



# YEAR 10

## Assessment booklet



---

# 2024

# Index

	Page
<b>Forward</b>	2
<b>Mandatory 7-10 curriculum requirements</b>	2
<b>Record of School Achievement</b>	2
<b>Wingham High School Year 10 assessment guidelines 2024</b>	3
Satisfactory Completion of a Stage 5 Course	3
School-based assessment	3 - 4
General Performance Descriptors	4
Disability provisions	4
Student responsibilities	5 - 6
<b>Year 10 assessment schedules</b>	
Creative and Performing Arts (CAPA) courses	7 - 9
Music	8
Visual Arts	9
English courses	10-12
Drama	11
English	12
Human Society and its Environment (HSIE) courses	13-18
Commerce	14
Geography	15
History	16
History Elective	17
Work Education	18
Mathematics courses	19-21
Mathematics 5.1-5.2	20
Mathematics 5.2-5.3	21
Personal Development, Health and Physical Education (PDHPE) courses	22-25
Child Studies	23
Physical Activity and Sports Studies (PASS)	24
PDHPE	25
Science courses	26-30
Agriculture Technology	27
Marine and Aquaculture Technology	28
Science	29
STEM	30
Technology and Applied Studies (TAS) courses	31-36
Computing Technology	32
Design and Technology	33
Food Technology	34
Industrial Technology - Metal	35
Industrial Technology - Timber	36
<b>Student Assessment Planner</b>	37
<b>DoE School Planner 2024</b>	38-41

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](http://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](http://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](http://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 2024

## 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 NESAs do 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.

- NESAs have 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 NESAs 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 NESAs 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](https://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](https://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.**
  - **After Day 1, students will have Day 2 and Day 3 to complete and submit the task.**
  - **If the task is not submitted by Day 4 a zero mark will be awarded.**
  - **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
- students may only use **Artificial Intelligence sources if and when directed by their class teacher**
- 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 assessment 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.

**All DoE links in this document are subject to NSW Department of Education copyrights and assume the following copyright statement:** © State of New South Wales (Department of Education), 2021.

**All NESA links in this document are subject to** © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales (Department of Education), 2021.

# CAPA

Music

Visual Arts



# Music

## Year 10 Assessment schedule

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

Music syllabus

<https://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	
<b>Nature of task</b>	Practical/Written Task	Practical/Written Task	Practical/Written Task	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 3	Term 3 Week 9	
<b>Outcomes assessed</b>	5.2, 5.4, 5.9, 5.10	5.4, 5.6, 5.7, 5.8	5.1, 5.3, 5.5, 5.6, 5.10	
<b>Course component</b>				<b>Weighting</b>
Artmaking	15	25	20	<b>60</b>
Art Criticism and Art History	10	10	20	<b>40</b>
<b>Weighting</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>Total 100</b>

Visual Arts syllabus

<https://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	
<b>Nature of task</b>	Contemporising Shakespeare	Compilation Playbuilding	Small Screen Drama	Scripted Drama	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 7	Term 3 Week 7	Term 4 Week 5	
<b>Outcomes assessed</b>	5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2	5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.3.3	5.1.1, 5.2.1, 5.2.2, 5.2.3, 5.3.1	5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.3.1	
<b>Course component</b>					<b>Weighting</b>
Making Drama	10	10	10	10	<b>40</b>
Performing Drama	10	10	10	10	<b>40</b>
Critically Studying Drama	10			10	<b>20</b>
<b>Weighting</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>Total 100</b>

Drama syllabus

[educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/drama-7-10-syllabus](https://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	
<b>Nature of task</b>	Multimodal	Essay (in class)	Major Work and Reflection Statement	Examination	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 3	Term 4 Week 1	Term 4 Week 4/5	
<b>Outcomes assessed</b>	EN5-2A, EN5-4B, EN5-5C, EN5-8D	EN5-1A, EN5-3D, EN5-6C, EN5-7D	EN5-2A, EN5-3B, EN5-4B, EN5-5C, EN5-9E	EN5-1A, EN5-5C, EN5-6C	
<b>Course component</b>					<b>Weighting</b>
Knowledge and understanding of course content	10	15	15	10	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modules	15	10	15	10	<b>50</b>
<b>Weighting</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>20</b>	<b>Total 100</b>

English syllabus

[educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5)

# HSIE

Commerce

Geography

History

History Elective

Work Education

## Commerce

### Year 10 Assessment schedule

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

Commerce syllabus

[educationstandards.nsw.edu.au/wps/portal/nesa/k-10/resources/sample-work/stage5/stage-5-years-9-10-commerce](https://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	
<b>Nature of task</b>	Skills Assessment	In-class Task	Final Examination	
<b>Timing</b>	Term 1 Week 6 Term 3 Week 6	Term 1/3 Week 9 Term 2/4 Week 2	Term 2 Week 5 Term 4 Week 5	
<b>Outcomes assessed</b>	5-7, 5-8	5-1, 5-4, 5-6, 5-8	5-1, 5-4, 5-6, 5-7, 5-8	
<b>Course component</b>				<b>Weighting</b>
Knowledge and understanding of course content			40	<b>40</b>
Geographical skills including inquiry	30			<b>30</b>
Communication of geographical information, ideas and issues in appropriate forms		30		<b>30</b>
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>Total 100</b>

Geography syllabus

[educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5/geography](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5/geography)



# History

## Year 10 Assessment schedule

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

History syllabus

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

## History Elective

### Year 10 Assessment schedule

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Topic test	Examination	Fieldwork	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	
<b>Outcomes assessed</b>	HTE 5-6, THE 5-8	HTE 5-9, HTE 5-10	HTE 5-1, HTE 5-7, HTE 5-9, HTE 5-10	
<b>Course component</b>				<b>Weighting</b>
Perspectives and interpretations	25			<b>25</b>
Analysis and use of sources		20	5	<b>25</b>
Explanation and communication	5	20		<b>25</b>
Comprehension: chronology, terms and concepts			25	<b>25</b>
<b>Weighting</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>Total 100</b>

History Elective 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	
<b>Nature of task</b>	Resume for work placement	Mock interview preparation and practice	Transition planning	Work Experience	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	Term 4 Week 4/5	
<b>Outcomes assessed</b>	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	
					<b>Weighting</b>
	25	25	25	25	<b>100</b>
<b>Weighting</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>Total 100</b>

Work Education syllabus

[educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/work-education-7-10-2019](https://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	
<b>Nature of task</b>	Topic Test – Financial Mathematics/ Non-linear Relationships	Topic test – Volume/ Data Analysis	Project – Trigonometry Investigative Task (common task) & Common Class Test	Topic test – Rates & Ratios/ Probability/Geometry	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 5	Term 3 Week 5	Term 4 Week 4/5	
<b>Outcomes assessed</b>	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	
					<b>Weighting</b>
	25	25	25	25	<b>100</b>
<b>Weighting</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>Total 100</b>

Mathematics syllabus

<https://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	
<b>Nature of task</b>	Topic Test- Surds / Interest & Depreciation	Topic test – Co-ordinate Geometry / Surface Area & Volume / Products & Factors	Project – Trigonometry Investigative Task (common task) & Common Class Test	Topic test – Graphs / Simultaneous Equations / Probability	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 5	Term 3 Week 5	Term 4 Week 4/5	
<b>Outcomes assessed</b>	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	
					<b>Weighting</b>
	25	25	25	25	<b>100</b>
<b>Weighting</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>Total 100</b>

Mathematics syllabus

<https://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	
<b>Nature of task</b>	Health and Safety in Childhood - Classwork	Media and Technology - Classwork	Childcare Services and Career - Classwork	Food and Nutrition in Childhood - Classwork	
<b>Timing</b>	Term 1	Term 2	Term 3	Term 4	
<b>Outcomes assessed</b>	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	
<b>Course component</b>					<b>Weighting</b>
	25	25	25	25	<b>100</b>
<b>Weighting</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>Total 100</b>

Child Studies syllabus

[educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/child-studies-7-10-2019](https://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	
<b>Nature of task</b>	Coaching - Classwork	Fitness Testing - Classwork	You Are The Teacher - Group Activity	Practical Skill Aquisition	
<b>Timing</b>	Term 1	Term 2	Ongoing Term 1 & 2	Ongoing Term 3 & 4	
<b>Outcomes assessed</b>	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	
<b>Course component</b>					<b>Weighting</b>
	25	25	25	25	<b>100</b>
<b>Weighting</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>Total 100</b>

Physical Activity and Sports Studies syllabus

[educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhp/physical-activity-sports-studies-7-10-2019](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhp/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	
<b>Nature of task</b>	Future Success - Classwork	Risky Business - Classwork	The Mind Matters - Classwork	Men's and Women's Health Issues - Classwork	Physical Activity for Me - Practical Classwork	
<b>Timing</b>	Term 1	Term 2	Term 3	Term 4	Ongoing	
<b>Outcomes assessed</b>	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	
<b>Course component</b>						<b>Weighting</b>
	12.5	12.5	12.5	12.5	50	<b>100</b>
<b>Weighting</b>	<b>12.5</b>	<b>12.5</b>	<b>12.5</b>	<b>12.5</b>	<b>50</b>	<b>Total 100</b>

PDHPE syllabus

[educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018](https://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

## Agriculture Technology

### Year 10 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Dairy Cattle Research Assignment	Semester 1 Examination	Semester 2 Examination	Application to Practical Work & Vegetable Garden	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 5	Term 4 Week 4/5	Term 4 Week 4/5	
<b>Outcomes assessed</b>	AGS5-5, 6, 7, 8, 9, 10, 12, 13, 14	AGS5-1, 2, 3, 4, 5, 6, 8, 9, 11, 12, 13, 14	AGS5-1, 2, 3, 4, 5, 6, 8, 9, 11, 12, 13, 14	AGS 5.5, 6, 8, 9, 11, 12, 13, 14	
<b>Course component</b>					<b>Weighting</b>
Knowledge and Understanding	15	20	20	5	<b>60</b>
Skills	10	5	5	20	<b>40</b>
<b>Weighting</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>Total 100</b>

Agriculture Technology syllabus

[educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/agricultural-technology-2019](https://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	
<b>Nature of task</b>	Practical and Theory	Practical and Research Task	Research Task, Presentation and Creative Task	Examination	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 7	Term 4 Week 2	Term 4 Week 4/5	
<b>Outcomes assessed</b>	MAR5-3, 9, 10, 11, 14	MAR5-2, 7, 11, 14, 18	MAR5-1, 7, 14	MAR5-1, 2, 4, 7, 8, 11, 12, 14	
<b>Course component</b>					<b>Weighting</b>
Knowledge and Understanding	10	15	15	20	<b>60</b>
Skills	15	10	10	5	<b>40</b>
<b>Weighting</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>Total 100</b>

Marine and Aquaculture Technology syllabus

[educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/marine-and-aquaculture-technology-2019](https://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	
<b>Nature of task</b>	Student Independent Research Project	Practical Assessment, Nominated Practical Skill, Book Mark	Research Task	Examination	
<b>Timing</b>	Term 1 Week 9	Term 1 Week 8	Term 3 Week 9	Term 4 Week 4/5	
<b>Outcomes assessed</b>	SC5-4WS, 5WS, 6WS, 7WS, 8WS, 9WS	SC5-5WS, 6WS, 7WS, 8WS, 9WS	SC5-4WS, 5WS, 6WS, 7WS, 8WS, 9WS, 12ES	SC4-1VA, SC5-11A to 17CW, SC5-12ES, 13ES, SC5-10PW	
<b>Course component</b>					<b>Weighting</b>
Knowledge and Understanding	5		5	15	<b>25</b>
Planning and Conducting Investigations	10	15	5	5	<b>35</b>
Critical Thinking and Problem Solving	5	10	5	5	<b>25</b>
Communication	5		10		<b>15</b>
<b>Weighting</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>Total 100</b>

Science syllabus

[educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5)

## STEM

### Year 10 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Modelling Task	Communication Modelling Task	Modelling Task	Programming/Modelling Task	
<b>Timing</b>	Term 2 Week 2	Term 2 Week 10	Term 3 Week 10	Term 4 Week 4	
<b>Outcomes assessed</b>	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	
<b>Course component</b>					<b>Weighting</b>
Knowledge & Understanding	5	10	10	15	<b>40</b>
Skills	20	15	15	10	<b>60</b>
<b>Weighting</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>Total 100</b>

STEM syllabus

[education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/stem/stages-4-to-5](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/stem/stages-4-to-5)

# TAS

Computing and Multimedia

Design and Technology

Food Technology

Industrial Technology – Metal

Industrial Technology – Timber



## Computing and Multimedia

### Year 10 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4
<b>Nature of task</b>	2D Game	3D Game	Interactive Design Product	Digital Magazine
<b>Timing</b>	Term 1 Week 11	Term 2 Week 10	Term 3 Week 8	Term 4 Week 4
<b>Outcomes assessed</b>	CT5-DPM-01, CT5-COL-01, CT5-COM-01, CT5-OPL-01, CT5-THI-01, CT5-DES-01	CT5-SAF-01, CT5-DPM-01, CT5-COL-01, CT5-COM-01, CT5-OPL-01, CT5-THI-01, CT5-DES-01	CT5-DPM-01, CT5-COL-01, CT5-COM-01, CT5-THI-01, CT5-DAT-01, CT5-DES-01	CT5-DPM-01, CT5-COM-01, CT5-DES-01
<b>Course component</b>				
	30	30	25	15
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>25</b>	<b>15</b>

Computing technology syllabus

[educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/information-software-technology](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/information-software-technology)

## Design and Technology

### Year 10 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Practical Task	Case Study	Examination	Practical Task	
<b>Timing</b>	Term 2 Week 5	Term 3 Week 5	Term 4 Week 4	Term 4 Week 6	
<b>Outcomes assessed</b>	DT 5.1, 5.2, 5.4, 5.6, 5.7, 5.8, 5.9, 5.10	DT 5.1, 5.3, 5.4, 5.5	DT 5.1, 5.3, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	DT 5.1, 5.2, 5.4, 5.6, 5.7, 5.8, 5.9, 5.10	
<b>Course component</b>					<b>Weighting</b>
	30	20	20	30	<b>100</b>
<b>Weighting</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>Total 100</b>

Design and Technology syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/tas/design-and-technology-2019>

# Food Technology

## Year 10 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Food for specific needs Practical /theory Task	Food service and catering Practical /theory Task	Food trends Practical /theory Task	Examination	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8	Term 4 Week 4/5	
<b>Outcomes assessed</b>	FT5-1, FT5-2, FT5-3, FT5-4, FT5-6, FT5-7, FT5-10, FT5-11	FT5-4, FT5-5, FT5-10, FT5-12	FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-11, FT5-12, FT5-13	FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	
<b>Course component</b>					<b>Weighting</b>
	25	25	30	20	<b>100</b>
<b>Weighting</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>20</b>	<b>Total 100</b>

Food Technology syllabus

[educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/food-technology-2019](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/food-technology-2019)

## Industrial Technology - Metal

### Year 10 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Foundation Skills Project 1	Foundation Skills Project 2	Examination	Foundation Skills Project 3 Task issued at the start of Semester 2	
<b>Timing</b>	Term 1 Week 8	Term 3 Week 8	Term 4 Week 4	Term 4 Week 6	
<b>Outcomes assessed</b>	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 5-8, 5-9, 5-10	IND 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8	
<b>Course component</b>					<b>Weighting</b>
	30	20	20	30	<b>100</b>
<b>Weighting</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>Total 100</b>

Industrial Technology - Metal syllabus

[educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019](http://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	
<b>Nature of task</b>	Foundation Skills Project 1	Examination	Foundation Skills Project 2 Task issued at the start of Semester 2	
<b>Timing</b>	Term 2 Week 5	Term 4 Week 4	Term 4 Week 6	
<b>Outcomes assessed</b>	IND 5-2, 5-4, 5-5	IND 5-8, 5-9, 5-10	IND 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8	
<b>Course component</b>				<b>Weighting</b>
	40	20	40	<b>100</b>
<b>Weighting</b>	<b>40</b>	<b>20</b>	<b>40</b>	<b>Total 100</b>

Industrial Technology - Timber syllabus

[educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019)

# Year 10 Assessment Planner

Course	Term 1 2024											Term 2 2024										Term 3 2024										Term 4 2024						
	1 to 4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7 to 10			
Agriculture Technology						1																																
Child Studies	1											2										3										4						
Commerce					1																																	
Computing & Multimedia											1																											
Design and Technology																																						
Drama											1																											
English										1																												
Food Technology																																						
Geography					1								2																									
History					1																																	
History Elective																																						
IT: Metal																																						
IT: Timber																																						
Marine & Aquaculture Tech.																																						
Maths 5.1 - 5.2																																						
Maths 5.2 - 5.3																																						
Music																																						
PASS	1 and 3 (ongoing)											2 and 3 (ongoing)										4 (ongoing)										4 (ongoing)						
PDHPE	1 and 5 (ongoing)											2 and 5 (ongoing)										3 and 5 (ongoing)										4 and 5 (ongoing)						
Science																																						
STEM																																						
Visual Arts																																						
Work Education																																						

Note: Geography and History courses are semesterised

# School Planner 2024

Tear here

Term 1	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday / Sunday
January / February	1	School holiday 29	Term 1 begins for Eastern division schools School development day for Eastern division schools 30	School development day for Eastern division schools 31	1	2	3/4
February	2	5	Term 1 for Western division schools School development day for Western division schools 6	School development day for Western division schools 7	8	9	10/11
February	3	12	13	14	15	16	17/18
February	4	19	20	21	22	23	24/25
February / March	5	26	27	28	29	1	2/3
March	6	4	5	6	7	8	9/10
March	7	11	12	13	14	15	16/17
March	8	18	19	20	21	22	23/24
March	9	25	26	27	28	Good Friday 29	Easter Saturday Easter Sunday 30/31
April	10	Easter Monday 1	2	3	4	5	6/7
April	11	8	9	10	11	12	13/14

Tear here



**Scan me for practical school tips!**  
Help your child get the most out of their school year and to explore our resources.  
[education.nsw.gov.au/parents-and-carers](https://education.nsw.gov.au/parents-and-carers)



**Scan me for key dates**  
[education.nsw.gov.au/calendars](https://education.nsw.gov.au/calendars)

**School development days**  
Students do not attend school.  
Please check with your school to find out specific dates for these days.



# School Planner 2024

Term 2	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday / Sunday
April / May	<b>1</b>	School development day 29	30	1	2	3	4/5
May	<b>2</b>	6	7	8	9	10	11/12
May	<b>3</b>	13	14	15	16	17	18/19
May	<b>4</b>	20	21	22	23	24	25/26
May / June	<b>5</b>	27	28	29	30	31	1/2
June	<b>6</b>	3	4	5	6	7	8/9
June	<b>7</b>	King's Birthday 10	11	12	13	14	15/16
June	<b>8</b>	17	18	19	20	21	22/23
June	<b>9</b>	24	25	26	27	28	29/30
July	<b>10</b>	1	2	3	4	5	6/7

Tear here



**Scan me for practical school tips!**  
 Help your child get the most out of their school year and to explore our resources.  
[education.nsw.gov.au/parents-and-carers](https://education.nsw.gov.au/parents-and-carers)



**Scan me for key dates**  
[education.nsw.gov.au/calendars](https://education.nsw.gov.au/calendars)

**School development days**  
 Students do not attend school. Please check with your school to find out specific dates for these days.



Tear here



# School Planner 2024

Tear here

Term 3	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday / Sunday
July	1	School development day 22	23	24	25	26	27/28
July / August	2	29	30	31	1	2	3/4
August	3	5	6	7	8	9	10/11
August	4	12	13	14	15	16	17/18
August	5	19	20	21	22	23	24/25
August / September	6	26	27	28	29	30	31/1
September	7	2	3	4	5	6	7/8
September	8	9	10	11	12	13	14/15
September	9	16	17	18	19	20	21/22
September	10	23	24	25	26	27	28/29

Tear here



**Scan me for practical school tips!**  
 Help your child get the most out of their school year and to explore our resources.  
[education.nsw.gov.au/parents-and-carers](https://education.nsw.gov.au/parents-and-carers)



**Scan me for key dates**  
[education.nsw.gov.au/calendars](https://education.nsw.gov.au/calendars)

**School development days**  
 Students do not attend school.  
 Please check with your school to find out specific dates for these days.



# School Planner 2024

Term 4	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday / Sunday
October	<b>1</b>	14	15	16	17	18	19/20
October	<b>2</b>	21	22	23	24	25	26/27
October / November	<b>3</b>	28	29	30	31	1	2/3
November	<b>4</b>	4	5	6	7	8	9/10
November	<b>5</b>	11	12	13	14	15	16/17
November	<b>6</b>	18	19	20	21	22	23/24
November / December	<b>7</b>	25	26	27	28	29	30/1
December	<b>8</b>	2	3	4	5	6	7/8
December	<b>9</b>	9	10	11	12	13	14/15
December	<b>10</b>	16	17	18	19	School development day	20 21/22

Tear here

Tear here



**Scan me for practical school tips!**  
 Help your child get the most out of their school year and to explore our resources.  
[education.nsw.gov.au/parents-and-carers](https://education.nsw.gov.au/parents-and-carers)



**Scan me for key dates**  
[education.nsw.gov.au/calendars](https://education.nsw.gov.au/calendars)

**School development days**  
 Students do not attend school.  
 Please check with your school to find out specific dates for these days.

