



WINGHAM HIGH SCHOOL

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YEAR 10

Assessment booklet



2022

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Wingham High School respectfully acknowledges the Biripi people, the Traditional Custodians of the land on which we learn and live, and recognise their continuing connection to land, water and community. Wingham High School pays respect to Elders past, present and emerging.

Foreword

Dear Parents/Students

Please ensure that you read this booklet and understand the Stage 5 assessment requirements of this school. Please read this booklet along with the Wingham High School Assessment Policy Support Document, which can be found on the school's website at: wingham-h.schools.nsw.gov.au

The NSW Education Standards Authority's (NESA) rules and requirements for Stage 5 are covered in the Assessment, Certification and Examination (ACE) Manual. This and many other NESA publications, including syllabuses, can be found at: educationstandards.nsw.edu.au

The Education Standards Authority's (NESA) syllabus documents for Stage 5 can be found at: educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5

Mandatory 7-10 curriculum requirements

NESA determines minimum requirements for the satisfactory completion of Stage 4 and Stage 5 courses in terms of Key Learning Areas and indicative hours. Under our school's pattern of study, satisfactory completion of Stage 4 courses is achieved by Year 10 students who have, over four years, studied the following courses:

English – 400 hours over Years 7, 8, 9 and 10

Mathematics – 400 hours over Years 7, 8, 9 and 10

Science - 400 hours over Years 7, 8, 9 and 10

Human Society and Its Environment - 400 hours over Years 7, 8, 9 and 10. Included in this requirement is the study of 100 hours each of History and Geography in Years 7 and 8, and 100 hours each of History and Geography in Years 9 and 10

Creative Arts – 200 hours comprising 100 hours in Music and 100 hours in Visual Arts

Technological and Applied Studies – 200 hours consisting of the Technology course

Personal Development, Health and Physical Development – 300 hours over Years 7, 8, 9 and 10

Languages – at least 100 hours in one language over one continuous 12 month period between Years 7 and 10

Sport – satisfactorily completed a program of activities.

Record of School Achievement

A Record of School Achievement (RoSA) is available as a credential for eligible students leaving school prior to receiving their Higher School Certificate (HSC).

The RoSA is:

- a record of the full range of student achievements right up to the day they do their HSC or leave school. Students need to have completed the mandatory requirements for Years 7 - 10 to be eligible for a RoSA. Those eligible students who choose to leave school prior to receiving their HSC will receive a RoSA
- an electronic record of achievements that students can use at any time
- based on assessment by teachers in schools, moderated by the NSW Education Standards Authority (NESA) to ensure reliability and fairness of grades.

Wingham High School Year 10 assessment guidelines 2022

Satisfactory Completion of a Stage 5 Course

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 they have:

- **followed** the course developed or endorsed by the Board of Studies
- **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- **achieved** some or all of the course outcomes.

While NESA does not mandate attendance requirements, principals may determine that because of absence, the course completion criteria may not have been met. Clearly, absences will be regarded seriously by principals. Students are given early warning of the consequences for such absences. Warning letters must relate student absence to the non-completion of course requirements.

If, at any time, it appears that a student is at risk of being given an **N determination** (non-completion of course requirements) in any course, the principal must warn the student as soon as possible and advise the parent or guardian in writing if the student is under 18 years of age. This warning should be given in time for the problem to be corrected. The head teacher of the course may arrange an interview with the student's parent/s or guardian/s.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The principal will then apply the 'N' determination.

School-based assessment

School-based assessment is used to award a grade in each course. The grade awarded in each course will be based on achievement measured at scheduled times throughout the course in Year 10. Measuring achievement at these times throughout the course provides a better indication of student achievement than a single examination, and provides the opportunity for the student to demonstrate their highest level of achievement.

Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects.

- NESA has developed Course Performance Descriptors which describe five levels of achievement from A to E for every course. Mathematics has 10 levels of achievement A10 to E1.
- Students will receive the grades which best relate to the description of their achievement according to the Course Performance Descriptors in each course.
- An 'N' will be awarded where a student has failed to satisfactorily complete a course.
- The general experience courses of non-elective Music, Language, Creative and Performing Arts and Technological and Applied Studies will be graded as 'S' – satisfactorily completed or 'N' – not satisfactorily completed.

Schools are responsible for awarding each student a grade (A, B, C, D, or E) for each NESA Developed Course to summarise the student's achievement in any 100 hour or 200 hour course completed in Stage 5. The grade awarded for each course is reported on the student's Record of School Achievement.

Teachers use the Stage 5 Course Performance Descriptors to determine Record of School Achievement grades for each course. The descriptors have been developed from the NESA general performance descriptors and provide a more complete description of typical performance in each course at a grade level.

Determining Grades

During the course, teachers collect information on the achievement of each student. To allocate a grade to a student at the end of the course, teachers make a judgement as to which grade descriptor best describes the achievement of that student.

Students should be given the opportunity to demonstrate their maximum level of achievement relative to the course performance descriptors.

Applying the Course Performance Descriptors

Teachers use their professional judgment in applying the course performance descriptors. It is not intended that the course performance descriptors represent a checklist or provide a comprehensive description of student performance at each grade level.

The descriptor that provides the best overall description of a student's achievement will determine the grade awarded.

The samples of student work that are provided on the Assessment Resource Centre website clarify the standards described in the course performance descriptors. They illustrate the quality of work typically produced by students who receive each grade

Areas for Assessment

The areas for assessment for each course provide a framework for structuring an assessment program and may be used for reporting student achievement. They are derived from the course objectives and are linked to the course outcomes. They can be used as organisers for assessment of student achievement.

Good assessment practice involves designing quality assessment activities that enable students to demonstrate their achievements. Teachers use the areas for assessment when designing an assessment activity, to ensure it is assessing performance in relation to a grouping of outcomes.

General Performance Descriptors

The general performance descriptors describe performance at each of five grade levels:

A	Outstanding	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	High	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	Sound	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	Basic	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	Limited	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.

Disability Provisions

Students requiring disabilities provisions for examinations and tests (such as a reader, writer, extra time, large print papers, coloured paper or the use of a computer) should contact the Head Teacher Wellbeing for specific information.

For more details, refer to the NESA website: educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions OR the WHS assessment Policy Support Document: wingham-h.schools.nsw.gov.au

Student Responsibilities

Completing and submitting tasks

1. Students are expected to complete all tasks and sit for all examinations set as part of the course assessment schedule at the specified time and make a genuine attempt to the best of their ability.
2. Some tasks will be performed in class. Others will be prepared out of school and handed in at a designated time and then tested in class. A zero mark may be awarded in either case if evidence is found to support any suspicion that the work submitted is not that of the student (see What is malpractice? below)
3. Ample notice will be given to allow students to organise their workload to allow submission dates to be met.
4. If an assessment task is due to be submitted on a set date, it must be presented on that date by 3.00pm or at the time on that date set by the head teacher. If a task is not submitted on time a mark penalty will occur for the task:
 - minus 50% of the awarded mark on Day 1, Day 2 and Day 3
 - zero awarded on Day 4
 - tasks submitted on Day 4 will be submitted for feedback only.
5. If a student is absent due to illness or misadventure on the day an assessment task is scheduled or due, documentary evidence from a medical professional or from the parent/carer must be provided to the school. This must explain the specific reason for the absence.

What is malpractice?

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

- copying someone else's work in part or in whole, and presenting it as one's own
- using material directly from books, journals, CDs or the Internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as one's own
- submitting work to which another person, such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- not making a genuine effort with an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Misconduct in formal examinations and other assessment tasks

Misconduct during any task or formal examination may be regarded as malpractice. Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment task. Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice, is not consistent with school rules or causes disruption to assessment procedures.

All class tasks including formal examinations must be attempted seriously. Non-serious attempts or offensive language in answers will be referred to the head teacher and may be awarded a zero for that task.

School leave and assessment tasks

Leave from school may be granted by the principal upon completion of a leave application on which details of course work to be completed whilst on leave, and any assessment requirements, are indicated.

Students should be present at school to complete and submit all assessment tasks and examinations. Students and parents should NOT assume leave will be granted in circumstances where family holidays, social engagements or other matters of a discretionary nature clash with school assessment tasks.

Students are expected to complete all tasks and sit for all examinations set as part of the assessment program for a course at the specified time. The Department of Education discourages students taking leave during the school term.

The Department of Education's position in relation to student leave is stated in the Student **Attendance in Government Schools Procedures School Attendance** policy. This policy has been developed by the Learning and Engagement Directorate in 2015:

14.1. From the beginning of 2015, family holidays and travel are no longer considered under the *Exemption from School - Procedures*. Travel outside of the vacation period is now counted as an absence for statistical purposes.

14.3 A principal should not accept a reason for travel during school term if it is not in the best interests of the student. Educational, social and participation reasons, should be specified on the application.

When student leave clashes with an assessment task

Students in Years 7-10 should discuss how an application for leave may impact assessment tasks with their class teacher and the faculty head teacher **2 weeks prior to the leave**. All assessments tasks due during the period of leave must be completed prior to the leave commencing. Students who do not make arrangements with their classroom teacher and faculty head teacher two weeks prior to the leave, and who do not complete the required assessment prior to taking leave, may be penalised for non-completion and therefore receive a mark of zero or penalised for late submission of a task in accordance with the WHS Assessment Policy Support Document.

At all times, students and families must manage leave requests in consultation with class teachers and faculty head teachers.

Students completing work placement

Students completing school and/or TAFE placements are required to complete all school assessment tasks on the scheduled due dates. School assessments take priority and placements should be managed to avoid clashes with school assessments.

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CAPA

Music

Visual Arts

Music

Year 10 Assessment schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Performance	Listening	Composition	
Timing	Term 1, Week 8	Term 2, Week 8	Term 3, Week 9	
Outcomes assessed	5.1, 5.2, 5.3	5.7, 5.8, 5.9, 5.10	5.4, 5.5, 5.6	
Course component				Weighting
Performance	35			35
Composition		35		35
Listening			30	30
Weighting	35	35	30	Total 100

Music syllabus

educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10

Visual Arts

Year 10 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Painting	Written Assessment Task	Portfolio - Body of Work	Written Assessment Task	
Timing	Term 1 , Week 9	Term 2, Week 4	Term 4, Week 4	Term 4 , Week 4	
Outcomes assessed	5.1, 5.5, 5.6	5.8, 5.10	5.2, 5.3, 5.4	5.7, 5.8, 5.9	
Course component					Weighting
Artmaking	30				30
Art Criticism / Art History		20			20
Artmaking			30		30
Art Criticism / Art History				20	20
Weighting	30	20	30	20	Total 100

Visual Arts syllabus

educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10

ENGLISH

Drama

English

Drama

Year 10 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Monologue and Rationale	Group Performance	Political Theatre	Group Performance	
Timing	Term 1, Week 8	Term 2, Week 6	Term 3 , Week 5	Term 4, Week 3	
Outcomes assessed	5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2	5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.3.1	5.1.1, 5.2.1, 5.2.2, 5.2.3, 5.3.1	5.1.3, 5.1.4, 5.2.1, 5.2.3, 5.3.3	
Course component					Weighting
Making Drama	10	10	10	10	40
Performing Drama	10	10	10	10	40
Critically Studying		10		10	20
Weighting	20	30	20	30	Total 100

Drama syllabus

educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/drama-7-10-syllabus

English

Year 10 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Multimodal	Essay (in class)	Major Work and Reflection Statement	Examination	
Timing	Term 1 , Week 8	Term 2, Week 7	Term 4 , Week 1	Term 4 , Week 4/5	
Outcomes assessed	EN5-2A, 4B, 5C, 8D	EN5-1A, 3D, 6C, 7D	EN5-2A, 3B, 4B, 5C, 9E	EN5-1A, 5C,6C	
Course component					Weighting
Knowledge and understanding of course content	10	15	15	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modules	15	10	15	10	50
Weighting	25	25	30	20	Total 100

English Syllabus

educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5

HSIE

Commerce

Geography

History

Work Education

Commerce

Year 10 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Assignment	Topic Test	Assignment	Topic Test	
Timing	Term 1, Week 8	Term 2, Week 5	Term 3, Week 8	Term 4, Week 4/5	
Outcomes assessed	COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-9	COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7	COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-8	COM5-1, COM5-2, COM5-3, COM5-5, COM5-8, COM5-9	
Course component					Weighting
Knowledge and understanding of course content	10	20	10	20	60
Communication of contemporary commercial issues	5	5	5	5	20
Research	10	0	10	0	20
Weighting	25	25	25	25	Total 100

Commerce syllabus

educationstandards.nsw.edu.au/wps/portal/nesa/k-10/resources/sample-work/stage5/stage-5-years-9-10-commerce

Geography

Year 10 Assessment schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Skills Assessment	In-class Task	Final Examination	
Timing	Term 1, Week 5	Term 2, Week 2 Term 3, Week 8	Term 4, Week 4/5	
Outcomes assessed	5-7, 5-8	5-1, 5-4, 5-6, 5-8	5-1, 5-4, 5-6, 5-7, 5-8	
Course component				Weighting
Knowledge and understanding of course content			40	40
Geographical skills including inquiry	30			30
Communication of geographical information, ideas and issues in appropriate forms		30		30
Weighting	30	30	40	Total 100

Geography syllabus

educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5

History

Year 10 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Holocaust Task 1	Holocaust Task 2	Research Essay	Final Examination	
Timing	Term 1 , Week 9	Term 2, Week 4	Term 3, Week 10	Term 4, Week 4/5	
Outcomes assessed	5-4, 5-10	5-3, 5-10	5-3, 5-6, 5-8, 5-10	5-3, 5-4, 5-6, 5-10	
Course component					Weighting
Knowledge and understanding of course outcomes	5	5	10	20	40
Historical skills/inquiry	5	5	10	10	30
Communication of historical information, ideas and issues in appropriate forms	5	5	10	10	30
Weighting	15	15	30	40	Total 100

History syllabus

<https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/hsie/s4-5/history>

Work Education

Year 10 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Resume for work placement	Mock interview preparation and practice	Transition planning	Work Experience	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9	Term 4, Week 4/5	
Outcomes assessed	5.1, 5.3, 5.7, 5.9, 5.11	5.2, 5.4, 5.6, 5.8	5.7, 5.9, 5.10, 5.11	5.5, 5.8	
					Weighting
	25	25	25	25	100
Weighting	25	25	25	25	Total 100

Work Education syllabus

educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/work-education-7-10-2019

MATHEMATICS

Mathematics 5.1 – 5.2

Mathematics 5.2 – 5.3

Mathematics 5.1 and 5.2

Year 10 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Topic Test – Financial Mathematics/Non-linear Relationships	Topic Test – Volume/Data Analysis	Project – Trigonometry Investigative Task (common task)	Topic Test – Rates and Ratios/Probability/ Geometry	
Timing	Term 1, Week 8	Term 2, Week 5	Term 3, Week 8	Term 4, Week 4/5	
Outcomes assessed	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-4NA, MA5.1-7NA, MA5.2-1WM, MA5.2-2WM, MA5.2-4NA, MA5.2-10NA	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-12SP, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-12MG, MA5.2-15SP	MA5.1-1WM, MA5.1- 3WM, MA5.1-10MG, MA5.2-2WM, MA5.2-13MG	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-11MG, MA5.1-13SP, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-5NA, MA5.2-17SP, MA5.2-14MG	
					Weighting
	25	25	25	25	100
Weighting	25	25	25	25	Total 100

Mathematics syllabus

educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/mathematics-k-10

Mathematics 5.2 - 5.3

Year 10 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Topic Test- Surds/Interest and Depreciation	Topic test – Co-ordinate Geometry/Surface Area & Volume/Products & Factors	Project – Trigonometry Investigative Task (common task)	Topic test – Graphs/Simultaneous Equations/Probability	
Timing	Term 1, Week 8	Term 2, Week 5	Term 3, Week 8	Term 4, Week 4/5	
Outcomes assessed	MA5.3-1WM, MA5.3-2WM, MA5.2-4NA, MA5.3-6NA	MA5.1-6NA, MA5.2-1, MA5.2-3WM, MA5.2-9NA, MA5.2-11MG, MA5.2-12MG, MA5.3-8NA, MA5.3-13MG, MA5.3-14MG, MA5.2-7NA, MA5.3-5NA	MA5.1-1WM, MA5.1-3WM, MA5.1-10MG, MA5.2-2WM, MA5.2-13MG	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-5NA, MA5.2-8NA, MA5.3-4NA, MA5.3-9NA, MA5.1-13SP, MA5.2-17SP	
					Weighting
	25	25	25	25	100
Weighting	25	25	25	25	Total 100

Mathematics syllabus

educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/mathematics-k-10

PDHPE

Child Studies

PASS – Physical Activity and Sports Studies

PDHPE – Personal Development, Health and Physical Education

Child Studies

Year 10 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Health and Safety in Childhood - Classwork	Media and Technology - Classwork	Childcare Services and Career - Classwork	Food and Nutrition in Childhood - Classwork	
Timing	Term 1	Term 2	Term 3	Term 4	
Outcomes assessed	CS5-2, 5-5, 5-8, 5-9, 5-11	CS5-3, 5-4, 5-5, 5-7, 5-8, 5-9, 5-10, 5-11	CS5-3, 5-4, 5-5, 5-7, 5-8, 5-9, 5-10, 5-11	CS5-2, 5-5, 5-8, 5-11, 5-12	
Course component					Weighting
	25	25	25	25	100
Weighting	25	25	25	25	Total 100

Child Studies syllabus

educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/child-studies-7-10-2019

Students do not submit formalised assessment tasks in Stage 5 Child Studies.
Students are assessed against syllabus outcomes within the units of work studied each term.

PASS

Year 10 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Coaching - Classwork	Fitness Testing - Classwork	You Are The Teacher - Group Activity	Practical Skill Aquisition	
Timing	Term 1	Term 2	Ongoing Term 1 & 2	Ongoing Term 3 & 4	
Outcomes assessed	5-5, 5-6, 5-7, 5-8, 5-9	5-1, 5-2, 5-6, 5-7, 5-8, 5-9, 5-10	5-5, 5-6, 5-7, 5-8, 5-9	5-5, 5-6, 5-7, 5-8, 5-9, 5-10	
Course component					Weighting
	25	25	25	25	100
Weighting	25	25	25	25	Total 100

Physical Activitiy and Sports Studies syllabus

educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/physical-activity-sports-studies-7-10-2019

Students do not submit formalised assessment tasks in Stage 5 PASS.
Students are assessed against syllabus outcomes within the units of work studied each term.

PDHPE

Year 10 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	Task 5	
Nature of task	Future Success - Classwork	Risky Business - Classwork	The Mind Matters - Classwork	Men's and Women's Health Issues - Classwork	Physical Activity for Me - Practical Classwork	
Timing	Term 1	Term 2	Term 3	Term 4	Ongoing	
Outcomes assessed	PD5.1, 5.2, 5.8, 5.9	PD5.1, 5.2, 5.6-5.9	PD5.1, 5.2, 5.6-5.9	PD5.1, 5.2, 5.6-5.9	PD5.2, 5.6-5.9	
Course component						Weighting
	12.5	12.5	12.5	12.5	50	100
Weighting	12.5	12.5	12.5	12.5	50	Total 100

PDHPE syllabus

educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018

Students do not submit formalised assessment tasks in Stage 5 PDHPE.
Students are assessed against syllabus outcomes within the units of work studied each term.

SCIENCE

Agriculture Technology

Marine and Aquaculture Technology

Science

STEM – Science, Technology, Engineering
and Mathematics

Agriculture Technology

Year 10 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Dairy Cattle Research Assignment	Semester 1 Examination	Semester 2 Examination	Vegetable Garden/Work Experience Involvement Practical Tasks	
Timing	Term 1, Week 9	Term 2, Week5	Term 4, Week 4/5	Term 4, Week 4/5	
Outcomes assessed	AGS5-5, 6-10, 12, 13	AGS5-1, 2-6, 8, 9, 11-14.	AGS5-1, 2-6, 8, 9, 11-14	AGS 5.5, 6, 8, 9, 11-14	
Course component					Weighting
Knowledge and Understanding	15	20	20	5	60
Skills	10	5	5	20	40
Weighting	25	25	25	25	Total 100

Agriculture Technology syllabus

educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/agricultural-technology-2019

Marine and Aquaculture Technology

Year 10 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Practical and Theory	Practical and Research Task	Personal Interest Project Year 10 Major Work. Individual Research Task OR Marine Employment Task	Examination	
Timing	Term 1, Week 9	Term 2, Week 4	Term 4, Week 2	Term 4, Week 4/5	
Outcomes assessed	MAR5-3, 9-11, 14	MAR5-2, 7, 11, 14, 18	MAR5-1, 7, 14	MAR5-1, 2, 4, 7, 8, 11, 12, 14	
Course component					Weighting
Knowledge and Understanding	10	15	15	20	60
Skills	15	10	10	5	40
Weighting	25	25	25	25	Total 100

Marine and Aquaculture Technology syllabus

educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/marine-and-aquaculture-technology-2019

Science

Year 10 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Student Independent Research Project	Practical Assessment Nominated task/skills	Research Task	Examination	
Timing	Term 1, Week 9	Term 2, Week 4	Term 3, Week 9	Term 4, Week 4/5	
Outcomes assessed	SC5-4WS, 5WS, 6WS, 7WS, 8WS, 9WS	SC5-6WS, 7WS, 8WS, 9WS	SC5-4WS, 5WS, 6WS, 7WS, 8WS, 9WS, 12ES	SC4-1VA-17CW, 12ES, 13ES, 10PW	
Course component					Weighting
Knowledge & Understanding	5		5	25	35
Planning and Conducting Investigations	10	15	5		30
Critical Thinking and Problem Solving	5	10	5		20
Communication skills	5		10		15
Weighting	25	25	25	25	Total 100

STEM

Year 10 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Modelling Task	Communication Modelling Task	Modelling Task	Programming/Modelling Task	
Timing	Term 2, Week 2	Term 2, Week 10	Term 3, Week 10	Term 4, Week 4	
Outcomes assessed	5.1.1, 5.1.2, 5.4.1	5.1.1, 5.2.2, 5.4.1, 5.5.1	5.1.1, 5.2.2, 5.4.1	5.1.1, 5.4.2, 5.6.1	
Course component					Weighting
Knowledge & Understanding	5	10	10	15	40
Skills	20	15	15	10	60
Weighting	25	25	25	25	Total 100

STEM syllabus

education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/stem/stages-4-to-5

TAS

Food Technology

Industrial Technology – Automotive

Industrial Technology – Computing and
Multimedia

Industrial Technology – Metal

Industrial Technology – Timber

Textiles Technology

Food Technology

Year 10 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Food for Specific Needs - Practical/Theory Task	Food Service and Catering - Practical/Theory Task	Food Trends - Practical/Theory Task	Examination	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Week 8	Term 4, Week 4/5	
Outcomes assessed	FT 5-1, 5-2, 5-3, 5-4, 5-6, 5-7, 5-10, 5-11	FT 5-4, 5-5, 5-10, 5-12	FT 5-5, 5-6, 5-7, 5-8, 5-9, 5-11, 5-12, 5-13	FT 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9, 5-10, 5-11, 5-12, 5-13	
Course component					Weighting
	20	20	40	20	100
Weighting	20	20	40	20	Total 100

Food Technology syllabus

educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/food-technology-2019

Industrial Technology - Automotive (100Hr)

Year 10 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Practical Test	Practical Submission and Folio	Practical Submission and Folio	Examination	
Timing	Term 1, Week 10	Term 2, Week 4	Term 4, Week 2	Term 4, Week 4/5	
Outcomes assessed	IND 5-1, 5-3, 5-8	IND 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9	IND 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9	IND 5-1, 5-8, 5-9, 5-10	
Course component					Weighting
	20	20	30	20	90
Weighting	20	20	30	20	Warning:Must Total 100

Industrial Technology - Automotive

educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019

Industrial Technology - Computing and Multimedia

Year Assessment schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Game	Video	Animation	
Timing	Term 2, Week 3	Term 3, Week 6	Term 4, Week 5	
Outcomes assessed	IND 5.2.1, 5.2.2, 5.2.3, 5.3.2 5.4.1, 5.5.1, 5.5.3	IND 5.1.1, 5.1.2, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.5.1, 5.5.2, 5.5.3	IND 5.2.2, 5.3.1, 5.3.2, 5.5.2, 5.5.3	
Course component				Weighting
	30	40	30	100
Weighting	30	40	30	Total 100

Industrial Technology syllabus

educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/textiles-technology-2019

Industrial Technology - Metal

Year 10 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Major Project Application	Minor project and Folio	Major Project and Folio	Examination	
Timing	Term 1, Week 10	Term 2, Week 3	Term 4, Week 2	Term 4, Week 4/5	
Outcomes assessed	IND 5-2, 5-4, 5-5	IND 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8	IND 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8	IND 5-8, 5-9, 5-10	
Course component					Weighting
	10	30	40	20	100
Weighting	10	30	40	20	Total 100

Industrial Technology - Metal

educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019

Industrial Technology -Timber

Year 10 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Major Project Application	Minor Project and Folio	Major Project and Folio	Examination	
Timing	Term 1, Week 10	Term 2, Week 3	Term 4, Week 2	Term 4, Week 4/5	
Outcomes assessed	IND 5-2, 5-4, 5-5	IND 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8	IND 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8	IND 5-8, 5-9, 5-10	
Course component					Weighting
	10	30	40	20	100
Weighting	10	30	40	20	Total 100

Industrial Technology - Timber

educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019

Textiles Technology

Year 10 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Fabric Decoration Techniques and Practical Application	Major Project – Practical	Major Project - Folio	Examination	
Timing	Term 2, Week 2	Term 3, Week 10	Term 4, Week 2	Term 4, Week 4/5	
Outcomes assessed	TEX 5-1, 5-4, 5-5, 5-9	TEX 5-9, 5-10, 5-11	TEX 5-2, 5-3, 5-4, 5-8, 5-9, 5-12	TEX 5-1, 5-2, 5-3, 5-6, 5-7	
Course component					Weighting
Properties and Performance of Textiles	25				25
Design		35			35
Design			20		20
Textiles and Society				20	20
Weighting	25	35	20	20	Total 100

Textiles Technology

educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/textiles-technology-2019

Student Assessment Planner

Year 10 Semester 1 2022

Term 1

Mth	Wk	Monday	Task No	Tuesday	Task No	Wednesday	Task No	Thursday	Task No	Friday	Task No
Jan/Fe	1	31		1		2		3		4	
	2	7		8		9		10		11	
Februa	3	14		15		16		17		18	
Februa	4	21		22		23		24		25	
Feb/Ma	5	28		1		2		3		4	
		Geography	1								
March	6	7		8		9		10		11	
March	7	14		15		16		17		18	
March	8	21		22		23		24		25	
		Commerce	1								
		Drama	1								
		English	1								
		Maths	1								
Music	1										
March/April	9	28		29		30		31		1	
		Agriculture	1								
		Food Technology	1								
		History	1								
		Marine & Aquacult.	1								
		Science	1								
		Visual Arts	1								
Work Education	1										
April	10	4		5		6		7		8	
		IT Automotive	1								
		IT Metal	1								
		IT Timber	1								

Term 2

Mth	Wk	Monday	Task No	Tuesday	Task No	Wednesday	Task No	Thursday	Task No	Friday	Task No
April	1	25 Anzac day		26		27		28		29	
May	2	2		3		4		5		6	
		Geography	2								
		STEM	1								
May	3	Textiles Technology	1								
		9		10		11		12		13	
		IT Comp./M.Media	1								
May	4	IT Metal	2								
		IT Timber	2								
		16		17		18		19		20	
May	5	History	2								
		IT Auto	2								
		Marine & Aquacult.	2								
		Science	2								
		Visual Arts	2								
May	6	23		24		25		26		27	
		Agriculture	2								
		Commerce	2								
		Maths	2								
May/Ju	7	30		31		1		2		3	
		Drama	2								
June	8	6		7		8		9		10	
		English	2								
June	9	13 Queen's		14		15		16		17	
				Music	2						
June	10	20		21		22		23		24	
		Food Technology	2								
		Work Education	2								
June/Ju	11	27		28		29		30		1	
		STEM	2								

Semester 2 2022

Term 3

Mth	WK	Monday	Task No	Tuesday	Task No	Wednesday	Task No	Thursday	Task No	Friday	Task No
July	1	18		19		20		21		22	
	2	25		26		27		28		29	
August	3	1		2		3		4		5	
August	4	8		9		10		11		12	
August	5	15		16		17		18		19	
		Drama	3								
Aug/Se	6	22		23		24		25		26	
		IT Comp./M.Media	2								
Aug/Se	7	29		30		31		1		2	
September	8	5		6		7		8		9	
		Commerce	3								
		Food Technology	3								
		Geography	2								
September	9	12		13		14		15		16	
		Music	3								
		Science	3								
		Work Education	3								
September	10	19		20		21		22		23	
		History	3								
		STEM	3								
		Textiles Technology	2								

Term 4

Mth	Wk	Monday	Task No	Tuesday	Task No	Wednesday	Task No	Thursday	Task No	Friday	Task No
October	1	10		11		12		13		14	
		English	3								
October	2	17		18		19		20		21	
		IT Automotive	3								
		IT Metal	3								
		IT Timber	3								
		Marine & Aquacult.	3								
		Textiles Technology	3								
October	3	24		25		26		27		28	
		Drama	4								
October	4	31		1		2		3		4	
		English	4								
		Maths	4								
		Science	4								
		STEM	4								
November	5	7		8		9		10		11	
		Agriculture	3/4								
		Commerce	4								
		Food Technology	4								
		Geography	3								
		History	4								
		IT Automotive	4								
		IT Comp./M.Media	3								
		IT Metal	4								
		IT Timber	4								
		Marine & Aquacult.	4								
		Textiles Technology	4								
		Visual Arts	3/4								
		Work Education	4								
Novem	6	14		15		16		17		18	
Novem	7	21		22		23		24		25	
Novem	8	28		29		30		1		2	
Nov/Dc	9	5		6		7		8		9	
Decem	10	12		13		14		15		16	
Decem	11	19		20		21		22		23	