



# Year 10 Assessment Handbook 2025

## College Vision

To educate young women in the Josephite tradition that empowers them to act justly and to lead lives as disciples of Jesus.

## Mission Statement

The St Joseph's Catholic College community empowers young women who are shaped by their relationship with Jesus Christ within the Catholic tradition and inspired by St Mary of the Cross MacKillop to make a difference in the world.

### Our Young Women:

- develop relationships founded on discipleship and the Gospel
- strive for personal excellence and purpose
- develop their unique gifts and talents
- value learning and reflection that provide a foundation for individual growth and wellbeing
- act with courage, strength and gentleness in the service of others and in the stewardship of our earth
- value education as the foundation for achieving change in the world
- lead with compassion, serve with respect, pray with hope and act justly

### Our Values

> Compassion > Hope > Justice > Respect

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# Staff Directory



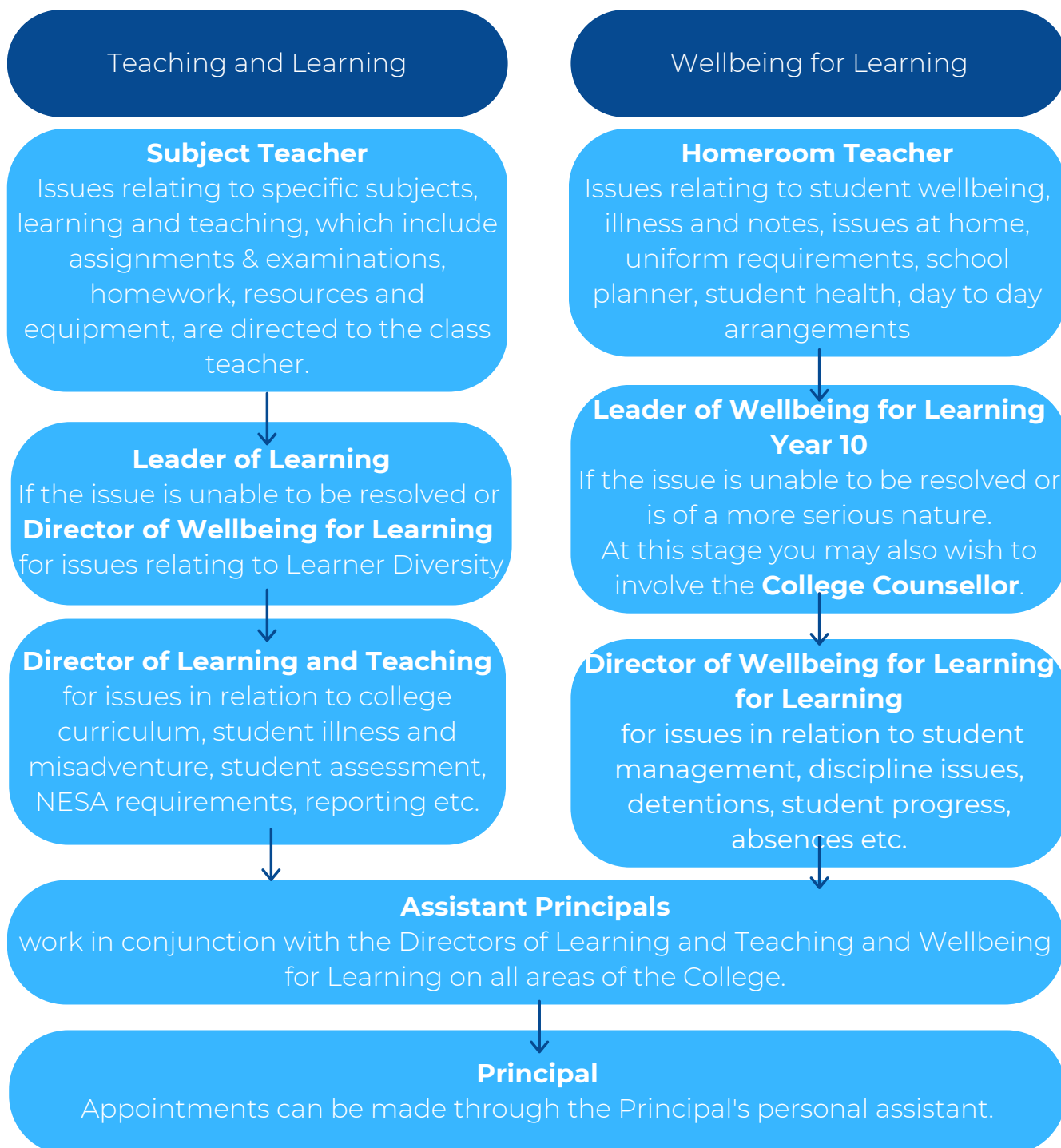
2025 COLLEGE LEADERSHIP TEAM	
Principal	Mrs Carolina Murdoch
Assistant Principal - Student Achievement	Mr David Gardiner
Assistant Principal - Evangelisation & Catechesis	Mr Scott Beattie
Director of Wellbeing for Learning	Ms Amanda Balfour
Director of Learning and Teaching	Mrs Alexandra McArdle
Director of School Operations	Mr Kirk Mercer
Business Manager	Ms Nicole Murphy
MANAGEMENT SYSTEMS	
Leader of Management Systems	Mrs Julie Finneran
COLLEGE MINISTRY	
Youth Minister and Leader of Mission	Mrs Phillippa Mercer
YEAR LEADER	
Leader of Wellbeing for Learning - Year 10	Ms Chloe Smythe
LEADERS OF LEARNING	
Religious Education	Ms Catherine Sammut
English	Ms Maria Woodhouse
HSIE (Human Society & Its Environment)	Mrs Kristie Kelaher
Mathematics	Ms Laura Andrikidis
PDHPE	Mrs Janelle Bartholomew
Science	Mrs Amanda Eades
TAS (Technological & Applied Studies)	Mr Kane Charles
Creative and Performing Arts	Mrs Sue Lockwood
Language	Mrs Samantha Andersen
Diverse Learning	Mrs Rebecca Elliott
Vocational Education & Training (VET) and TAFE	Mrs Rachael Grassi
SPECIAL RESOURCE TEACHERS	
School Counsellor	Ms Nicole Musialik
Librarian	Mrs Louise Foyel
Careers Advisor	Mrs Rachael Grassi
Representative Sports Coordinator	Ms Darby Clark
Disability Provisions – teacher in charge	Mrs Rebecca Elliott
Teacher in charge of Languages	Mrs Samantha Andersen

# Lines of Communication



This information is provided to you to facilitate communication between home and the college. Most issues at St Joseph's Catholic College can be resolved very quickly if directed to the correct staff member. To assist you and your daughter, the flow chart below details the lines for effective communication within the college.

**Please note that the college office/reception hours are:  
8.00am – 4.00pm Monday to Friday**



# Assessment Policy and Procedure



St. Joseph's Catholic College assessment policy has been devised in the light of its Mission Statement, following guidelines laid down by NESAC, to be just to students on an individual basis, to the students in each course as a group, and to the teachers who have responsibility for its implementation.

## 1. Notification of Assessment Tasks

Notification of assessment tasks will be communicated to students in writing at least **two weeks** prior to the due date.

NOTE: It is each student's responsibility to check the details of the assessment task notification.

**Approximate timings of tasks are located in this assessment handbook.**

Additionally, if a student is absent when the assessment task notification is issued it is her responsibility to obtain the task information from the class teacher on return to school.

**There will not be a staggered due date because of student absence.**

## 2. Presenting assessment tasks

It is expected that students must present for the start of the school day when handing in a prepared task, unless illness/misadventure applies.

A student who is absent the day before an assessment task or arrives late to school/class must provide relevant documentation to demonstrate illness or misadventure otherwise the student may be deemed to have gained an advantage by taking extra time to complete the task and receive a zero mark.

### 2a. Hand in assessment tasks

- Assessment tasks must be submitted on the date and at the time indicated on the assessment notification, and only to the person designated on the notification. If, in exceptional circumstances, it is not possible to submit the task to the person nominated, the student should see the Leader of Learning for the course. If the Leader of Learning is not available, the student should see the Director of Learning and Teaching. **No tasks will be accepted at student services/reception.**

**Students submitting electronically should do so to the designated platform (Teams/Google Classroom/email) by the time allocated on the task notification.**

- Computer/technology/printing problems should be safeguarded by students through backing up. These would be used as evidence in genuine cases through the illness/misadventure appeal process. Computer/printer problems alone are not sufficient grounds for an illness/misadventure appeal. Students are encouraged to complete tasks ahead of time so that last minute technical difficulties can be sorted out in a timely fashion.

# Assessment Policy and Procedure



- The security of the assessment task prior to submission is the responsibility of the student. No consideration can be given for tasks which have allegedly been lost or stolen.

## **2b. In-class tasks-tests, examinations, speeches and presentations**

- It is expected that each student will bring basic equipment to an assessment task, as well as any special apparatus indicated by the class teacher or on the notification specification sheet. Students should not expect to be allowed to borrow equipment.
- Unless other instructions are given, normal examination conditions will apply to all tasks, including mobile phones and smart watches being prohibited from the examination room. Note that written instructions are given to each student prior to the formal examination periods detailing specific procedures and behaviour expectations.
- Where two or more classes exist in the same course an in-class assessment task may be scheduled during different periods throughout the school day. Students are reminded of the malpractice provisions of this policy and must understand that their interests are best protected by silence and not assisting students in a class who may have a similar task to complete later in the day. Common conditions and marking procedures will occur for all students.

Where there is an irregularity with the integrity of an assessment task, or where there is a problem with its administration, a completed task may have its weighting reduced and a replacement task may be added (with sufficient notice and adjusted weighting). In extreme cases a task may be totally discarded and/or a replacement task arranged.

**If you are sick on the day of an in-class task/test and you sit for the task no allowance will be made for illness in the marking of that task.**

**Assessment marks must not be modified to take into account possible effects of illness or domestic situations.**

## **3 Student performance**

Students will be given timely and meaningful feedback on their performance. This information may be written and/or oral and given in relation to the marking guidelines and course outcomes to assist students in their learning in that course.

Students will be informed of their cumulative ranking at key points throughout the course. It should be noted that such rankings are interim only. Final assessment marks **WILL NOT** be disclosed to students as per NESA policy. At the conclusion of the HSC examinations students can view their Assessment Rank Order Notice, showing their ranking in each course, via Students Online on the NESA website.

**Students wishing to query their result must do so at the time of receipt of feedback for the task. Appeals in this area will not be considered at a later date.**

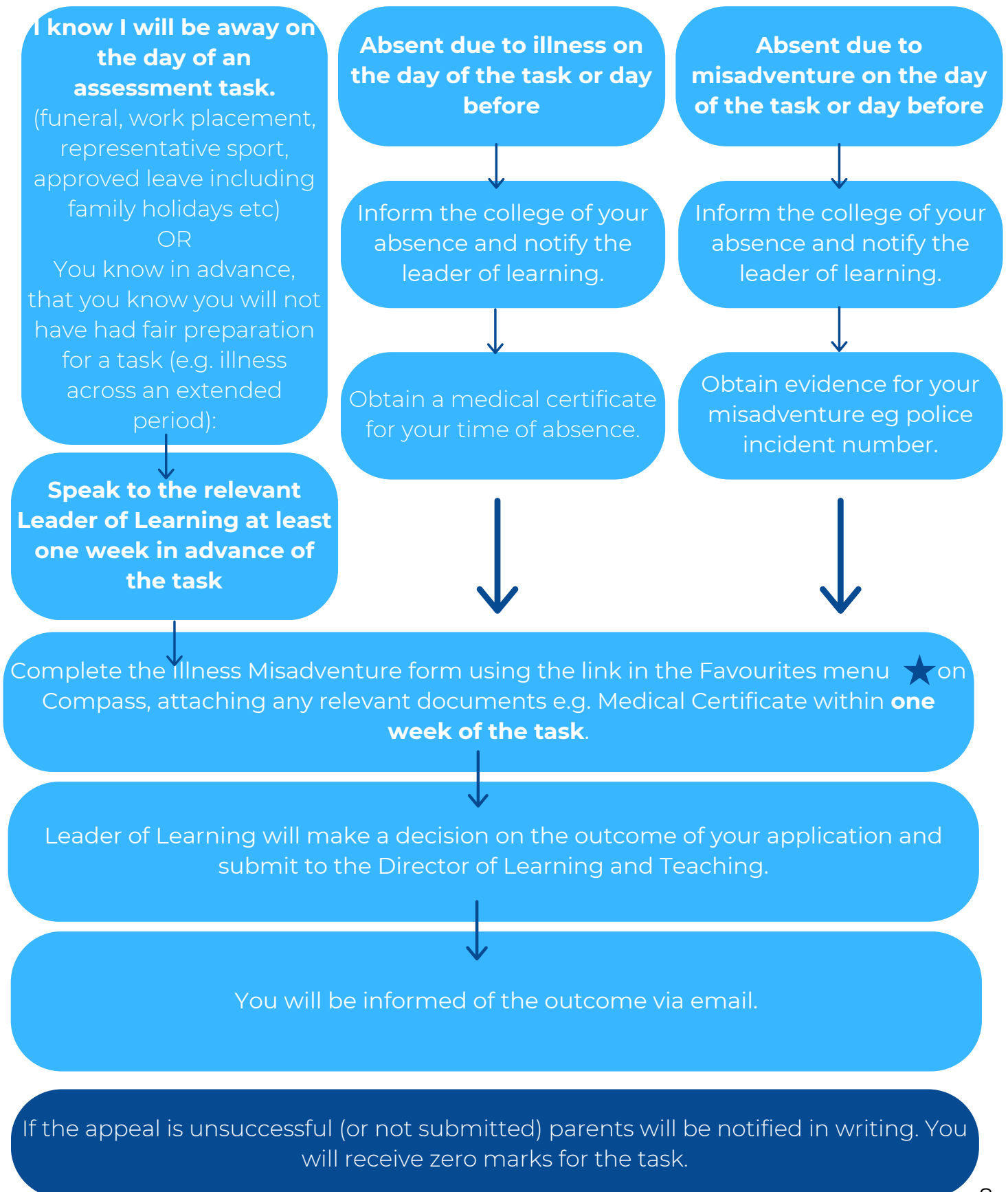


# Assessment Policy and Procedure



## 4. Non-presentation/attendance of an assessment task

A mark of **zero** will be awarded when a student does not submit/attend a task on the due date at the specified time, except in cases where the student lodges an illness/misadventure appeal and it is approved. Use the flow chart below outlining the Illness/Misadventure process.





## 5. Student responsibilities

schools are instructed not to make allowances for a student's poor performance due to illness or misadventure, students should not attempt an examination or test-style assessment when they are affected by illness or other circumstances. This means the student's actual performance, not potential performance, must be assessed in each task according to the published marking guidelines.

In the case of a task for submission, a student who will be absent for more than one day must arrange for the task to be delivered to the Leader of Learning.

A student returning to school after any absence must see the Leader of Learning immediately upon their return to school to make arrangements for:

- completion of the same task at an alternate time, or
- completion of an alternate task of similar nature, or
- in exceptional circumstances, an estimate of performance as deemed appropriate by the Leader of Learning and the Director of Learning and Teaching and approved by the college Principal.

**A student must be prepared to sit for the assessment task, or an alternate task, on the day of their return to school.**

When a student misses a **scheduled examination during a formal examination period** e.g. HSC trials, it is the student's responsibility to contact the Director of Learning and Teaching as soon as possible to arrange to sit the missed examination at a later date during the examination period where suitable. **Documentation supporting an illness/misadventure appeal is essential and if this appeal is not successfully upheld then a mark of zero applies.**

## 6. Penalties

Penalties include the award of a **zero mark** which can be awarded in two instances: **non-presentation of/for a task without approved reason or an attempt to gain unfair advantage over other students.**

### 6a. Non-presentation

If a task is not attended/submitted by the specified time on the due date, and the student is not exempted by receiving approval for the illness/misadventure from the Director of Learning and Teaching, following the appropriate procedure outlined in **section 4**, the Leader of Learning and Director of Learning and Teaching will determine that the student be awarded a zero mark for that task. Parents will be notified through an official non-completion of course warning letter **('N-warning')**. Advice on how to satisfactorily meet course requirements will be outlined in this letter; all 'zero' tasks will need to be completed to meet the course requirements.

## 6b. Malpractice (cheating or dishonest practices /unfair advantage/plagiarism) and non-serious attempts

All work submitted for assessment must be the student's own: **it cannot be copied from another student, plagiarised from reference material, downloaded from the internet, nor completed by nor in collaboration with another student (unless group work is specified in the task notification), parent, tutor or other. This includes the use of Artificial Intelligence (AI) to compose or improve assessment task submissions.**

Any work suspected of not being original will be subjected to further investigation by an Assessment Panel. If proven to be not original work, a **zero mark** will be awarded. All students involved, whether borrowers or lenders of work, are subject to a zero mark and parents will be notified in writing.

Any attempt to gain an unfair advantage over other students in terms of extra time (e.g. taking time off school the day prior to a task or arriving late at school on the due day), additional knowledge of the nature of a task, non-compliance with stated conditions and examination procedures or such, may result in the awarding of a zero mark with parents being notified. Any student found with a mobile phone, or similar device such as a smart watch, in an examination room will be given a mark of zero.

If a student's assessment task effort is deemed by the class teacher and Leader of Learning to be **non-serious**, the matter will be referred to the Director of Learning and Teaching. If confirmed, a **zero mark** may be awarded and parents will be notified. Non-serious attempts include the completion of multiple choice questions only in an examination, instances where there is no response to a question(s), extremely short or nonsensical responses and inappropriate comments as part of a response.

Note that if a section of an examination/assessment task is omitted/plagiarised it will be deemed a non-attempt and contribute its weighting to the overall non-completion of percentage of assessment tasks as per NESA policy. When a student fails to complete assessment tasks totally 50% or more of the final assessment marks, the Principal must certify that the course has not been studied satisfactorily. Students and parents are notified in writing when this rule is in danger of being breached.

## 6c. Warning to students

If a student is awarded a zero mark for a task and is thus at risk of not meeting the assessment requirements for a course, then

- **a written warning will be posted to the college record of student's address, outlining what needs to be completed, and the date for completion,**
- **a request from the student and her parent(s)/carer(s) for a written acknowledgment is included, and**
- **a copy of the warning notice is placed in the student's file.**

## 7. Satisfactory progression

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 made a genuine attempt at assessment tasks which contribute in excess of 50 percent of available marks in the course and has:

- (a) followed the course developed or endorsed by the NESA; and
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

### 7a. Identification - attendance

The Year Leader will monitor attendance to identify students of concern i.e. students with unexplained absences or lateness, for which no absence note has been provided in the seven days following return to school. Absence from class may result in the non-completion of course requirements. The Year Leader will issue a written warning to parents of students of concern. If absence continues an Assessment Panel will review the student's performance to determine if she is achieving course outcomes and applying herself with due diligence to the set tasks and experiences provided in the course.

#### Application/achievement/class attendance

The class teacher has the first responsibility to determine whether a student's progress in the course is satisfactory, whether her achievement is at a level consistent with her ability. Factors that might affect this include attendance at lessons – late arrival, unexplained absence, extended absence, unsatisfactory effort in completing formal and informal set tasks, inappropriate and inattentive classroom behaviour.

Progress sheets will be issued to class teachers for them to make comment on student performance. The sheets will request information on students for whom the teacher has documentation (e.g. dates of missed tasks, detention forms, diary entries) showing them to be at risk.

**A student may not have satisfactorily achieved course outcomes if there is sufficient evidence of failure to fulfil course completion criteria or failure to make a genuine attempt at assessment tasks.**

## **7b. Notification**

The Leader of Learning will issue a warning letter on behalf of the Principal to students with identified unsatisfactory progression. Warning letters outline the precise concerns and ways that the student can remedy the situation. These letters assist the Principal in determining whether a student has satisfactorily completed a course. An interview involving the Leader of Learning and class teacher(s) concerned would normally follow the letters being sent.

## **7c. Consequences**

Where sufficient opportunity has been provided and the student has not complied with the course requirements, an 'N' (unsatisfactory) determination will be applied. The Principal will:

- issue a letter to parents;
- inform students of their right to appeal and the procedure for such;
- submit the 'N' determination to NESA.

Where an N-determination is applied:

- in a 1 or 2 unit course, that course will not contribute to the required pattern of study;
- in the common component of related courses (e.g. Mathematics Advanced for a student enrolled in Extension 1), that course and the related additional course will not contribute in that year to the required pattern of study;
- in the Extension 2 additional course, that course only will not contribute in that year.

## **8. Student reviews/appeals**

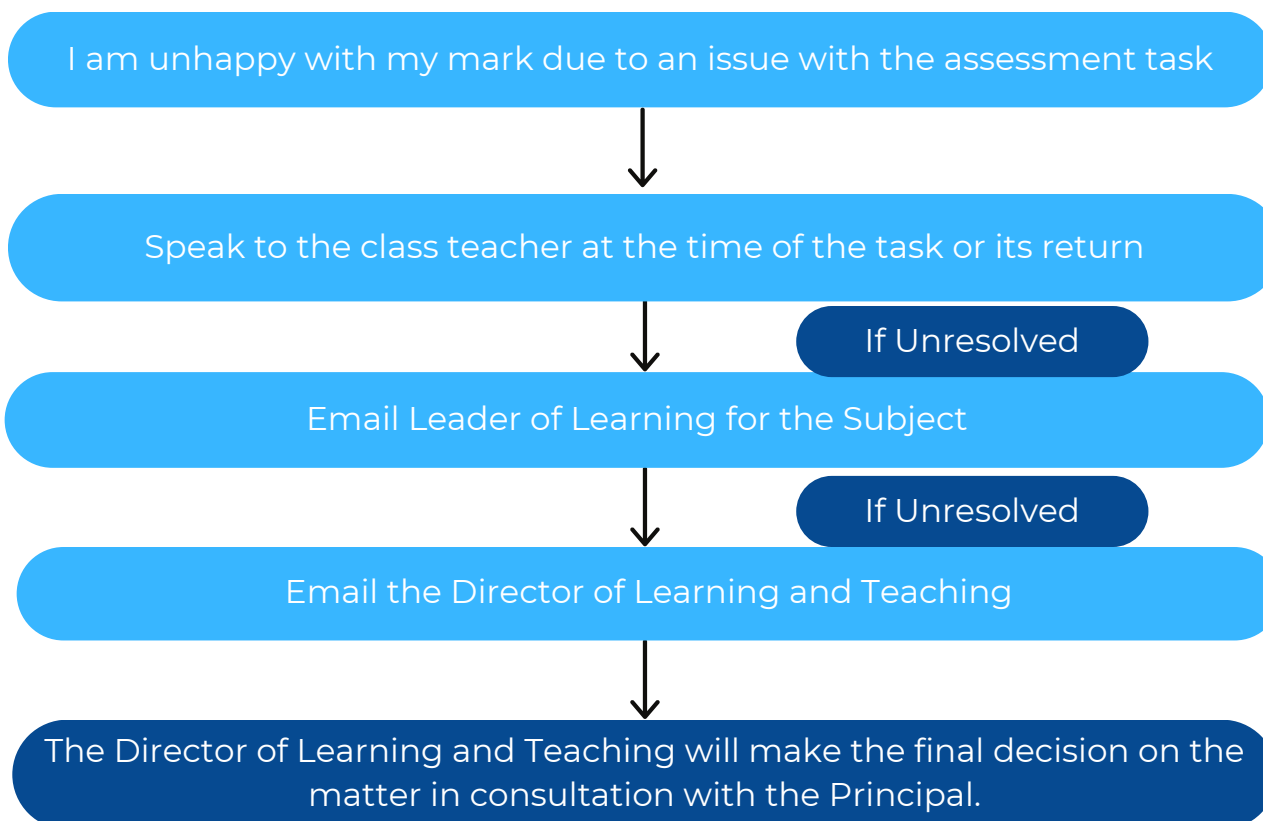
Once the assessment tasks are returned, students may appeal on the grounds of process only.

This might include:

- Incorrect calculation or additions in parts of an assessment
- A physical disturbance during the task in the classroom such as a fire drill
- Incorrect timing of a task
- Incorrect notification of the content of a task

Students may not appeal an assessment mark on the basis that they feel they deserved more marks or that the marker/s of the task failed to discern their intellectual intent. Appeals questioning teacher's professional judgment will not be considered.

# Assessment Policy and Procedure



## 9. Student transfers

For Year 12 students who transfer to St Joseph's Catholic College prior to the end of Term 2, assessment marks are prepared based on those tasks that have been completed since the time of arrival at the college. For these students, each task is worth more than the stated amount taking into account the value of the component(s) missed.

## 10. Disability provisions

Students seeking disability provisions (e.g. extra time, reader, writer, enlarged print, separate supervision) need to have their requests registered with the Leader of Learning and Teaching, who will liaise with the teacher-in-charge of disability provisions (Mrs Simpson) generally before the commencement of the first assessment task of the HSC program.

Once formal notification of disability provisions has been received from NESAs, the student is entitled to these for each assessment task of her program of study. It is the responsibility of the student to arrange with the Leader of Learning and the teacher-in-charge of disability provisions, well in advance of an assessment task for these disability provisions to be made.

# **YEAR 10**

# **ASSESSMENT**

# **SCHEDULES**

# **2025**

# Child Studies

Code	Outcome
	<b>A student:</b>
<b>CS5-1</b>	identifies the characteristics of a child at each stage of growth and development
<b>CS5-2</b>	describes the factors that affect the health and wellbeing of the child
<b>CS5-3</b>	analyses the evolution of childhood experiences and parenting roles over time
<b>CS5-4</b>	plans and implements engaging activities when educating and caring for young children within a safe environment
<b>CS5-5</b>	evaluates strategies that promote the growth and development of children
<b>CS5-6</b>	describes a range of parenting practices for optimal growth and development
<b>CS5-7</b>	discusses the importance of positive relationships for the growth and development of children
<b>CS5-8</b>	evaluates the role of community resources that promote and support the wellbeing of children and families
<b>CS5-9</b>	analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
<b>CS5-10</b>	demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
<b>CS5-11</b>	analyses and compares information from a variety of sources to develop an understanding of child growth and development
<b>CS5-12</b>	applies evaluation techniques when creating, discussing and assessing information related to child growth and development

Task Number	Week of term due	Description of Task	Outcomes to be assessed	Weight of task	
				Semester 1	Whole Year
1	Term 1 Week 9	Children’s literary story book	CS5-4, CS5-9, CS%-11	50%	25%
2	Term 2 Week 6	Food and nutrition task	CS5-2, CS5-10, CS5-12	50%	25%
				100% Total	
3	Term 3 Week 9	Preparation and planning task	CS5-9, CS5-11, CS5-5		25%
4	Term 4 Week 4	Yearly examination	CS5-12, CS5-9, CS5-7		25%
					Total 100%



# Commerce

Code	Outcome
COM5-1	<b>A student:</b> applies consumer, financial, economic business, legal, political and employment concepts and terminology in a variety of contexts
COM5-2	analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
COM5-3	examines the role of law in society
COM5-4	analyses key factors affecting decisions
COM5-5	evaluates options for solving problems and issues
COM5-6	Develops and implements plans designed to achieve goals
COM5-7	researches and assesses information using a variety of sources
COM5-8	explains information using a variety of forms
COM5-9	works independently and collaboratively to meet individual and collective goals within specified timelines

Task Number	Week of term due	Description of task	Outcomes to be assessed	Weight of task	
				Semester 1	Whole year
1	Term 1 Week 6	Hand In Research Task	5-6	50%	25%
2	Term 2 Week 5	Our Economy: Research Task with an in-class component	5-1, 5-5	50%	25%
				Total 100%	
3	Term 3 Week 3	Topic Test	5-3		25%
5	Term 4 Week 2	Presentation	5-4, 5-6		25%
					Total 100%

# Drama

Code	Outcome
	<b>A student:</b>
5.1.1	manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
5.1.2	contributes, selects, develops and structures ideas in improvisation and play building
5.1.3	devises, interprets and enacts drama using scripted and unscripted material or text
5.1.4	explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
5.2.1	applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
5.2.2	selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
5.2.3	employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
5.3.1	responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
5.3.2	analyses the contemporary and historical contexts of drama
5.3.3	analyse and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and Terminology.

Task Number	Week of term due	Description of task	Outcomes to be assessed	Weight of task	
				Semester 1	Whole year
1	Term 1 Week 8	Script Interpretation (15%) Logbook (5%)	5.1.3, 5.1.4, 5.2.1, 5.2.2	35%	20%
2	Term 2 Week 6	Playbuilding (25%) Essay (10%)	5.1.1, 5.1.2, 5.1.3, 5.3.1,5.3.3	65%	35%
				Total 100%	
3	Term 3 Week 8	Protest Theatre (25%) Logbook (5%)	5.1.3, 5.1.4, 5.2.2,5.2.3		30%
4	Term 4 Week 4	Yearly examination	5.3.1, 5.3.2, 5.3.3		15%
					Total 100%

# English

Code	Outcome
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***A student:***

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

Task Number	Week of term due	Description of task	Outcomes to be assessed	Weight of task	
				Semester 1	Whole year
1	Term 2 Week 2	Oral presentation and reflection	EN5-URB-01, EN5-URC-01, EN5-ECA-01	100%	25%
				Total 100%	
2	Term 3 Week 3	Extended response	EN5-RVL-01 EN5-URA-01, EN5-ECA-01		35%
3	Term 4 Week 4	Yearly examination – short answers and extended response	EN5-URB-01, EN5-ECA-01, EN5-ECB-01		40%
					Total 100%

# Food Technology

Code	Outcome
FT5-1	<b>A student:</b> 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 (Year 9)
FT5-7	justifies food choices by analysing the factors that influence eating habits (Year 9)
FT5-8	collects, evaluates and applies information from a variety of sources (Year 9)
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

Task Number	Week of term due	Outcomes to be assessed		Weight of task	
				Semester 1	Whole year
1	Term 1 Week 9	Food service and catering	FT5-1,FT5-2,FT5-4,FT5-5,FT5-10	100%	30%
				Total 100%	
2	Term 2 Week 9	New Year’s Eve countdown party plan/ cake practical	FT5-2, FT5-8, FT5-9, FT5-10,FT5-11		30%
3	Term 3 Week 9	Funtiki world tour research and meal planning – group task	FT5-1,FT5-6,FT5-7,FT5-8,FT5-13		40%
					Total 100%

# French

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

Task Number	Week of term due	Description of task	Outcomes to be assessed	Report weighting	
				Semester 1	Whole year
1	Term 1	In class task	ML5-UND-01 ML5-INT-01	50%	25%
	Week 9	Holidays			
2	Term 2	In class task	ML5-UND-01 ML5-CRT-01	50%	25%
	Week 9	Daily Life		Total 100%	
3	Term 3	In class task	ML5-UND-01 ML5-INT-01		25%
	Week 9	Future Plans			
4	Week 4	Examination of yearly content	ML5-UND-01 ML5-CRT-01		
	Term 4				
Total 100%					

# History

Code	Outcome
	<b>A student:</b>
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 enquiry
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

Task Number	Week of term due	Description of task	Outcomes to be assessed	Weight of task	
				Semester 1	Whole year
1	Term 1 Week 6	In class Task	HT5-2, HT5-6, HT5-9, HT5-10	50%	20%
2	Term 2 Week 6	In class extended response	HT5-1, HT5-4, HT5-9, HT5-10	50%	20%
				Total 100%	
3	Term 3 Week 6	In class extended response	HT5-3, HT5-6, HT5-9, HT5-10		30%
4	Term 4 Week 4	Examination	HT5-1, HT5-4, HT5-6, HT5-7, HT5-9		30%
					Total 100%

# Industrial Technology – Timber

Code	Outcomes
	<b>A student:</b>
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

Task Number	Week of term due	Description of task	Outcomes to be assessed	Weight of task	
				Semester 1	Whole year
1	Term 1 Week 9	Environmental issues task	IND5-10 IND5-5	30%	20%
2	Term 2 Week 5	Project 1 Practical and Portfolio	IND5-1, IND5—2, IND5-3, IND5-4, IND5-5, IND5-6	70%	30%
				Total 100%	
3	Term 4 Week 3	Project 2 practical only	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7		30%
4	Term 4 Week 4	Yearly examination	IND5-1, IND5-3, IND5-8, IND5-9, IND5-10		20%
					Total 100%



# International Studies

Code	Outcome
	<b>A student:</b>
IS5-1	analyses a variety of definitions of culture.
IS5-2	describes characteristics of culture.
IS5-3	examines cultural similarities and differences.
IS5-4	examines cultural diversity.
IS5-5	accounts for the dynamic nature of culture
IS5-6	identifies influences on cultures and their interconnectedness.
IS5-7	recognises bias and stereotypes.
IS5-8	analyses different contexts, perspectives and interpretations of cultural beliefs and practices.
IS5-9	evaluates culturally significant issues, events and scenarios from a variety of perspectives.
IS5-10	applies understanding of cultural differences when communicating across cultures
IS5-11	applies strategies to challenge stereotypes.
IS5-12	selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures.

Task Number	Week of term due	Description of task	Outcomes to be assessed	Weight of task	
				Semester 1	Whole year
1	Term 2 Week 5	Research Task	IS5-4, IS5-5, IS5-6, IS5-9, IS5-10	100%	40%
				Total 100%	
2	Term 3 Week 10	Travel Guide Book	IS5-4, IS5-5, IS5-6, IS5-9, IS5-10		40%
3	Term 4 Week 4	Examination	IS5-3, IS5-6, IS5-7, IS5-8, IS5-12		20%
					Total 100%

# Japanese

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

Task Number	Week of term due	Description of task	Outcomes to be assessed	Report weighting	
				Semester 1	Whole year
1	Term 1 Week 8	My Favourite Person	ML5-CRT-01	40%	20%
2	Term 2 Week 8	Following the Rules	ML5-UND-01	60%	25%
				Total 100%	
3	Term 3 Week 8	Sports Hero Interview	ML5-INT-01		25%
4	Term 4 Week 4	Yearly exam	ML5-UND-01 ML5-CRT-01 ML5-INT-01		30%
					Total 100%

# Marine Studies

Code	Outcome
	<b>A student:</b>
MAR 5-10	demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations
MAR 5-1	identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships
MAR 5-7	identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment
MAR 5-11	recalls aspects of the marine environment using relevant conventions, terminology and symbols
MAR5-1	identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships
MAR 5-8	identifies, describes and evaluates policies for monitoring and conserving the marine environment
MAR 5-14	recalls aspects of the marine environment using relevant conventions, terminology and symbols
MAR 5-2	identifies, describes and evaluates the social and economic importance of marine ecosystems

Task Number	Week of term due	Description of Task	Outcomes to be assessed	Weight of task	
				Semester 1	Whole year
1	Term 1 Week 9	Core 2 Practical and Hand -in	MAR 5-10	50%	30%
				Total 100%	
2	Term 3 Week 9	Oral Presentation - Antarctica	MAR 5-1 MAR 5-7 MAR 5-11		30%
3	Term 4 Week 4	Yearly examination	MAR 5-2 MAR 5-7 MAR 5-11		40%
					Total 100%

# Mathematics Advanced (Core + Path)

Code	Outcome
MAO-WM-01	<b>A student:</b> develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
MA5-FIN-C-02	solves financial problems involving compound interest and depreciation
MA5-IND-P-01	applies the index laws to operate with algebraic expressions involving negative-integer indices
MA5-IND-P-02	describes and performs operations with surds and fractional indices
MA5-EQU-P-01	solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3 = k$
MA5-LIN-P-01	describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems
MA5-NLI-P-01	interprets and compares non-linear relationships and their transformations, both algebraically and graphically
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
MA5-TRG-P-02	establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations
MA5-ARE-P-01	applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems
MA5-VOL-P-01	applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids
MA5-DAT-P-01	plans, conducts and reviews a statistical inquiry into a question of interest
MA5-PRO-P-01	solves problems involving Venn diagrams, 2-way tables and conditional probability
MA5-RAT-P-02	analyses and constructs graphs relating to rates of change

Task Number	Week of term due	Description of task	Outcomes to be assessed	Weight of task	
				Semester 1	Whole year
1	Term 1 Week 7	In class test	MAO-WM-01, MA5-RAT-P-02, MA5-FIN-C-02	50%	20%
2	Term 2 Week 5	In class test	MAO-WM-01, MA5-EQU-P-01, MA5-LIN-P-01	50%	20%
				Total 100%	
3	Term 3 Week 5	In class test	MAO-WM-01, MA5-TRG-P-01, MA5-TRG-P-02, MA5-ARE-P-01, MA5-VOL-P-01		20%
4	Term 4 Week 4	Yearly Examination	MAO-WM-01, MA5-NLI-P-01, MA5-PRO-P-01, MA5-DAT-P-01		40%
					Total 100%

# Mathematics Standard (Core)

Code	Outcome
MAO-WM-01	<b>A student:</b> develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money
MA5-FIN-C-02	solves financial problems involving compound interest and depreciation
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope-intercept form
MA5-NLI-C-01	identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts
MA5-MAG-C-01	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
MA5-TRG-C-01	applies trigonometric ratios to solve right-angled triangle problems
MA5-TRG-C-02	applies trigonometry to solve problems, including bearings and angles of elevation and depression
MA5-DAT-C-02	displays and interprets datasets involving bivariate data

Task Number	Week of term due	Description of task	Outcomes to be assessed	Weight of task	
				Semester 1	Whole year
1	Term 1 Week 7	In class test	MAO-WM-01, MA5-FIN-C-02, MA5-LIN-C-02	50%	20%
2	Term 2 Week 5	In class test	MAO-WM-01, MA5-MAG-C-01, MA5-TRG-C-02	50%	20%
				Total 100%	
3	Term 3 Week 5	In class test	MAO-WM-01, MA5-NLI-C-01, MA5-NLI-C-02, MA5-RAT-P-01		20%
4	Term 4 Week 4	Yearly Examination	MAO-WM-01, MA5-VOL-P-01, MA5-RAT-P-01, MA5-ARE-P-01		40%
					Total 100%

# Music

Code	Outcome
5.1	<b>A student:</b> 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 artform
5.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

## Personal Development, Health and Physical Education

Task Number	Week of term due	Description of task	Outcomes to be assessed	Weight of task	
				Semester 1	Whole year
1	Term 1 Week 9	Performance	5.1,5.2, 5.3, 5.4, 5.12	35%	15%
2	Term 2 Week 4	Listening analysis (15%)	5.7,5.8,5.9, 5.10	35%	20%
	Week 6	Composition (30%)	5.4,5.5,5.6	30%	30%
				Total 100%	
3	Term 4 Week 3	Performance (20%)	5.1,5.2,5.3, 5.4, 5.12		35%
	Week 4	Yearly examination: Listening (15%)	5.7,5.8,5.9,5.10		
					Total 100%

Code	Outcome
PD5-1	<b>A student:</b> 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

Task Number	Week of term due	Description of task	Outcomes to be assessed	Weight of task	
				Semester 1	Whole year
1	Term 1 & 2 Ongoing	Practical: Movement Skill & Performance	PD 5-4, PD 5-11	50%	25%
2	Term 2 Week 3	Research task	PD 5-1, PD 5-2, PD 5-3, PD 5-6, PD 5-7, PD 5-8, PD 5-9, PD 5-10	50%	25%
				Total 100%	
3	Term 3 & 4 Ongoing	Practical: Movement Skill & Performance	PD 5-4, PD 5-11		25%
4	Term 3 Week 9	Written Response Examination	PD5-2, PD5-6, PD 5-7, PD 5-8, PD 5-9		25%
					Total 100%

# Photography and Digital Media

Code	Outcome
	<b>A student:</b>
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

Task Number	Week of term due	Description of task	Outcomes to be assessed	Weight of task	
				Semester 1	Whole year
1	Term 2 Week 3	Still and Interactive Portfolio of photographs based on appropriation and recontextualisation. 20% PDM Journal 10%	5.1,5.2, 5.3, 5.4, 5.5, 5.6	60%	30%
2	Term 2 Week 5	Photographic practice- written response	5.7, 5.8, 5.9, 5.10	40%	20%
				Total 100%	
3	Term 3 Week 8	Still and Interactive Portfolio using editing video with Premier Pro 20%  PDM Journal 10%	5.7, 5.8, 5.9, 5.10		30%
4	Term 4 Week 4	Yearly examination	5.1,5.2, 5.3, 5.4, 5.5, 5.6		20%
					Total 100%

# Physical Activity and Sports Studies

Code	Outcome
PASS5-1	<b>A student:</b> discusses factors that limit and enhance the capacity to move and perform
PASS5-2	analyses the benefits of participation and performance in physical activity and sport
PASS5-3	discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS5-4	analyses physical activity and sport from personal, social and cultural perspectives
PASS5-5	demonstrates actions and strategies that contribute to enjoyable participation and skilful performance

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

Task Number	Week of term due	Description of task	Outcomes to be assessed	Weight of task	
				Semester 1	Whole year
1	Term 1 Week 7 & 8	Hand in task Coaching plan and Practical Coaching session	PASS5-6 PASS5-7 PASS5-8 PASS5-9	100%	40%
				Total 100%	
2	Term 3 Week 9	Hand in task- Event Management- Plan, conduct and Evaluation	PASS5-5 PASS5-7 PASS5-8 PASS5-10		30%
	Term 4 Week 1				
3	Term 2-4 Ongoing	Movement Skills & Performance - Practical	PASS5-5 PASS5-7 PASS5-9		30%
					Total 100%

# Religious Education

Code	Outcome
	<b>A student:</b>
<b>CSYMAK</b>	communicates an understanding, informed by Scripture and Catholic Church teaching, of how the life, death and resurrection of Jesus can be 'Good News' for young people their age
<b>CSYMAS</b>	plans, participates and evaluates, with peers, an introductory youth ministry experience with reference to core principles of youth ministry
<b>CSYMAK</b>	explains how events such as World Youth Day and the Australian Catholic Youth Festival can be transformational faith and life experiences for young people leading to them becoming disciples of Jesus
<b>CSYMAS</b>	demonstrates Christian leadership skills and techniques in planning, leading and evaluating a youth ministry experience with peers and other leaders
<b>CSYMAS</b>	applies principles of Catholic Social Teaching in reviewing selected charitable works and social justice projects/initiatives
<b>RECKA10</b>	provides an exegesis of a Synoptic Gospel (knowledge & understandings)

<b>RECSA10</b>	interprets selected events that provide insights into the mission of Jesus in Luke's Gospel (skills)
<b>RECKE10</b>	articulates an understanding of the core principles and themes of Catholic Social Teaching.
<b>RECSE10</b>	applies the 'See, Judge, Act' methodology to a range of contemporary situations.
<b>RECKC10</b>	
<b>RECSC10</b>	details the core beliefs and practices of the major Christian denominations and some of the non-Christian Faith Traditions.
	analyses and classifies aspects of commonality and difference between the Christian denominations, and also between the Abrahamic faiths.
<b>RECKB10</b>	articulates an understanding of how the Church's mission and development has always been influenced by a range of social, cultural, political, and religious factors.
<b>RECSB9</b>	investigates and evaluates the contributions that individuals and organisations have made to the Catholic Church in Australia.
<b>RECSB10</b>	investigates and evaluates the impact of significant people, movements and events on Church teachings and practices.
<b>RECKB9</b>	details the history of the Catholic Church in Australia and explains the changing patterns of religious beliefs within the society

Task Number	Week of term due	Description of task	Outcomes to be assessed	Weight of task	
				Semester 1	Whole year
Task 1	Term 1 Week 6	Encountering Jesus Through the Gospel of Luke Extended Response	RECKA10 RECSA10	50%	30%
Task 2	Term 2 Week 5	Power of Catholic Social teaching Social Justice Research Project	RECKE10 RECSE10	50%	20%
				Total 100%	
Task 1 Youth Ministry	Term 1 Week 8 Week 10	Group presentation Individual in-class response	CSYMAK CSYMAS	50%	30%
Task 2 Youth Ministry	Term 2 Week 7	Individual in-class response	CSYMAK	50%	20%
				Total 100%	
Task 3	Term 4 Week 4	Story of the Church Yearly Examination	RECKB10 RECSB10 RECKB9 RECSB9 RECSC10 RECKC10		50%
					100%

# Science

Code	Outcome
	<b><i>A student:</i></b>
SC5-1VA	appreciates the importance of Science in their lives and the role of scientific inquiry in increasing understanding of the world around them.
SC5-2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures.
SC5-3VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations.
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 & 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.

Task Number	Week of term due	Description of task	Outcomes to be assessed	Weight of task	
				Semester 1	Whole year
1	Term 1 Week 6	Secondary Research	SC5-3VA, SC5-7WS, SC5-8WS, SC5-9WS, SC5-15LW	50%	20%
2	Term 2 Week 6	Semester 1 Topic Test	SC5-15LW, SC5-12ES, SC5-10PW, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	50%	20%
				Total 100%	
3	Term 3 Week 8	First Hand Investigation	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS		20%
4	Term 4 Week 4	Yearly examination	SC5-16CW, SC5-17CW, SC5-12ES, SC5-15LW, SC5-10PW, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS		40%
					Total 100%

# STEM

Code	Outcome
ST5-1	<b>A student:</b> designs and develops creative, innovative and enterprising solutions to a wide range of STEM-based problems
ST5-2	demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts
ST5-3	applies engineering design processes to address real-world STEM-based problems
ST5-4	works independently and collaboratively to produce practical solutions to real-world scenarios
ST5-5	analyses a range of contexts and applies STEM principles and processes
ST5-6	selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems
ST5-7	selects and applies project management strategies when developing and evaluating STEM-based design solutions
ST5-8	uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences
ST5-9	collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions
ST5-10	Analyses and evaluates the impact of STEM on society and describes the scope and pathways into employments

Task Number	Week of term due	Description of task	Outcomes to be assessed	Weight of task	
				Semester 1	Whole year
1	Term 1 Week 10	<i>Fusion 360</i> Portfolio Task	<b>ST5-3, ST4-8</b>	50%	20%
2	Term 2 Week 10	<i>Sustainable Miniature Home – Practical task</i>	<b>ST5-2, ST5-4, ST5-6, ST5-7</b>	50%	30%
				Total 100%	
3	Term 3 Week 10	Project based learning – Portfolio and Practical task	<b>ST5-2, ST5-6, ST5-8</b>		40%
4	Term 4 Week 4	<i>Project Based Learning Extension</i> Portfolio Task	<b>ST5-3, ST5-8</b>		10%
					Total 100%

## Visual Arts

Code	Outcome
	<b>A student:</b>
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

Task Number	Date of task	Nature of task	Outcomes to be assessed	Weight of task	
				Semester 1	Whole year
1	Term 2 Week 5	Body of Work VAd	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	40%	30%
2	Term 2 Week 8	Historical/Critical Writing	5.7, 5.8, 5.9, 5.10	60%	20%
				Total	

				100%	
3	Term 4 Week 2	Body of Work VAd (in progress)	5.1, 5.2, 5.3, 5.4, 5.5, 5.6		30%
4	Term 4 Week 4	Yearly examination Historical/critical writing	5.7, 5.8, 5.9, 5.10		20%
					Total 100%



## Year 10 assessment task distribution 2025

Week		Term 1	Term 2	Term 3	Term 4
<b>1</b>		PDHPE Prac PSS Prac	PDHPE Prac PSS Prac	PDHPE Prac PSS Prac	PDHPE Prac PSS Prac <b>PSS Task</b>
<b>2</b>		PDHPE Prac PSS Prac	PDHPE Prac PSS Prac English PDM	PDHPE Prac PSS Prac	PDHPE Prac PSS Prac Visual Arts Commerce
<b>3</b>		PDHPE Prac PSS Prac	PDHPE Prac PSS Prac PDHPE Task	PDHPE Prac PSS Prac English Commerce	PDHPE Prac PSS Prac Music Timber
<b>4</b>		PDHPE Prac PSS Prac	PDHPE Prac PSS Prac Music	PDHPE Prac PSS Prac	<b>EXAM BLOCK</b>
<b>5</b>		PDHPE Prac PSS Prac	PDHPE Prac PSS Prac International Studies Visual Arts PDM Commerce Timber Mathematics Advanced Mathematics Standard	PDHPE Prac PSS Prac Mathematics Advanced Mathematics Standard	PDHPE Prac PSS Prac
<b>6</b>		PDHPE Prac PSS Prac History Commerce Religion Science	PDHPE Prac PSS Prac History Drama Music Child Studies Religion Science	PDHPE Prac PSS Prac History	PDHPE Prac PSS Prac
<b>7</b>		PDHPE Prac PSS Prac <b>PSS Task</b> Mathematics Advanced Mathematics Standard	PDHPE Prac PSS Prac Religion- Youth Ministry	PDHPE Prac PSS Prac	
<b>8</b>		PDHPE Prac PSS Prac <b>PSS Task</b> Drama Japanese Religion-Youth Ministry	PDHPE Prac PSS Prac Visual Arts Japanese	PDHPE Prac PSS Prac Drama PDM Japanese Science	
<b>9</b>	PDHPE Prac PSS Prac Music Child Studies Marine	Food Technology Industrial Technology Timber French	PDHPE Prac PSS Prac Food Technology French	PDHPE Prac PSS Prac <b>PSS Task</b> Child Studies Food Technology French Marine	
<b>10</b>		PDHPE Prac PSS Prac STEM Religion-Youth Ministry	PDHPE Prac PSS Prac STEM	PDHPE Prac PSS Prac International Studies STEM	