

Year 10

2025

Assessment Schedule



Mount View High School - Assessment Policy



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Eligibility for the Record of School Achievement (RoSA)

To qualify for the RoSA, a student must have:

- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA.
- Complied with all requirements imposed by the Minister or NESA.
- Completed Year 10.

Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

Mandatory curriculum requirements

English	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Mathematics	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Science	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	To be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10 and must include 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage 5.
Languages Other than English	100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
Technological and Applied Studies	The Board's Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.
Creative Arts	200 hours to be completed, consisting of the Board's 100-hour mandatory courses in each of Visual Art and Music. It is the Board's expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
Personal Development, Health and Physical Education	The Board's mandatory 300-hour course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7–10.

Attendance

Rules relating to school attendance remain unchanged. A principal may determine that, as a result of absence, course completion criteria might not be met.

A requirement for the award of the RoSA is that students attend until the final day of Year 10 as determined by the school system concerned or by the principal of non-systemic schools. In all cases, schools are to ensure that syllabus outcomes and course study requirements, including indicative hours of study as specified by the Board are met.

Each student has the responsibility to:

- Understand the NESA course requirements and procedures for each course of study
- Be familiar with and fulfil the requirements of the School Assessment Policy as set out in this handbook
- Provide written evidence of reason for absence from or late submission of formal assessment tasks

Schools have the responsibility to:

- Provide students with assessment programs conducted in a fair and reasonable manner
- Inform students of dates and requirements of assessment tasks
- Provide students with appropriate information about the nature of the task, the requirements of submission and the aspects of the syllabus under assessment
- Provide students with detailed feedback on their performance, in a timely manner

The Mount View High School Assessment Policy has been designed to ensure:

- Open and accountable procedures for all students consistent with the NESA requirements
- A fair and equitable environment in which each student can achieve individual excellence

Students will be given detailed feedback about each assessment task. The type of feedback will be determined by the Head of Faculty but will include information about the extent to which a student has performed against the assessment outcomes.

In New South Wales, a standards-referenced approach is used to report student achievement. Achievement standards have two important components that can be thought of in terms of what and how well:

- what students are expected to learn; and
- how well they have achieved.

The NSW syllabuses state what students at each stage are expected to learn. A to E grade scales describe how well students have achieved.

Schools are responsible for awarding each student who completes a Stage 5 course or a Stage 6 Preliminary course (except Life Skills and VET courses) a grade to represent that student's achievement. The grade is reported on the student's RoSA or HSC Record of Achievement. Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved.

Students with special education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do.

Stage 4 and 5 assessment tasks are designed to determine how student achievement across the whole range of outcomes for any given course. Assessments also test a wide range of skills, such as oral skills, research skills, practical skills, and examinations.

Notification

Through this handbook students are informed of:

- The components of each course as specified in the course requirements and their respective weightings
- The weightings of each task in relation to the total requirements for the course
- The nature of each assessment task e.g. formal examination, written task, oral task
- The school's policy regarding illness, misadventure and malpractice in assessment tasks
- The school's policy regarding late submission and non-completion of assessment tasks
- The students' entitlements to school reviews and subsequent appeals to the NESA

As well as the Assessment Schedule Booklet (this booklet), each faculty will inform students of upcoming tasks by issuing an Assessment Task Notification Sheet a minimum of 2 weeks prior to the task that contains:

- The date and time the task is to be submitted
- The weighting of the task
- The specific nature of the task
- An indication of the length of the task (word limits/time limits) if applicable
- The time allowed for the task if it is an in-class task
- The outcomes addressed by the task
- The marking criteria used for the task
- Administrative procedures for the collection of the task
- The amount of time that will be allocated during lessons if applicable

If students are absent on the day an Assessment Task Notification Sheet is handed out, they are responsible for obtaining a copy of it. No extra time will be given to students for a task because they did not receive the task information sheet when it was handed out in class, unless there are exceptional circumstances.

Whilst every attempt is made to ensure that students complete such assessment tasks on time, the due date is not flexible under normal circumstances.

Staff at Mount View High School are responsible for developing separate course based assessment strategies according to specific syllabus requirements. A variety of assessment tasks will be administered so that students are given the opportunity to demonstrate their achievement of outcomes in an authentic manner. Tasks may be theoretical or practical, short or long term and individually or group achieved.

Feedback on drafts prior to submission

Students will have a maximum of two opportunities with which to gain written feedback related to the submission of an assessment task. In the event there are multiple classes within a course, strategies must be put in place to ensure the amount and detail of feedback given to students remains equitable.

A maximum of 2 A4 pages per opportunity can be submitted by students for formal feedback. Feedback relating to assessment tasks must reference or reflect the marking criteria and indicate how a student can move from one band to the next.

The latest time drafts will be accepted must be explicit on the notification. Draft's will be returned to students, with feedback, no later than 3 working days from the date of submission.

Submission[NESA \(NSW Education Standards Authority\)](#)

The NESA expects students to attempt all assessment tasks set. The NESA requires all students to follow an assessment program and have an assessment mark submitted (Year 10 and 11) for all courses in which they are enrolled.

[Submission of tasks at Mount View High School](#)

It is the responsibility of students to ensure that they take assessment tasks at the scheduled time and date and or that they complete a serious attempt at assessment tasks and submit them at the designated time on or before the due date.

Unless otherwise indicated on the Notice of Assessment (Notification), tasks will be accepted by the course teacher during the class period for that subject on the due date. If the teacher is absent or unavailable, tasks must be handed to the Head Teacher responsible for the administration of the course. Tasks submitted after the due date without a successful Student Appeal Form will receive an automatic zero mark. Tasks must never be left on a desk or table for collection by the teacher.

Students must attend school for the full day on the day that an assessment task is due. If a student is absent for a part of the school day and arrives at school to hand in an assessment task later in the day they must have a:

- An appeal form and associated medical certificate if they are in Year 10.
- An appeal form and associated note from home explaining the absence if they are in Year 7, 8 or 9.

Failure to comply will result in a determination that the student has handed in the task late and will receive associated penalties.

Marking of Assessment Tasks

Assessment tasks should be marked and returned to students within a two-week period from submission date. Meaningful feedback about what has been demonstrated and what needs to be improved must be given to students.

In cases where there is more than one class for the subject, the task should be marked by one teacher or double marked to maintain consistency of judgement. Inexperienced HSC course teachers should also seek collegial support to double mark tasks. Teachers must keep copies of work samples from all assessments that reflect the distribution of grades for that task. Samples must be kept in the senior course folder. When returning tasks, students are to be provided their mark and rank along with their cumulative rank.

If a student fails to complete a task specified in the assessment program without a valid reason (e.g. illness or endorsed leave) the student will be issued with a **zero** mark. If tasks prepared at home are not submitted by the time stipulated on the due date they will be regarded as late unless a Student Appeal Form is submitted. Late submission will result in a **zero** mark being awarded for the task. Students are expected to make a serious attempt at assessment tasks when submitting late or otherwise. The student would then receive feedback about their response. The student would still have a zero mark recorded against their performance for the task.

The school is not permitted to take into account nor compensate for difficulties in performing or completing assessment tasks even where the problems are caused by factors outside the student's control. Notwithstanding the above, each case will be considered on its merits. The decision made in one case, cannot be construed as a precedent for another. Failure of computers or disks or problems in printing assessment materials will not be accepted as a valid reason for late submission.

Where there is no valid reason for not completing an assessment task, an N Warning (Year 9 and 10) or Academic Concern (Year 7 and 8) letter will be issued indicating the nature of the work not completed and the future action required of the student to redress the situation. The latter will also contain a rescheduled date for the submission of incomplete works.

Malpractice

Malpractice includes any attempt to gain an unfair advantage over other students. Malpractice in any form including **misrepresentation, plagiarism, collusion, and breach of assessment conditions** is unacceptable. In addition to the afore mentioned malpractice forms, **non-serious attempts** at assessment tasks will also be considered under the assessment malpractice procedures. NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the HSC. Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing. Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

Students found to engage in malpractice in any form may be given a **zero mark** and be issued with an 'N' Warning letter for the task or part thereof as decided by the panel.

Misrepresentation

1. Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.
2. Misrepresentation can include but is not limited to:
 - a. making up journal entries for a project, and/or
 - b. submitting falsified or altered documents (eg medical certificates), and/or
 - c. referencing incorrect or non-existent sources, and/or
 - d. contriving false explanations to explain work not handed in by the due date.

Plagiarism

1. Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.
2. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.
3. Plagiarism includes but is not limited to:
 - a. copying someone else's work in part or in whole, and presenting it as their own, and/or
 - b. using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
 - c. building on the ideas or words of another person without appropriate acknowledgement, and/or
 - d. using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement

Collusion

1. Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.
2. Collusion includes but is not limited to:
 - a. sharing answers to an assessment with other students, and/or
 - b. submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
 - c. contract cheating by outsourcing work to a third party, and/or
 - d. unauthorised use of artificial intelligence technologies.

Breach of assessment conditions

1. Students must attend school for the full day on the day that an assessment task is due. If a student is absent for a part of the school day and arrives at school to hand in an assessment task later in the day they must have a medical certificate or they will be deemed to have handed in the task late.
2. Students who are at school but who are not in attendance at their normal timetabled classes on the day that an assessment task is due or held will be considered to have gained an unfair advantage and consequently have engaged in assessment malpractice.
3. All students undertaking a formal assessment task must comply with the assessment conditions set by the classroom teacher.
4. When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the teacher / invigilator. At all other times, students must adhere to the rules prescribed by Mount View High School.
5. A breach of assessment conditions includes:
 - a. Student behaviour that adversely affects the performance of other students during the sitting of an assessment task or examination
 - b. Bringing into the exam room equipment that is not approved on the exam equipment list. The list is made available to students well before the start of exams.
 - c. Students must not have notes, paper, unauthorised material or any unauthorised communication or electronic devices in their possession once the exam commences. They are allowed to remove them without penalty before the exam starts.
6. By breaking assessment conditions and/or engaging in malpractice, students risk being ineligible for the HSC.
7. Malpractice also occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

Non-Serious attempts

1. For an assessment task attempt to be considered a serious attempt, students must:
 - a. respond to and demonstrate academic engagement, and
 - b. answer in English, unless specifically instructed otherwise.
2. Non-serious attempts include but are not limited to:
 - a. answering only multiple-choice questions, and/or
 - b. responses containing objectionable material:
 - i. abuse directed at a member of school staff and or Presiding Officers and/or
 - ii. obscene symbols, drawings, or comments.

In managing malpractice Mount View High School will:

1. Provide procedural fairness in investigating suspected malpractice by collecting appropriate sources of evidence including a formal student interview.
2. Form a panel to investigate and decide on whether the behaviour constituted as malpractice. A panel comprising of a Deputy Principal and the Head Teacher of the subject concerned will be convened and a decision made. The Principal reserves the right to have final judgement on any decision relating to the investigation. The decision will be conveyed to the student and to the parent(s) of the student.
3. Students found guilty of malpractice may be given a zero mark and be issued with an 'N' Warning letter for the task or part thereof as decided by the panel.
4. Students may be called upon to re-submit a task or to provide photographic evidence that they have completed a task where assessment tasks which are completed off-site and where malpractice is suspected. For this reason, students completing major works are advised to keep a photographic record and a document trail of the development of their major work. If a student cannot meet this condition they may be penalised.
5. In addition, if an assessment task reflects a non-serious or frivolous, attempt it may be awarded zero. If this was to occur a student would also receive an 'N' warning letter.
6. Provide student with an opportunity to appeal the decision of the malpractice panel. The assessment illness / misadventure form is to be used in this case. The Principal and or representative will conduct a review of the evidence and decision. The decision will be conveyed to the student and to the parent(s) of the student.

Illness / Misadventure

The Illness/Misadventure appeal process **supports** students who:

- experience illness or misadventure immediately before / during a scheduled school-based assessment; and
- are prevented from attending or impacted during a school-based assessment.

Examples include but are not limited to: sudden incidents like a severe asthma attack or a diabetic hypoglycaemic event which could impair a student's ability to perform in an exam, or unexpected traumatic events like a car accident on the way to the exam or a family emergency that occurs just before an exam.

Illness/Misadventure **does not** cover:

- attendance at a sporting or cultural event, or family holiday, or
- alleged inadequacies of teaching, or
- long-term matters relating to loss of preparation time, or loss of study time or facilities, or
- disabilities for which NESB has already granted disability provisions, unless:
 - *an unforeseen episode occurs during the assessment (eg, a diabetic student has a hypoglycaemic event); or*
 - *further difficulties with the approved provision(s) occur during the assessment; or*
- long-term illness, unless the student has a 'flare-up' of the condition immediately before or during the assessment task, or
- matters avoidable by the student (eg. misreading a due date)
- Issues with technology

Students who are absent (due to illness) from school on the day an assessment task, test or examination is due or who fall ill or experience misadventure during a task are advised to complete and submit an Illness/Misadventure/Appeal Form within two days after their return to school. The Student Illness/Misadventure/Appeal Form may be lodged with either their class teacher or the Head Teacher of the faculty concerned.

Assessment task submission and or completion takes priority over any conflicting school sanctioned event. School sanctioned events can include but are not limited to excursions, sporting or school representation and VET work placements that fall outside of the defined work placement periods. It is the students' responsibility to bring to the attention of their class teacher, through the illness / misadventure / appeals process, notice of any impending conflicts. Notwithstanding the above, each case will be considered on its merits. The decision made in one case, cannot be construed as a precedent for another.

An appeals panel comprising of a Deputy Principal and the Head Teacher of the subject concerned will be convened and a decision made. The Principal reserves the right to have final judgement on any decision relating to appeals. The decision will be conveyed to the student and to the parent(s) of the student. The decision of the panel may be to decline the appeal application, in which case the student would receive a zero mark and be issued with an 'N' Warning letter.

The panel will be determined from the following options in addressing the Illness/Misadventure appeal:

1. Extension of time to complete the original assessment task
2. Completion of a substitute assessment task
3. Estimated mark based on evidence (comparable task outcomes)
4. Reason unacceptable, mark confirmed of zero or otherwise

Where a student cannot complete the assessment task, schools may provide an estimate based on completed comparable assessment tasks which contain comparable outcomes, approved by the principal and in line with the school's policies and procedures for school-based assessment. The evidence used may vary from task to task depending on the nature of the task and the professional judgement of the teacher calculating the estimate. Whilst the student's current rank and historical rank may be considered, it should not be the determining factor in the calculation of the estimate. Estimate marks determined by the school may result in changes to a student's rank.

Note:

- All forms must be completed in blue or black pen
- Forms must be completed neatly providing sufficient information to allow the appeal to be given appropriate consideration
- There are no grounds for appeal against the value of the mark given
- The Appeals Panel will maintain a file of all appeals lodged
- Medical certificates will be required to cover absences through illness
- If a student is unhappy with an assessment mark, an interview could be arranged with the classroom teacher. The Head Teacher and parents may be part of this meeting.

Students who are suspended from school are expected to attend for assessment tasks. Suspension is not considered to be grounds for appeal. A suspended student should come to the front office, sign in for the designated period, attend the task and then leave the school grounds immediately.

Leave

Granting of leave is a matter for the school principal to determine. The principal has discretion in granting leave provided that they are satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the period of leave requested is extensive, the student must demonstrate to the principal that outcomes in each course will be achieved.

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:

- Followed the course developed or endorsed by the NESA and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school and
- Achieved some or all of the course outcomes

The principal may determine that, because of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

An "N" Warning Letter may be given in the following circumstances:

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

'N' determinations are issued to students who do not complete the requirements for a course.

- Schools issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected.

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

- If a student has been given an 'N' determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' determination was given. The words 'Not completed' will appear next to each 'N' determined course.

If at any time it appears that a student is at risk of being given an 'N' determination in any course, the principal will warn the student as soon as possible and advise the parent(s) or guardian(s) in writing. This warning will be given in time for the problem to be corrected. If the first warning letter is not effective a further warning letter will be sent. Students who have not complied with the course completion criteria cannot be regarded as having satisfactorily completed the course. The principal will then issue the 'N' determination generally at interview.

- If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

If a student wishes a school review of an 'N' determination, a NESA appeal must be submitted to the Principal. A review will be undertaken by the Deputy Principal and Head Teacher concerned. A further appeal may be presented to NESA. Information is available from the Principal.

Curriculum Pattern

[Main Menu](#)

7	English (8)	Maths (8)	Science (8)	PDHPE (6)	History / Geography (6)	Mandatory Technology (6)	Visual Arts (6)	Language (6)	Wellbeing (2)	Sport (4)
8	English (9)	Maths (9)	Science (9)	PDHPE (6)	History / Geography (6)	Mandatory Technology (6)	Music (6)	Ag / Drama (3) Rotation	Wellbeing (2)	Sport (4)
9	English (9)	Maths (9)	Science (9)	PDHPE (4)	History / Geography (7)	Elective 1 (8)	Elective 2 (8)		Wellbeing (2)	Sport (4)
10	English (9)	Maths (9)	Science (9)	PDHPE (4)	History / Geography (7)	Elective 1 (8)	Elective 2 (8)		Wellbeing (2)	Sport (4)
11	English (9)	Line 2 Elective (9)	Line 3 Elective (9)	Line 4 Elective (9)	Line 5 Elective (9)	Line 6 Elective (9)			Wellbeing (2)	Offline (4)
12	English (9)	Line 2 Elective (9)	Line 3 Elective (9)	Line 4 Elective (9)	Line 5 Elective (9)	Line 6 Elective (9)			Wellbeing (2)	Offline (4)

Year 10 will participate in the following mandatory subjects. Click on the subject to see detail

English	9 Periods per cycle
Mathematics	9 Periods per cycle
Science	9 Periods per cycle
PDHPE	4 Periods per cycle
History / Geography rotation	7 Periods per cycle
X Elective	8 Periods per cycle
Y Elective	8 Periods per cycle
Wellbeing	2 Periods per cycle
Sport	4 Period per cycle
Total	60 periods

Year 10 Elective lines 2025

X Elective	Y Elective
Food Technology	Agriculture Continuers
IT Engineering	Child Studies
IT Timber	Foundations of Advanced Mathematics
Physical Activity and Sport Studies	Food Technology
PASS Football	History Mysteries & Conspiracies (History Elective)
Photography & Digital Media	IT Metal
Travel and Tourism (Geography Elective)	IT Timber
Visual Arts & Design	Music

Whole year overview

Week	Term 1 - 2025		Term 2 - 2025		Term 3 - 2025		Term 4 - 2025	
1							PDHPE	SCIENCE
2			X – TRAVEL & TOURISM		Work Experience		X – PASS X – PASS FOOTBALL	Y – MUSIC
3			Y – AGRICULTURE		Work Experience		X – PASS X – PASS FOOTBALL X – PDM X – TRAVEL & TOURISM X – VISUAL ARTS	Y - AGRICULTURE
4	ENGLISH	HSC Minimum Standards Testing	MATHEMATICS		Work Experience		Exam Week	
							ENGLISH	GEOGRAPHY
							MATHEMATICS	
5	PDHPE	X – TRAVEL & TOURISM	HISTORY	Y – MUSIC	X – PASS FOOTBALL X – TRAVEL & TOURISM	Y – MUSIC	X – FOOD TECH X – IT ENGINEERING X – IT TIMBER	Y – CHILD STUDIES Y – FOOD TECH Y – IT METAL Y – IT TIMBER Y - FOAM
6	PDHPE	Y – HMC Y – MUSIC	X – FOOD TECH X – IT ENGINEERING X – IT TIMBER X – PASS X – PASS FOOTBALL X – PDM X – VISUAL ARTS	Y – CHILD STUDIES Y – FOOD TECH Y – IT METAL Y – IT TIMBER Y - FOAM	MATHEMATICS		Project 10	
7	MATHEMATICS	SCIENCE	X – PASS X – PASS FOOTBALL	Y - AGRICULTURE	SCIENCE - VALID 10			
8	ENGLISH	HISTORY	PDHPE	SCIENCE	SCIENCE - VALID 10	PDHPE	ART EXHIBITION	
9	CAMP	PDHPE	ENGLISH		ENGLISH	GEOGRAPHY		
10	X – FOOD TECH X – IT ENGINEERING X – IT TIMBER X – PASS X – PASS FOOTBALL X – PDM X – VISUAL ARTS	Y – CHILD STUDIES Y – FOOD TECH Y – HMC Y – IT METAL Y – IT TIMBER Y - FOAM	Y - HMC		X – FOOD TECH X – IT ENGINEERING X – IT TIMBER X – PASS X – PDM X – VISUAL ARTS	Y – AGRICULTURE Y – CHILD STUDIES Y – FOOD TECHNOLOGY Y – HMC Y – IT METAL Y – IT TIMBER Y - FOAM		

Individual Subject Assessment Schedules

- All assessment schedules were correct at the time of printing.
- Changes to assessment schedules will be reported to you by your class teacher
- You should update any changes to the relevant page in this booklet
- * Indicates formative assessment task. Students will be issued feedback to implement before final submission

Year 10 Assessment Schedule 2025

AGRICULTURE CONTINUERS

	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		Data Collection	Practical Skills	Research Task	Safety Examination
Nature of Task		Data Collection	Practical Exam	Assignment	Practical Exam
Timing		T2W3	T2W7	T3W10	T4W3
Assessment Component					
Knowledge and Understanding	40%	5%	5%	20%	10%
Skills - Production and marketing - Problem solving - Data collection and analysis - Communication - Safe work practices	60%	20%	25%	10%	5%
Total	100%	25%	30%	30%	15%
Outcomes Assessed		AG5-2 AG5-6 AG5-11 AG5-12	AG5-4 AG5-7 AG5-10 AG5-14	AG5-1 AG5-3 AG5-5 AG5-8	AG5-9 AG5-13

Outcomes:

- AG5-1** explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets
- AG5-2** explains the interactions within and between agricultural enterprises and systems
- AG5-3** explains the interactions within and between the agricultural sector and Australia's economy, culture and society
- AG5-4** investigates and implements responsible production systems for plant and animal enterprises
- AG5-5** investigates and applies responsible marketing principles and processes
- AG5-6** explains and evaluates the impact of management decisions on plant production enterprises
- AG5-7** explains and evaluates the impact of management decisions on animal production enterprises
- AG5-8** evaluates the impact of past and current agricultural practices on agricultural sustainability
- AG5-9** evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics
- AG5-10** implements and justifies the application of animal welfare guidelines to agricultural practices
- AG5-11** designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts
- AG5-12** collects and analyses agricultural data and communicates results using a range of technologies
- AG5-13** applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery
- AG5-14** demonstrates plant and/or animal management practices safely and in collaboration with others

Year 10 Assessment Schedule 2025

CHILD STUDIES

	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		Food & Nutrition	Conception to Birth	Media & Technology	Career Opportunities
Nature of Task		Healthy Meal Plan/Practical	Topic Test	Promotional Resource	Practical Experience
Timing		T1W10	T2W6	T3W10	T4W5
Assessment Component					
Knowledge and understanding of child development from preconception to early years	30%	5%	10%	10%	5%
Knowledge, understanding and skills to positively influence growth, development and wellbeing	20%	5%	5%	5%	5%
Knowledge and understanding external factors that support growth, development and wellbeing	25%	5%	5%	10%	5%
Skills in researching, communicating and evaluating child development	25%	10%	5%		10%
Total	100%	25%	25%	25%	25%
Outcomes Assessed		CS5-2 CS5-5 CS5-8 CS5-11 CS5-12	CS5-1 CS5-2 CS5-5 CS5-8 CS5-11	CS5-3 CS5-4 CS5-5 CS5-9	CS5-3 CS5-5 CS5-7 CS5-10

Outcomes:

- CS5-1** Identifies the characteristics of a child at each stage of growth and development
- CS5-2** Describes the factors that affect the health and wellbeing of the child
- CS5-3** Analyses the evolution of childhood experiences and parenting roles over time
- CS5-4** Plans and implements engaging activities when educating and caring for young children within a safe environment
- CS5-5** Evaluates strategies that promote the growth and development of children
- CS5-6** Describes a range of appropriate parenting practices for optimal growth and development
- CS5-7** Discusses the importance of positive relationships on the growth and development of children
- CS5-8** Evaluates the role of community resources that promote and support the wellbeing of children and families
- CS5-9** Analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
- CS5-10** Demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
- CS5-11** Analyses and compares information from a variety of sources to develop an understanding of child growth and development
- CS5-12** Applies evaluation techniques when creating, discussing and assessing information related to child growth and development

Year 10 Assessment Schedule 2025

ENGLISH

	Syllabus Weightings	AT1	AT2	AT3	AT4	AT5
Task Title		Skills and Writing Task	Analytical Response	Discursive Speaking Task	Creative and Reflection	Short and Extended Response
Nature of Task		Class Test	Analytical Written Task	Speaking Task	Multimodal and Reflection	Timed Examination
Timing		T1W4	T1W9	T2W9	T3W9	T4W4
Assessment Component						
Reading, Viewing and Listening to texts		x	x		x	X
Understanding and Responding to texts A		x	x	x	x	x
Understanding and Responding to texts B		x	x		x	x
Understand and responding to texts C				x		
Expressing ideas and composing texts A			x	x	x	x
Expressing ideas and composing texts B					x	
	100%	10%	15%	25%	25%	25%
Outcomes Assessed		EN5-RVL-01 EN5-URA-01, EN5-URB-01	EN5-URA-01, EN5-URC-01, EN5-ECA-01	EN5-URA-01, EN5-URC-01, EN5-ECA-01	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-ECA-01

Outcomes:

- Task 1:** EN5-RVL-01: reading, viewing and listening for meaning
EN5-URA-01: point of view; characterisation
EN5-URB-01: theme
EN5-ECA-01: writing; text features; sentence-level grammar and punctuation
- Task 2:** EN5-URA-01: characterisation
EN5-URC-01: intertextuality; literary value
EN5-ECA-01: writing; representing; text features
- Task 3:** EN5-URA-01: characterisation
EN5-URC-01: intertextuality; literary value
EN5-ECA-01: writing; speaking; text features
- Task 4:** EN5-RVL-01: reading, viewing and listening for meaning
EN5-URA-01: connotation, imagery and symbol
EN5-URB-01: perspective and context; style
EN5-ECA-01: writing; text features; sentence-level grammar and punctuation
- Task 5:** EN5-RVL-01: reading, viewing and listening skills
EN5-URA-01: representation; code and convention; narrative
EN5-URB-01: argument and authority
EN5-ECA-01: writing, representing
EN5-ECB-01: planning, monitoring and revising; reflecting

Year 10 Assessment Schedule 2025

FOOD TECHNOLOGY

	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		Food Equity	Food Product Development*	Food for Special Needs	Food Service and Catering
Nature of Task		Research/ Promotional Material	Project and Practical Exam	Research Task / Practical	Project and Practical Exam
Timing		T1W10	T2W6	T3W10	T4W5
Assessment Component					
Food hygiene and safety	20%		10%		10%
Food properties, processing and preparation	15%		5%		10%
Nutrition and food consumption, and the consequences	20%	10%		10%	
Researching, evaluating and communicating	20%	10%		10%	
Designing, producing and evaluating	10%		10%		
Role of food in society	15%	5%		5%	5%
Total	100%	25%	25%	30%	20%
Outcomes Assessed		FT5-6, FT5-7, FT5-8, FT5-9, FT5-12, FT5-13	FT5-1, FT5-2, FT5-5, FT5-10, FT5-11	FT5-6, FT5-7, FT5-8, FT5-9, FT5-13	FT5-1, FT5-2, FT5-3, FT5-4, FT5-12, FT5-13

Outcomes:

- 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

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FOUNDATIONS OF ADVANCED MATHEMATICS

	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		Assignment	Assignment	Assignment	Assignment
Nature of Task		Modelling	Investigation	Research	Modelling
Timing		T1W10	T2W6	T3W10	T4W5
Assessment Component					
Essential Advanced Algebra		x	x	x	x
Further Functions		x	x		
Exploring Geogebra and Desmos		x	x		
Polynomials			x		
Logarithms and Exponentials				x	
Further Trigonometry				x	
Advanced Statistics and Spreadsheets					x
Options Investigation: Fractals, Matrices, Complex Numbers, Networks					
Total	100%	25%	25%	25%	25%
Outcomes Assessed		MA5-ALG-P-01 MA5-ALG-P-02 MA5-EQU-P-02 MA5-LIN-P-01 MA5-FNC-P-01 MA5-EQU-P-01	MA5-ALG-P-01 MA5-ALG-P-02 MA5-EQU-P-02 MA5-LIN-P-01 MA5-FNC-P-01 MA5-POL-P-01	MA5-NLI-C-01 MA5-LOG-P-01 MA5-TRG-P-02	MA5-DAT-P-01

Outcomes

- MA5-ALG-P-01** Simplifies algebraic fractions involving indices and expands and factorises algebraic expressions (Path: Adv).
- MA5-ALG-P-02** Selects and applies appropriate algebraic techniques to operate with algebraic fractions and expands, factorises, and simplifies algebraic expressions (Path: Adv).
- MA5-EQU-P-02** Solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (Path: Adv).
- MA5-LIN-P-01** Describes and applies transformations, the midpoint, gradient/slope, and distance formulas, and equations of lines to solve problems (Path: Adv).
- MA5-NLI-P-01** Interprets and compares non-linear relationships and their transformations, both algebraically and graphically (Path: Adv).
- MA5-FNC-P-01** Uses function notation to describe and graph functions of one variable and graphs inequalities in one and two variables (Path: Adv).
- MA5-NLI-C-01** Identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts.
- MA5-POL-P-01** Defines, operates with, and graphs polynomials and applies the factor and remainder theorems to solve problems (Path: Adv, Ext).
- MA5-EQU-P-01** Solves monic quadratic equations, linear inequalities, and cubic equations of the form (Path: Adv).
- MA5-NLI-C-02** Identifies and compares features of parabolas and exponential curves in various contexts.
- MA5-LOG-P-01** Establishes and applies the laws of logarithms to solve problems (Path: Adv).
- MA5-TRG-P-02** Establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations (Path: Adv).
- MA5-DAT-P-01** Plans, conducts, and reviews a statistical inquiry into a question.

Year 10 Assessment Schedule 2025

GEOGRAPHY**Semester 2**

	Syllabus Weightings	AT1	AT2
Task Title		Environmental Change and Management	Human Wellbeing
Nature of Task		Project 10 – Case Study	End of Course Examination
Timing		T3W9	T4W4
Assessment Component			
Knowledge and Understanding	20%	10%	10%
Investigating and Researching	20%	20%	
Communicating	30%	10%	20%
Problem-solving	10%		10%
Interpreting data	20%	10%	10%
Total	100%	50%	50%
Outcomes Assessed		GE5-1, GE5-2, GE5-5, GE5-8	GE5-3, GE5-4, GE5-6, GE5-7

Outcomes:

- 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

Year 10 Assessment Schedule 2025

GEOGRAPHY ELECTIVE

Travel & Tourism

	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		Places to Visit	Exploring Travel Destinations	Tourism and Sustainability	Working Overseas
Nature of Task		Geographical Skills	Information Presentation	Research Action Plan	Portfolio
Timing		T1W5	T2W2	T3W5	T4W3
Assessment Component					
Knowledge and Understanding	20%	5%	15%		
Investigating and Researching	20%			10%	10%
Communicating	20%		10%	5%	5%
Problem solving	20%	10%		10%	
Interpreting Data	20%	10%			10%
Total	100%	25%	25%	25%	25%
Outcomes Assessed		GEE5-2 GEE5-3 GEE5-8 GEE5-9	GEE5-7 GEE5-8 GEE5-9	GEE5-4 GEE5-5 GEE5-6 GEE5-8 GEE5-9	GEE5-1 GEE5-3 GEE5-5 GEE5-6

*Formative assessment

Outcomes

- GEE5-1** explains the diverse features and characteristics of a range of places, environments and activities
- GEE5-2** explains geographical processes and influences that form and transform places and environments
- GEE5-3** analyses patterns associated with natural phenomena and human activity at a range of scales
- GEE5-4** assesses the interactions and connections between people, places and environments that impact on sustainability
- GEE5-5** accounts for contemporary geographical issues and events that impact on places and environments
- GEE5-6** explains how perspectives of people and organisations influence a range of geographical issues
- GEE5-7** analyses management strategies and the roles and responsibilities of individuals, groups and governments in response to geographical issues
- GEE5-8** acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- GEE5-9** communicates geographical information to a range of audiences using a variety of strategies and geographical tools

Year 10 Assessment Schedule 2025

HISTORY

Semester 1

	Syllabus Weightings	AT1	AT2
Task Title		The Holocaust	Rights and Freedoms
Nature of Task		Project 10 – Research Task	Topic Test
Timing		T1W8	T2W5
Assessment Component			
Knowledge and Understanding	35%	15%	20%
Historical inquiry and research	10%	10%	
Source-based skills	35%	15%	20%
Communication of historical understanding	20%	10%	10%
Total	100%	50%	50%
Outcomes Assessed		HT5-3, HT5-7, HT5-8, HT5-10	HT5-1, HT5-2, HT5-6, HT5-9

*Formative Assessment

Outcomes:

- HT5-1** Explains and assesses the historical forces and factors that shaped the modern world and Australia
- HT5-2** Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
- HT5-3** Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- HT5-4** 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

Year 10 Assessment Schedule 2025

HISTORY ELECTIVE HISTORY MYSTERIES AND CONSPIRACIES (HMC)

	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		History, Heritage and Archaeology	History, Heritage and Archaeology	Ancient, Medieval and Early Modern Societies	Thematic Studies
Nature of Task		Source Analysis	Digital Presentation of Local Heritage	Test	Presentation
Timing		T1W6	T1W10	T2W10	T3W10
Assessment Component					
Knowledge and Understanding	25%	5%	5%	10%	5%
Investigating and Researching	25%		15%		10%
Source-based skills	25%	10%	5%	10%	
Communication of historical understanding	25%	5%	5%	5%	10%
Total	100%	20%	30%	25%	25%
Outcomes Assessed		5.1, 5.6, 5.7	5.2, 5.3, 5.8	5.3, 5.4, 5.7, 5.10	5.5, 5.9, 5.10

*Formative assessment

Outcomes

- HTE5-1** applies an understanding of history, heritage, archaeology and the methods of historical inquiry
- HTE5-2** examines the ways in which historical meanings can be constructed through a range of media
- HTE5-3** sequences major historical events or heritage features, to show an understanding of continuity, change and causation
- HTE5-4** explains the importance of key features of past societies or periods, including groups and personalities
- HTE5-5** evaluates the contribution of cultural groups, sites and/or family to our shared heritage
- HTE5-6** identifies and evaluates the usefulness of historical sources in an historical inquiry process
- HTE5-7** explains different contexts, perspectives and interpretations of the past
- HTE5-8** selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- HTE5-9** applies a range of relevant historical terms and concepts when communicating an understanding of the past
- HTE5-10** selects and uses appropriate forms to communicate effectively about the past for different audiences

Year 10 Assessment Schedule 2025

INDUSTRIAL TECHNOLOGY ENGINEERING

	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		Engineering Mechanisms 1	Control Systems 1	Engineering Mechanisms 2	Control Systems 2
Nature of Task		Practical Task & Folio	Practical Task & Folio	Practical Task & Folio	Examination
Timing		T1W10	T2W6	T3W10	T4W5
Assessment Component					
Research	20%	5%	5%	5%	5%
Skills	30%	10%	10%	10%	
Problem Solving	30%	10%	10%	10%	
Knowledge and Understanding	20%				20%
Total	100%	25%	25%	25%	25%
Outcomes Assessed		IND5-4, IND5-7, IND5-9	IND5-1, IND5-3, IND5-6, IND5-7	IND5-2, IND5-5, IND5-8	IND5-1, IND5-3, IND5-10

Outcomes:

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

Year 10 Assessment Schedule 2025

INDUSTRIAL TECHNOLOGY METAL

	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		Research Assignment	Tool Box/ Shovel	Research Assignment	Adjustable Stool
Nature of Task		Theory & Folio Final S1*	Practical Progress*	Theory & Folio Final S2*	Final Practical*
Timing		T1W10	T2W6	T3W10	T4W5
Assessment Component					
Theory / Folio	15%	15%			
Practical Tasks Projects completed in class	35%		35%		
Theory / Folio	15%			15%	
Practical Tasks Projects completed in class	35%				35%
Total	100%	15%	35%	15%	35%
Outcomes Assessed		IND5-4, IND5-9, IND5-10	IND5-1, IND5-3, IND5-6, IND5-7	IND5-2, IND5-5, IND5-8	IND5-1, IND5-3, IND5-6, IND5-7

Outcomes:

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

Year 10 Assessment Schedule 2025

INDUSTRIAL TECHNOLOGY TIMBER

	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		Research Assignment	Folding Camp Stool	Research Assignment	Dart Board Cabinet
Nature of Task		Theory & Folio Final S1*	Practical Progress*	Theory & Folio Final S2*	Final Practical*
Timing		T1W10	T2W6	T3W10	T4W5
Assessment Component					
Theory / Folio	15%	15%			
Practical Tasks Projects completed in class	35%		35%		
Theory / Folio	15%			15%	
Practical Tasks Projects completed in class	35%				35%
Total	100%	15%	35%	15%	35%
Outcomes Assessed		IND5-4, IND5-9, IND5-10	IND5-1, IND5-3, IND5-6, IND5-7	IND5-2, IND5-5, IND5-8	IND5-1, IND5-3, IND5-6, IND5-7

Outcomes:

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

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MATHEMATICS ADVANCED

		AT1	AT2	AT3	AT4
Task Title		Class Test & Resource Sheet	Class Test & Resource Sheet	Class Test & Supplied Formula Sheet	Yearly Exam
Nature of Task		Timed Exam	Timed Exam	Timed Exam	Timed Exam
Timing		T1W7	T2W4	T3W6	T4W4
Assessment Component					
Indices A & B		X			X
Algebraic Techniques C		X			X
Indices C			X		X
Equations B & C			X		X
Properties of Geometrical Figures A,B & C					X
Linear Relationships C				X	X
Financial Mathematics B				X	X
Data Analysis A, B & C				X	X
Data Analysis C					X
Trigonometry C & D					X
Non-Linear Relationships A & B					X
Total	100%	20%	25%	20%	35%
Outcomes Assessed		1, 2, 3	4, 5, 6	10, 11, 12, 13, 14	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13,14, 15, 16, 17, 18

Outcomes:

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

MA5-ALG-P-02 Selects and applies appropriate algebraic techniques to operate with algebraic fractions and expands, factorises, and simplifies algebraic expressions (Path: Adv).

MA5-IND-P-02 Describes and performs operations with surds and fractional indices (Path: Adv).

MA5-EQU-P-01 Solves monic quadratic equations, linear inequalities, and cubic equations of the form (Path: Adv).

MA5-EQU-P-02 Solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (Path: Adv).

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 (Path: Ext).

MA5-GEO-P-02 Constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (Path: Ext).

MA5-LIN-P-01 Describes and applies transformations, the midpoint, gradient/slope, and distance formulas, and equations of lines to solve problems

MA5-FIN-C-02 Solves financial problems involving compound interest and depreciation.

MA5-DAT-C-01 Compares and analyses datasets using summary statistics and graphical representations.

MA5-DAT-C-02 Displays and interprets datasets involving bivariate data.

MA5-DAT-P-01 Plans, conducts, and reviews a statistical inquiry into a question.

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 (Path: Stn, Adv).

MA5-TRG-P-02 Establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations (Path: Adv)

MA5-NLI-C-01 identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts

Year 10 Assessment Schedule 2025

MATHEMATICS CORE

	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		Class Test + Summary Sheet	Mastery of Learning Class Test	Class Test	Yearly Exam
Nature of Task		Timed Exam	Timed Exam	Timed Exam Reference sheet	Timed Exam Summary sheet
Timing		T1W7	T2W4	T3W6	T4W4
Assessment Component					
Financial Mathematics B		x			
Equations A		x			
Area, and Surface Area B			x		
Volume B			x		
Linear Relationships B			x		x
Data Analysis A				x	x
Data Analysis B				x	x
Trigonometry					x
Non-Linear Relationships					x
Total	100%	20%	25%	20%	35%
Outcomes Assessed		1, 2	3, 4, 5	7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Outcomes:

MA5-FIN-C-02 Solves financial problems involving compound interest and depreciation.

MA5-EQU-C-01 Solves linear equations of up to 3 steps, limited to one algebraic fraction.

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-VOL-C-01 Solves problems involving the volume of composite solids consisting of right prisms and cylinders

MA5-DAT-C-01 Compares and analyses datasets using summary statistics and graphical representations.

MA5-LIN-C-02 Graphs and interprets linear relationships using the gradient/slope-intercept form.

MA5-NET-P-01 Solves problems involving the characteristics of graphs/networks, planar graphs, and Eulerian trails and circuits (Path: Stn).

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 (Path: Stn, Adv).

MA5-DAT-C-02 Displays and interprets datasets involving bivariate data.

MA5-NLI-C-01 Identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts.

Year 10 Assessment Schedule 2025

MUSIC

	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		Australian Music	Jazz/Blues	Popular Music 'Like a Version'	Elective Topic Study
Nature of Task		Performance - ONE Solo/ Ensemble Piece	Composition - Composition Representative of Topic	Listening - Concept Analysis	Performance - ONE Solo/ Ensemble Piece
Timing		T1W6/7	T2W5	T3W5	T4W2/3
Assessment Component					
Performing	40%	20%			20%
Composing	30%		30%		
Listening	30%			30%	
Total	100%	20%	30%	30%	20%
Outcomes Assessed		5.3	5.5, 5.6	5.7, 5.8	5.1, 5.3

Outcomes:

- 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

Year 10 Assessment Schedule 2025

PASS

	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		Body Systems	Table Tennis & Spikeball	Sports Coaching	Ultimate Frisbee and Emerging Games
Nature of Task		Topic Test	Practical Skills	Written Task and Presentation	Practical Performance
Timing		T1W10	T2W6/7	T3W10	T4W2/3
Assessment Component					
Knowledge and Understanding	30%	15%	5%	5%	5%
Skills	70%	10%	20%	20%	20%
Total	100%	25%	25%	25%	25%
Outcomes Assessed		5.1 5.2 5.10	5.5 5.6 5.9	5.3 5.4 5.7 5.8 5.10	5.5 5.7 5.8

Outcomes:

- 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 active participation and skilful performance
- PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport
- PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance
- PASS5-8 displays management and planning skills to achieve personal and group goals
- PASS5-9 performs movement skills with increasing proficiency
- PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions

Year 10 Assessment Schedule 2025

PASS FOOTBALL

	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		Body Systems	Rugby League	Sports Coaching	Rugby 7's
Nature of Task		Topic Test	Practical Performance	Written Task and Presentation	Practical Skills
Timing		T1W10	T2W6/7	T3W5	T4W2/3
Assessment Component					
Knowledge and Understanding	30%	15%	5%	5%	5%
Skills	70%	10%	20%	20%	20%
Total	100%	25%	25%	25%	25%
Outcomes Assessed		5.1 5.2 5.10	5.5 5.7 5.9	5.3 5.4 5.7 5.8 5.10	5.5 5.7 5.9

Outcomes:

- 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 active participation and skilful performance
- PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport
- PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance
- PASS5-8 displays management and planning skills to achieve personal and group goals
- PASS5-9 performs movement skills with increasing proficiency
- PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions

Year 10 Assessment Schedule 2025

PDHPE

	Syllabus Weightings	AT1	AT2	AT3	AT4	AT5
Task Title		Invasion Games	Safe Living	Net & Court Games	Dance	Food for Thought
Nature of Task		Practical Skills	CPR Test and Practical Assessment	Practical Skills	Movement Skills	Collaborative Investigation
Timing		T1W5/6	T1W9/10	T2W8/9	T3W8	T4W1
Assessment Component						
Knowledge and Understanding	40%		25%			15%
Movement Skills	45%	20%		15%	10%	
Personal Skills	15%				5%	10%
Total	100%	20%	25%	15%	15%	25%
Outcomes Assessed		PD5-4, PD5-5	PD5-1, PD5-7	PD5-4, PD5-5	PD5-4, PD5-5, PD11	PD5-2, PD5-6, PD5-8

Outcomes:

- PD5-1** Assesses their own and others' capacity to reflect on and respond positively to challenges
- PD5-2** Researches and appraises the effectiveness of health information and support services available in the community
- PD5-3** Analyses factors and strategies that enhance inclusivity, equality and respectful relationships
- PD5-4** Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
- PD5-5** Appraises and justifies choices of actions when solving complex movement challenges
- PD5-6** Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
- PD5-7** Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
- PD5-8** Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
- PD5-9** Assesses and applies self-management skills to effectively manage complex situations
- PD5-10** Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
- PD5-11** Refines and applies movement skills and concepts to compose and perform innovative movement sequences

Year 10 Assessment Schedule 2025

PHOTOGRAPHY AND DIGITAL MEDIA

	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		Staged	Film Clip	Culture	Portfolio
Nature of Task		Assignment	Collaborative Project	Class based activities	Exhibition Journal
Timing		T1W10	T2W6	T3W10	T4W3
Assessment Component					
Making	60%	10%	20%	20%	10%
Critical/Historical	40%	15%	10%	10%	5%
Total	100%	25%	30%	30%	15%
Outcomes Assessed		5.6, 5.7, 5.10	5.2, 5.3, 5.9	5.4, 5.5, 5.6, 5.8	5.1, 5.6

Outcomes

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

Year 10 Assessment Schedule 2025

SCIENCE

	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		Problem Solving Exam	Portfolio Response Task	Valid10*	Depth Study
Nature of Task		Written Test	Processing Knowledge Task	Online Examination	Scientific Investigation
Timing		T1W7	T2W8	T3W7/8	T4W1
Assessment Component					
Knowledge and Understanding	40%		20%	20%	
Questioning and Predicting	10%			5%	5%
Conducting Investigations	10%				10%
Processing and Analysing Data	15%	10%	5%		
Problem-solving	15%	10%		5%	
Communicating	10%				10%
Total	100%	20%	25%	30%	25%
Outcomes Assessed		7WS, 8WS	7WS, 12ES, 17CW	4WS, 5WS, 8WS, 10PW, 11PW, 12ES, 13ES, 14LW, 15LW, 16CW, 17CW	4WS, 5WS, 6WS, 9WS

Valid10* is an externally prepared online exam designed by the Department of Education related to Valid8.

Outcomes:

- SC5-4WS develops questions or hypotheses to be investigated scientifically
- SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
- SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
- SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
- SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
- SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
- SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion
- SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
- SC5-12ES 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

CAPA Faculty

Year 10 Assessment Schedule 2025

VISUAL ARTS & DESIGN

	Syllabus Weightings	AT1	AT2	AT3	AT4	EXHIBITION
Task Title		Practice	Create	Context	Resolve	N/A
Nature of Task		Research	Artmaking	Visual Art Diary & Essay	Artmaking	Real World Application
Timing		T1W10	T2W6	T3W10	T4W3	T4W8
Assessment Component						
Artmaking	60%	5%	25%		30%	
Critical / Historical	40%	15%	5%	20%		
Total	100%	20%	30%	20%	30%	
Outcomes Assessed		5.4, 5.7, 5.9	5.1, 5.3, 5.5, 5.6	5.8, 5.10	5.2, 5.4, 5.5, 5.6	

Additional Notes

Subject Requirements: Subject Contribution = \$50 which will cover visual art diaries and a broad range of art materials, printing.

Outcomes:

- 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

Appendices

1. Common Assessment Questions

2. Useful internet links

3. Sample Mount View High School Student Appeal Form

Common Assessment Questions

What are the Acceptable Reasons for Non-Attendance or Late Submission of Assessment Tasks?

The only satisfactory reasons for non-attendance or late submission of assessment tasks are:

- Illness on the day the task is sat/submitted, evidenced by the parent / caregiver with whom the student normally lives
- Approved leave granted by the Principal well before the date of the assessment task. It should be noted that 'exemption from school' does not necessarily mean that students are 'exempt from completing scheduled assessment tasks. This will be managed on a case by case basis via the appeal process.
- Engagement in alternate approved school based activities (eg school representative sport) that has been communicated, before the date of the assessment, to the classroom teacher or head teacher administering the task
- Misadventure (accidents or extreme non-medical problems that can be documented, major transport delays that can be verified)

What are examples of Unacceptable Reasons for Non-Attendance or Late Submission of Assessment Tasks?

The following are **NOT** acceptable reasons for non-attendance or late submission of assessment tasks:

- Any type of computer/printer malfunction (be sure your work is backed up on disk or emailed to school every time you leave the computer, regardless of whether it is finished or not)
- Illness **without** a note of explanation as provided by the parent / caregiver with whom the student normally lives
- Lateness due to sleeping in
- Early holidays
- Loss of task

What to do if you are not at school on the day a task is to be sat or submitted?

Students absent from an assessment task due to illness must:

- Obtain a note from your parent / caregiver that clearly states that the you, the student, has been affected by illness with specific dates mentioned and a brief description of the condition
- Submit the sick note to your classroom teacher / Head Teacher before the conclusion of the second day of return to school
- Submit the assessment task on the first day of return to School
- Sit for the replacement task provided by the relevant Faculty, as directed

Useful internet links

NESA Homepage -	http://educationstandards.nsw.edu.au/wps/portal/nesa/home
Stage 4 Syllabus documents -	http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-4
About the ROSA	http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement
VET on-line -	http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet
NESA Parents Page -	http://educationstandards.nsw.edu.au/wps/portal/nesa/parents/parent-guide
Assessment Resource Centre -	https://ace.nesa.nsw.edu.au/
University Admission Centre -	http://www.uac.edu.au/
TAFE New South Wales -	https://www.tafensw.edu.au/
Your Tutor	https://yourtutor.com.au/connect/clients/cessnock-city-library/authenticate

Your Tutor is a resource provided by Cessnock City Library students need to sign in with a library card number. Online, on-demand study help is available for library members that cover students in Years 3 through to Year 12. Students can upload a writing draft 24/7 to receive expert feedback in less than 24 hours. This service is included in the library membership.



MOUNT VIEW HIGH SCHOOL - YEARS 7-10

ILLNESS/MISADVENTURE/APPEAL FORM

Name: _____ Year: _____

Name of course: _____ Teacher: _____

Name of the Assessment Task: _____ Date of Assessment Task: _____

Illness/Misadventure/Appeal Reason: *You must state sufficient details to support your case to be considered for extension of time or being given a substitute task. Please refer to the policy statement to guide you. Eg. Attendance at a sporting or cultural event, or family holiday are **not** considered valid reasons to appeal. "Technologies" breakdown (e.g. computer or printer problems) will NOT be accepted as part of an appeal. (Students are advised to save as they develop their task and hand in a USB drive, disk or draft of the assessment until the final copy can be handed in).*

Medical Certificate Y / N

(Year 10 applications should be supported by a medical certificate where possible)

Signature of Student: _____ Date: _____

Signature of Parent: _____ Date: _____

Class Teacher's comment (Please look at performance over course to date)

Signature of Teacher: _____ Date: _____

Signature of HT: _____ Date: _____

- Appeals Panel Decision: ☐ Extension of time to complete the original assessment task
☐ Completion of a substitute assessment task (prior / after task due date)
☐ Provide an estimate based on evidence (can be completion of original task)
☐ Reason unacceptable, mark confirmed of zero or otherwise

Signature of Appeals Panel Leader: _____ Date: _____

(Please inform the Head Teacher and ask them to inform the class teacher and the student)

**Mount View High School
Assessment Adjustment Referral Form**

PART A: PARENT / STUDENT SECTION

Student Name: _____ Year: _____

Diagnosis/condition: _____

Reason for assessment adjustment referral: _____

Attaching Evidence (attach report) ☐ Specialist report

Parent/Carer Name + Signature: Name: _____ Signature: _____

Student Signature: _____

PART B: OFFICE USE ONLY

Date Received: _____

HT T&L signature + decision _____ ☐ Support ☐ Decline

Date Raised at LST: _____ ☐ Support ☐ Decline

Communicated to staff/student/parent:	Staff	Student	Parent
	☐ Email	☐ Email	☐ Email
	☐ Phone	☐ Phone	☐ Phone
	☐ Person	☐ Person	☐ Person

☐ Entered in PLAN (Date): _____ ☐ Entered spreadsheet (date) _____

Mount View High School Assessment Adjustment Referral Form

