preparation and storage
FT5-6	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
FT5-7	justifies food choices by analysing the factors that influence eating habits
FT5-8	collects, evaluates and applies information from a variety of sources
FT5-9	communicates ideas and information using a range of media and appropriate terminology
FT5-10	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
FT5-11	plans, prepares, presents and evaluates food solutions for specific purposes
FT5-12	examines the relationship between food, technology and society
FT5-13	evaluates the impact of activities related to food on the individual, society and the environment

# GEOGRAPHY

**Course:** Year 10 (Stage 5)

**Assessment Period:** 2025

## ASSESSMENT TASKS

\* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)			Your grade
			A	B	C	
Wk. 3 Term 2	GE5-1, GE5-2, GE5-3, GE5-4, GE5-5, GE5-7	<b>Visual presentation</b> Environmental change and management	✓	✓	✓	
Wk. 8 Term 3	GE5-1, GE5-3, GE5-6, GE5-7, GE5-8	<b>Source analysis</b> Human wellbeing	✓	✓	✓	
Wk. 4 Term 4	All outcomes possible	<b>Written examination</b> Geography skills and concepts, Geography content studied throughout the year	✓	✓	✓	

## AREAS FOR ASSESSMENT

**A** Communication

**B** Geographical concepts, tools and skills

**C** Geographical knowledge

## OUTCOMES

Code	Descriptor. A student ...
<b>GE5-1</b>	explains the diverse features and characteristics of a range of places and environments
<b>GE5-2</b>	explains processes and influences that form and transform places and environments
<b>GE5-3</b>	analyses the effect of interactions and connections between people, places and environments
<b>GE5-4</b>	accounts for perspectives of people and organisations on a range of geographical issues
<b>GE5-5</b>	assesses management strategies for places and environments for their sustainability
<b>GE5-6</b>	analyses differences in human wellbeing and ways to improve human wellbeing
<b>GE5-7</b>	acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
<b>GE5-8</b>	communicates geographical information to a range of audiences using a variety of strategies

# HISTORY

**Course:** Year 10 (Stage 5)

**Assessment Period:** 2025

## ASSESSMENT TASKS

\* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)			Your grade
			A	B	C	
Wk. 7 Term 1	HT5-1, HT5-3, HT5-6, HT5-9, HT5-10	<b>Writing task</b> Making of the modern world	✓	✓	✓	
Wk. 8 Term 2	HT5-3, HT5-5, HT5-7, HT5-8, HT5-9	<b>Source analysis</b> Modern world and Australia	✓	✓	✓	
Wk. 4 Term 4	HT5-2, HT5-3, HT5-4, HT5-7, HT5-9, HT5-10	<b>Written examination</b> Changing rights and freedoms	✓	✓	✓	

## AREAS FOR ASSESSMENT

**A** Historical knowledge

**B** Research and historical inquiry skills

**C** Communication

## OUTCOMES

Code	Descriptor. 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 effectively about the past for different audiences

# INDUSTRIAL TECHNOLOGY (MULTIMEDIA) (STRAND A)

**Course:** Year 9 and 10 (Stage 5) – Strand A

**Assessment Period:** 2025

## ASSESSMENT TASKS

\* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component (✓)							Your grade
			A	B	C	D	E	F	G	
Wk. 6 Term 2	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8	<b>Design project</b> Promotional material using still images and digital manipulation (ongoing assessment throughout Terms 1 and 2)	✓	✓	✓	✓	✓	✓		
Wk. 3 Term 4	IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-9, IND5-10	<b>Design project</b> Video production and post-production (ongoing assessment throughout Terms 3 and 4)	✓	✓	✓	✓	✓		✓	
Wk. 5 Term 4	All outcomes possible	<b>Written examination</b> Covering all content studied in the year	✓	✓	✓	✓	✓		✓	

## COMPONENTS

**A** Work, health and safety and risk-management procedures and practices

**B** The design and production of practical projects

**C** Properties of materials and their applications

**D** Communicating ideas, processes and technical information

**E** Transfer of knowledge and skills to other experiences

**F** Critically evaluate manufactured products

**G** Impact of traditional, current, new and emerging technologies on society and the environment

## OUTCOMES

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



# INDUSTRIAL TECHNOLOGY (MULTIMEDIA) (STRAND B)

**Course:** Year 9 and 10 (Stage 5) – Strand B  
**Assessment Period:** 2025

## ASSESSMENT TASKS

\* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component (✓)							Your grade
			A	B	C	D	E	F	G	
Wk. 6 Term 2	IND5-2, IND5-5, IND5-6, IND5-7, IND5-9, IND5-8	<b>Design project</b> Design and development of an App or interactive environment	✓	✓	✓	✓	✓	✓		
Wk. 3 Term 4	IND5-2, IND5-5, IND5-7, IND5-8, IND5-9, IND5-10	<b>Design project</b> Design and development of a game or simulation	✓	✓	✓	✓	✓		✓	
Wk. 5 Term 4	All outcomes possible	<b>Written examination</b> Covering all content studied in the year	✓	✓	✓	✓	✓		✓	

## COMPONENTS

- A** Work, health and safety and risk-management procedures and practices
- B** The design and production of practical projects
- C** Properties of materials and their applications
- D** Communicating ideas, processes and technical information
- E** Transfer of knowledge and skills to other experiences
- F** Critically evaluate manufactured products
- G** Impact of traditional, current, new and emerging technologies on society and the environment

## OUTCOMES

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

# INDUSTRIAL TECHNOLOGY (TIMBER) (STRAND A)

**Course:** Year 9 and 10 (Stage 5) – Strand A

**Assessment Period:** 2025

## ASSESSMENT TASKS

\* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)							Your grade
			A	B	C	D	E	F	G	
Wk. 4 Term 2	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	<b>Design project</b> Folding table: Practical task and related portfolio (ongoing assessment throughout Terms 1 and 2)	✓	✓	✓	✓	✓	✓		
Wk. 3 Term 4	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10	<b>Design project</b> Ukulele: Practical project and related portfolio (ongoing assessment throughout Terms 3 and 4)	✓	✓	✓	✓	✓	✓	✓	
Wk. 5 Term 4	All outcomes possible	<b>Written examination</b> Covering all content studied in the Semester	✓		✓		✓		✓	

## AREAS FOR ASSESSMENT

**A** Work, health and safety and risk-management procedures and practices

**B** The design and production of practical projects

**C** Properties of materials and their applications

**D** Communicating ideas, processes and technical information

**E** Transfer of knowledge and skills to other experiences

**F** Critically evaluate manufactured products

**G** Impact of traditional, current, new and emerging technologies on society and the environment

## OUTCOMES

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

# INDUSTRIAL TECHNOLOGY (TIMBER) (STRAND B)

**Course:** Year 10 (Stage 5) – Strand B

**Assessment Period:** 2025

## ASSESSMENT TASKS

\* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)							Your grade
			A	B	C	D	E	F	G	
Wk. 4 Term 2	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10	<b>Design project</b> Jewellery box and related portfolio (ongoing assessment throughout Terms 1 and 2)	✓	✓	✓	✓	✓	✓	✓	
Wk. 3 Term 4	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10	<b>Design project</b> Contemporary furniture design and related portfolio (ongoing assessment throughout Terms 2, 3 and 4)	✓	✓	✓	✓	✓	✓	✓	
Wk. 5 Term 4	All outcomes possible	<b>Written examination</b> Covering all content studied in the Semester	✓		✓	✓	✓		✓	

## AREAS FOR ASSESSMENT

**A** Work, health and safety and risk-management procedures and practices

**B** The design and production of practical projects

**C** Properties of materials and their applications

**D** Communicating ideas, processes and technical information

**E** Transfer of knowledge and skills to other experiences

**F** Critically evaluate manufactured products

**G** Impact of traditional, current, new and emerging technologies on society and the environment

## OUTCOMES

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

# JAPANESE (STRAND A)

**Course:** Year 9 and 10 (Stage 5) – Strand A

**Assessment Period:** 2025

## ASSESSMENT TASKS

\* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)			Your grade
			A	B	C	
Wk. 6 Term 2	ML5-INT-01, ML5-UND-01, ML5-CRT-01	<b>Collaborative design project</b> Pop up restaurant: create a menu, advertisement in Japanese and cook for guest judges	✓	✓	✓	
Wk. 5 Term 3	ML5-INT-01, ML5-UND-01, ML5-CRT-01	<b>Written application and speaking interview</b> Write an application for student exchange in Japanese, complete Katakana levels tests, online vocabulary tasks and participate in the Senpai Kohai Cup speaking competition.	✓	✓	✓	
Wk. 4 Term 4	ML5-UND-01, ML5-CRT-01	<b>Learning portfolio and written examination</b> Online tasks, Katakana level tests and an examination covering all content studied in the year. Including hobbies and free time activities, school life- grades, school subjects, strengths and weaknesses, home life, clothing,		✓	✓	

## AREAS FOR ASSESSMENT

A Interacting

B Understanding texts

C Creating texts

## OUTCOMES

Code	Descriptor. A student ...
ML5-INT-01	exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language
ML5-UND-01	analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding
ML5-CRT-01	creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

# JAPANESE (STRAND B)

**Course:** Year 9 and 10 (Stage 5) – Strand B  
**Assessment Period:** 2025

## ASSESSMENT TASKS

\* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)			Your grade
			A	B	C	
Wk. 3 Term 2	ML5-UND-01, ML5-CRT-01	<b>Personal interest project</b> Respond to a Japanese email, presentation to class on chosen area of research		✓	✓	
Wk. 7 Term 3	ML5-INT-01, ML5-CRT-01	<b>Travel vlog</b> Create a travel vlog about a holiday in Japan and interact with your audience by answering their questions.	✓		✓	
Wk. 4 Term 4	ML5-UND-01, ML5-CRT-01	<b>Written examination</b> Covering all content studied in the year		✓	✓	

## AREAS FOR ASSESSMENT

**A** Interacting

**B** Understanding texts

**C** Creating texts

## OUTCOMES

Code	Descriptor. A student ...
<b>ML5-INT-01</b>	exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language
<b>ML5-UND-01</b>	analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding
<b>ML5-CRT-01</b>	creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

# MATHEMATICS (CORE – PATHS)

**Course:** Year 10 (Stage 5)

**Assessment Period:** 2025

## ASSESSMENT TASKS

\* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

The Year 10 Mathematics syllabus provides two paths; **Core – Standard** and **Core – Advanced**. Each task listed below reflects these two paths.

Due Date	Focus Outcomes **	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)				Your grade
			A	B	C	D	
Term 1 Week 9	<b>CORE</b> MA5-ALG-C-01, MA5-IND-C-01, MA5-GEO-C-01, MA5-MAG-C-01	<b>In Class Test – with notes</b> <b>CORE#</b> Algebraic expressions, indices and Geometry	✓	✓	✓		
	<b>STANDARD</b> MA5-NET-P-01	<b>STANDARD</b> Networks	✓		✓		
	<b>ADVANCED</b> MA5-EQU-P-01, MA5-EQU-P-02, MA5-LIN-CO-1, MA5-LIN-P-01, MA5-FNC-P-01, MA5-GEO-P-01, MA5-GEO-P-02, MA5-CIR-P-01, MA5-ALG-P-01, MA5-IND-P-01, MA5-NLI-C-01, MA5NLO-C-02, MA5-LOG-P-01	<b>ADVANCED</b> Equations, linear relationships, direct variation, exponentials, logarithms and surds	✓	✓			
Term 2 Week 7	<b>CORE</b> MA5-EQU-C-01, MA5-TRG-C-01, MA5-TRG-C-02	<b>In Class test</b> <b>CORE #</b> Equations, trigonometry	✓	✓	✓		
	<b>STANDARD</b> MA5-EQU-C-01, MA5-TRG-C-01, MA5-TRG-C-02,	<b>STANDARD</b> Formulae and further equations	✓	✓			
	<b>ADVANCED</b> MA5-ALG-P-01, MA5-ALG-P-02, MA5-ALG-P-02, MA5-EQU-P-01, MA5-EQU-P-02, MA5-TRG-P-01, MA5-TRG-P-02	<b>ADVANCED</b> Quadratic Expressions and equations, Further trigonometry	✓	✓	✓		
Term 3 Week 9	<b>CORE</b> MA5-NLI-C-01, MA5-NLI-C-02, MA5-PRO-C-01	<b>In class test with stimulus</b> <b>CORE #</b> Non-linear relationships, Probability, Statistics	✓	✓		✓	
	<b>STANDARD</b> MA5-LIN-C-01, MA5-LIN-CO2, MA5-DAT-C-01, MA5-DAT-C-02	<b>STANDARD</b> Linear relationships	✓	✓			
	<b>ADVANCED</b> MA5-RAT-P-01, MA5-RAT-P-02, MA5-DAT-P-01, MA5-PRO-P-01 MA5-ARE-C-01, MA5-ARE-P-01, MA5-VOL-C-01, MA5-VOL-P-01	<b>ADVANCED</b> Polynomials, further probability and statistics, further measurement	✓	✓	✓	✓	
Term 4 Week 4	<b>CORE</b> MA5-NLI-C-01, MA5-NLI-C-02, MA5-PRO-C-01, MA5-FIN-C-01, MA5-FIN-C-02	<b>Examination</b> <b>CORE #</b> Non-linear relationships, Probability, Statistics, Financial Mathematics	✓	✓		✓	
	<b>STANDARD</b> MA5-LIN-C-01, MA5-LIN-CO2, MA5-DAT-C-01, MA5-DAT-C-02, MA5-FIN-C-02	<b>STANDARD</b> Linear relationships, further non-linear relationships	✓	✓			
	<b>ADVANCED</b> MA5-RAT-P-01, MA5-RAT-P-02, MA5-DAT-P-01, MA5-PRO-P-01 MA5-ARE-C-01, MA5-ARE-P-01, MA5-VOL-C-01, MA5-VOL-P-01	<b>ADVANCED</b> Non-linear and polynomials, further probability and statistics, measurement	✓	✓	✓	✓	

\*\*MAO-WM-01 is embedded in all assessment.

# All students will sit CORE component of assessment

## AREAS FOR ASSESSMENT

- |          |                            |
|----------|----------------------------|
| <b>A</b> | Working mathematically     |
| <b>B</b> | Number and algebra         |
| <b>C</b> | Measurement and geometry   |
| <b>D</b> | Statistics and probability |

## OUTCOMES

Code	Descriptor. A student ...
MA5-FIN-C-02	solves financial problems involving compound interest and depreciation
MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions
MA5-ALG-P-01	simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions ( <i>Path: Adv</i> )
MA5-ALG-P-02	selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions ( <i>Path: Adv</i> )
MA5-IND-C-01	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5-IND-P-01	applies the index laws to operate with algebraic expressions involving negative-integer indices ( <i>Path: Adv</i> )
MA5-IND-P-02	describes and performs operations with surds and fractional indices ( <i>Path: Adv</i> )
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction
MA5-EQU-P-01	solves monic quadratic equations, linear inequalities and cubic equations of the form ( <i>Path: Adv</i> )
MA5-EQU-P-02	solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations ( <i>Path: Adv</i> )
MA5-LIN-C-01	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope-intercept form
MA5-LIN-P-01	describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems ( <i>Path: Adv</i> )
MA5-NLI-C-01	identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts
MA5-NLI-C-02	identifies and compares features of parabolas and exponential curves in various contexts
MA5-NLI-P-01	interprets and compares non-linear relationships and their transformations, both algebraically and graphically ( <i>Path: Adv</i> )
MA5-MAG-C-01	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
MA5-TRG-C-01	applies trigonometric ratios to solve right-angled triangle problems
MA5-TRG-C-02	applies trigonometry to solve problems, including bearings and angles of elevation and depression
MA5-TRG-P-01	applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings ( <i>Path: Stn, Adv</i> )
MA5-TRG-P-02	establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations ( <i>Path: Adv</i> )
MA5-ARE-C-01	solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
MA5-ARE-P-01	applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems ( <i>Path: Stn, Adv</i> )
MA5-VOL-C-01	solves problems involving the volume of composite solids consisting of right prisms and cylinders
MA5-VOL-P-01	applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids ( <i>Path: Stn, Adv</i> )
MA5-GEO-C-01	identifies and applies the properties of similar figures and scale drawings to solve problems
MA5-GEO-P-01	establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes ( <i>Path: Ext</i> )
MA5-GEO-P-02	constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes ( <i>Path: Ext</i> )
MA5-DAT-C-01	compares and analyses datasets using summary statistics and graphical representations
MA5-DAT-C-02	displays and interprets datasets involving bivariate data



Code	Descriptor. A student ...
MA5-DAT-P-01	plans, conducts and reviews a statistical inquiry into a question of interest ( <i>Path: Stn, Adv</i> )
MA5-PRO-C-01	solves problems involving probabilities in multistage chance experiments and simulations
MA5-PRO-P-01	solves problems involving Venn diagrams, 2-way tables and conditional probability ( <i>Path: Adv</i> )
MA5-RAT-P-01	identifies and solves problems involving direct and inverse variation and their graphical representations ( <i>Path: Stn, Adv</i> )
MA5-RAT-P-02	analyses and constructs graphs relating to rates of change ( <i>Path: Stn, Adv</i> )
MA5-POL-P-01	defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems ( <i>Path: Adv, Ext</i> )
MA5-LOG-P-01	establishes and applies the laws of logarithms to solve problems ( <i>Path: Adv</i> )
MA5-FNC-P-01	uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables ( <i>Path: Adv</i> )
MA5-CIR-P-01	applies deductive reasoning to prove circle theorems and solve related problems ( <i>Path: Ext</i> )
MA5-NET-P-01	solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits ( <i>Path: Stn</i> )

# MUSIC (STRAND A)

**Course:** Year 9 and 10 (Stage 5) – Strand A  
**Assessment Period:** 2025

## ASSESSMENT TASKS

\* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)			Your grade
			A	B	C	
Wk. 9 Term 1	5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12	<b>Composition and portfolio</b> Music of a Culture		✓	✓	
Wk. 7 Term 2	5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12	<b>Performance and listening task</b> Rock Music	✓		✓	
Wk. 8 Term 3	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12	<b>Composition</b> The Evolution of Classical Music		✓		
Wk. 5 Term 4	5.1, 5.2, 5.3, 5.4, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12	<b>Performance and listening task</b> Australian Music (ATSI focus)	✓		✓	

## AREAS FOR ASSESSMENT

**A** Performing

**B** Composing

**C** Listening

## OUTCOMES

Code	Descriptor. A student ...
5.1	performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
5.2	performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
5.3	performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
5.4	demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
5.5	notates own compositions, applying forms of notation appropriate to the music selected for study
5.6	uses different forms of technology in the composition process
5.7	demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
5.8	demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
5.9	demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
5.10	demonstrates an understanding of the influence and impact of technology on music
5.11	demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form
5.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

# PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

**Course:** Year 10 (Stage 5)  
**Assessment Period:** 2025

## ASSESSMENT TASKS

\* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)			Your grade
			A	B	C	
Wk. 10 Term 1	PD5-1, PD5-6, PD5-7, PD5-9, PD5-10	<b>Literature review</b> Social responsibility and relationships	✓		✓	
Wk. 8 Term 2	PD5-4, PD5-5, PD5-8, PD5-10, PD5-11	<b>Game participation and evaluation</b> Creation and modification of games for participation, and appraisal of game		✓	✓	
Wk. 5 Term 4	PD5-1, PD5-2, PD5-3, PD5-6, PD5-7, PD5-9, PD5-10	<b>Written examination</b> Covering all content studied in the year, including an emphasis on health promotion initiatives for marginalised communities.	✓		✓	

## AREAS FOR ASSESSMENT

**A** Health, Wellbeing and Relationships

**B** Movement, Skill and Performance

**C** Healthy, Safe and Active Lifestyles

## OUTCOMES

Code	Descriptor. A student ...
PD5-1	assesses their own and others' capacity to reflect on and respond positively to challenges
PD5-2	examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others
PD5-3	analyses factors and strategies that enhance inclusivity, equality and respectful relationships
PD5-4	adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
PD5-5	appraises and justifies choices of actions when solving complex movement challenges
PD5-6	recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
PD5-7	investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
PD5-8	plans for and participates in activities that encourage health and a lifetime of physical activity
PD5-9	demonstrates self-management skills to effectively manage complex situations
PD5-10	applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
PD5-11	refines and applies movement skills and concepts to compose and perform innovative movement sequences

# PHYSICAL ACTIVITY AND SPORTS STUDIES (STRAND A)

**Course:** Year 9 and 10 (Stage 5) – Strand A  
**Assessment Period:** 2025

## ASSESSMENT TASKS

\* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)			Your grade
			A	B	C	
Wk. 8 Term 1	PASS5-1, PASS5-3, PASS5-6, PASS5-10	<b>Body Movement Analysis</b> Body in Action - Application to sport research task			✓	
Wk. 6 Term 2	PASS5-5, PASS5-7, PASS5-8, PASS5-9	<b>Practical assessment (ongoing)</b> Application and demonstration of skills in Volleyball	✓	✓		
Wk. 10 Term 3	PASS5-1, PASS5-2, PASS5-6, PASS5-10	<b>Event Case Study</b> International sporting event research task			✓	
Wk. 5 Term 4	PASS5-3, PASS5-4	<b>Australian Sporting identity inquiry task</b> Sporting profile learning response	✓	✓		

## AREAS FOR ASSESSMENT

- A** Foundations of physical activity
- B** Physical activity and sport in society
- C** Enhancing participation and performance

## OUTCOMES

Code	Descriptor. A student ...
PASS5-1	discusses factors that limit and enhance the capacity to move and perform
PASS5-2	analyses the benefits of participation and performance in physical activity and sport
PASS5-3	discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS5-4	analyses physical activity and sport from personal, social and cultural perspectives
PASS5-5	demonstrates actions and strategies that contribute to enjoyable participation and skilful performance
PASS5-6	evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
PASS5-7	works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8	displays management and planning skills to achieve personal and group goals
PASS5-9	performs movement skills with increasing proficiency
PASS5-10	analyses and appraises information, opinions and observations to inform physical activity and sport decisions

# RELIGIOUS EDUCATION

**Course:** Year 10 (Stage 5)

**Assessment Period:** 2025

## ASSESSMENT TASKS

\* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)			Your grade
			A	B	C	
Wk.5 Term 2	CSYMAS1, CSYMAK1, CSYMAK2, RECKE10, RECSE10	<b>Text analysis and literature review</b> Encountering Jesus through the Gospel of Luke and the links to Catholic social teaching	✓	✓	✓	
Wk.4 Term 4	RECKB10, RECSB10, RECKD10, RECSD10	<b>Written examination</b> The Story of the Church	✓		✓	

## AREAS FOR ASSESSMENT

**A** Religious knowledge

**B** Research and religious enquiry skills

**C** Communication of religious concepts and beliefs

## OUTCOMES

Code	Descriptor. A student ...
RECKA10	provide an exegesis of a complete Synoptic Gospel
RECSA10	interpret selected texts that provide insights into the mission of Jesus in Luke's Gospel
RECKB10	articulates an understanding of how the Church's mission and development has always been influenced by a range of social, cultural, political, and religious factors
RECSB10	investigates and evaluates the impact of significant people, movements and events on Church teachings and practices
RECKD10	understands the nature and importance of the sacraments of Holy Orders and matrimony in the lives of the faithful of the Church
RECSD10	investigates the range of ways which baptised persons can live out their vocation
RECKE10	articulates an understanding of the core principles and themes of Catholic social teaching
RECSE10	applies the 'see, judge, act' methodology to a range of contemporary situations
RECKB9*	details the history of the Catholic Church in Australia and explains the changing patterns of religious beliefs within the society
RECSB9*	investigates and evaluates the contributions that individuals and organisations have made to the Catholic Church in Australia
CSYMAK1	communicates an understanding, informed by Scripture and Catholic Church teaching, of how the life, death and resurrection of Jesus can be "Good News" for young people their age.
CSYMAK2	explains how events such as World Youth Day and the Australian Catholic Youth Festival can be transformational faith and life experiences for young people leading to them becoming disciples of Jesus.
CSYMAS1	plans, participates and evaluates, with peers, an introductory youth ministry experience with reference to core principles of youth ministry.
CSYMAS2	demonstrates Christian leadership skills and techniques in planning, leading and evaluating a youth ministry experience with peers and other leaders.
CSYMAS3	applies principles of Catholic Social Teaching in reviewing selected charitable works and social justice projects/initiatives.

# SCIENCE

**Course:** Year 10 (Stage 5)

**Assessment Period:** 2025

## ASSESSMENT TASKS

\* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)						Your grade
			A	B	C	D	E	F	
Wk. 8 Term 1	SC5-7WS, SC5-9WS, SC5-16CW, SC5-17CW	<b>Discussion Report</b> Rates of chemical reactions	✓			✓		✓	
Wk. 4 Term 3	SC5-8WS, SC5-9WS, SC5-14LW	<b>Model of DNA</b> In class task, where students will be provided with materials to create a model of DNA which reflects specific criteria relating to DNA's structure, mutations and replication.	✓			✓	✓	✓	
Wk. 4 Term 4	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-10PW, SC5-11PW	<b>Written examination</b> Physics	✓	✓	✓	✓	✓	✓	

## AREAS FOR ASSESSMENT

**A** Knowing and understanding

**B** Questioning and predicting

**C** Planning and conducting investigations

**D** Processing and analysing data and information

**E** Problem-solving

**F** Communicating

## OUTCOMES

Code	Descriptor. A student ...
SC5-4WS	develops questions or hypotheses to be investigated scientifically
SC5-5WS	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
SC5-6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
SC5-7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
SC5-8WS	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC5-9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
SC5-10PW	applies models, theories and laws to explain situations involving energy, force and motion
SC5-11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
SC5-12ES	describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
SC5-13ES	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
SC5-14LW	analyses interactions between components and processes within biological systems
SC5-15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17CW	discusses the importance of chemical reactions in the production of a range of substances and the influence of society on the development of new materials

# VISUAL ARTS (STRAND A)

**Course:** Year 9 and 10 (Stage 5) – Strand A  
**Assessment Period:** 2025

## ASSESSMENT TASKS

\* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)		Your grade
			A	B	
Wk. 3 Term 2	5.7, 5.8, 5.9, 5.10	<b>Art study Task 1</b> Critical and historical study – artist profile		✓	
Wk. 5 Term 2	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	<b>Artmaking Task 2</b> Popaganda - Body of Work and Visual Arts Diary	✓		
Wk. 10 Term 3	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8	<b>Artmaking Task 3</b> The Portrait - Body of Work and Visual Arts Diary	✓		
Wk. 4 Term 4	5.7, 5.8, 5.9, 5.10	<b>Art study Task 4 Written Examination</b> Written analysis of artist practice		✓	

## AREAS FOR ASSESSMENT

- A** Artmaking
- B** Critical and historical studies

## OUTCOMES

Code	Descriptor. A student ...
5.1	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
5.2	makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
5.3	makes artworks informed by an understanding of how the frames affect meaning
5.4	investigates the world as a source of ideas, concepts and subject matter in the visual arts
5.5	makes informed choices to develop and extend concepts and different meanings in their artworks
5.6	demonstrates developing technical accomplishment and refinement in making artworks
5.7	applies their understanding of aspects of practice to critical and historical interpretations of art
5.8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
5.9	demonstrates how the frames provide different interpretations of art
5.10	demonstrates how art criticism and art history construct meanings