

YEAR 10

ASSESSMENT BOOKLET

Important information for students in **2025**



Cronulla High School

■ Raising expectations ■ Communicating with parents ■ Recognising achievement

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PRINCIPAL'S INTRODUCTION

Year 10 marks the first of the years in which students can earn a leaving credential. This is the Record of School Achievement (RoSA). It is important for you to do your best in terms of a positive attitude towards your school work so that this record of achievement is one that you are proud of and truly reflects all you are capable of achieving.

To receive the RoSA students are required to study courses in each year in years 7 – 10 in English, Mathematics, Science, Human Society and its Environment, and Personal Development, Health and Physical Education. Students are also to have studied courses in Languages, Technological and Applied Studies and Creative Arts in Year 7 and 8 as well as two 200-hour courses in Years 9 and 10.

Eligible students will be issued with an A-E grade that reflects levels of achievement indicated by course performance descriptors and which will be determined by a combination of formal assessment tasks and informal teacher assessment. In Mathematics grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3, E2) to reflect different achievement in different levels of courses.

Note: a RoSA is only issued where a student is successful in meeting minimum course requirements in ALL mandatory courses, including sport. To meet academic requirements students in year 10 must have:

- Followed the course developed or endorsed by NESA and
- Applied themselves with diligence and sustained effort to the set course work tasks and experiences provided in the course by the school, including homework
- Achieved some or all of the course outcomes as demonstrated in assessment tasks, practical requirements and assigned work.
- Maintained a satisfactory level of class attendance. A student whose attendance affects their ability to demonstrate understanding of course outcomes is at risk of an N-determination. Where a student has been able to maintain or make up work that was missed during absences, teachers will use their professional judgment in determining whether the student is still at risk. Students are responsible for explaining their absences. If they do not do this, the absence will be viewed as unexplained.

Failure to demonstrate diligent and sustained effort, follow school assessment policies, or maintain an attendance rate of a minimum of 85% will result in the receipt of 'N' determination warning letters. These letters detail the problem and indicate how students can redeem themselves. As a guide, two course warning letters which remain unresolved can result in the student receiving an 'n' determination in that subject.

HSC Minimum Standard

Recognising that literacy and numeracy skills are essential for success in life after school, a minimum standard of literacy and numeracy is required to receive the HSC from 2025.

Students must show that they meet the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. However, since students master skills at different rates, there are multiple opportunities available to pass these online tests, from Year 10 until a few years after Year 12.

What does meeting the minimum standard mean?

This means that your child has the basic reading, writing and maths skills needed for everyday tasks such as:

- Following safety instructions in equipment manuals
- Understanding a mobile phone plan
- Writing a job application

How will my child meet the standard?

By passing online tests of basic reading, writing and numeracy skills:

- Minimum standard reading test – 45 multiple choice questions
- Minimum standard numeracy test – 45 multiple choice questions
- Minimum standard writing test – up to a 500-word response to one question based on a visual or text prompt.

Your child's school enrolls them in the tests. They don't have to sit or pass tests all at once. After passing an online test, they don't have to sit it again.

What if my child doesn't pass the tests by Year 12?

Your child will have many opportunities to meet the HSC minimum standard, including after they leave school. Importantly, students do not need to meet the HSC minimum standard to:

- Study HSC courses
- Sit HSC exams
- Receive HSC results
- Receive an ATAR
- Receive a Record of School Achievement testamur

The self-discipline and self-management developed in Years 9 and 10 form excellent preparation for the HSC, ongoing study pathways through TAFE or for entering the workforce. We are committed to helping all our students achieve to their potential and we all look forward to a successful and productive year.

Tony Ibrahim
Principal

ASSESSMENT PROCEDURES IN YEAR 10

WHAT IS ASSESSMENT?

Assessment is the process of identifying, gathering and interpreting information about students learning. The central purpose of assessment is to provide information on student achievement as well as to set the direction for ongoing learning programs. Formal assessment tasks are used across all subjects so as to provide a basis for comparing evidence of a student's achievements both against other students and predetermined levels of achievement.

WHEN WILL I BE ASSESSED?

- Assessment can commence from the beginning of the school year.
- This is a program to be followed, which will outline the **approximate weeks** when assessment tasks are due. The school calendar (available on the school website) is an additional means of knowing when tasks are scheduled.
- At least 10 school days' notice will be given of the **specific date** that a formal assessable task is to be either submitted for marking or will take place. Circumstances may arise that will lead to a change in the due date for an assessment task. In this case, teachers would give students appropriate notice of any change in date.
- **Assessment Period** – During predetermined Assessment Weeks for each year, you may sit a number of exams or assessment tasks. Assessment Period dates are published in the school diary and school calendar every year.

TO WHOM AND WHEN DO I SUBMIT MY FORMAL ASSESSMENT TASK?

It is **your responsibility** to find out if a task has been set during your absence. **No variation to the due date will apply** to students who were away on the date the assignment was set. Students are urged to check e-diary daily, see their teachers immediately upon their return to be advised of missed work and to implement a buddy system so as to be informed of tasks issued in absentia.

WHAT HAPPENS IF I AM ABSENT WHEN THE FORMAL ASSESSMENT TASK IS SET?

It is **your responsibility** to find out if a task has been set during your absence. **No variation to the due date will apply** to students who were away on the date the assignment was set. Students are urged to check e-diary daily, see their teachers immediately upon their return to be advised of missed work and to implement a buddy system so as to be informed of tasks issued in absentia.

WHAT IF I DO NOT COMPLETE FORMAL ASSESSMENT TASKS?

The school expects that all students will **complete all formal assessment tasks** and that they will **complete them on time**. Where this does not happen, the student should advise the subject teacher and Head Teacher as a matter of urgency.

In Year 10, if a formal assessment task is not submitted by the due date and stated time, zero marks may be awarded for that task. Students seeking consideration should collect and complete an “**Illness or Misadventure Claim**” form from the front office and submit it to the **Head Teacher** of the subject concerned.

Forms are also available online on the school's website.

Please note it is not automatic that the student will receive any concession for their absence. These rules apply as well for students who are absent for in class assessment

WHAT HAPPENS IF I AM ABSENT WHEN AN ASSESSMENT TASK IS ON OR DUE?

The school must be contacted on the day of the task (Ph: 9523 4017) to inform the subject teacher of the student's absence. Any student who is absent without an acceptable reason **will be** given zero for that task. If the absence was unavoidable and the student believes that they should still receive credit for the assessment task then they should submit an **Illness or Misadventure Claim form, with supporting evidence**. A general note from home is unlikely to be considered sufficient. In the case of illness, a medical certificate is required. For misadventure, evidence of the misadventure that prevented attendance is required.

The Illness or Misadventure claim form must be submitted to the Head Teacher within 3 school days of the date the task falls due or within 3 school days from when the student first returns to school. In the event the Head Teacher is absent, the form must be submitted to the front office for placement in the Head Teacher's pigeon hole.

In the case of a prolonged unavoidable absence, where an illness or misadventure claim is upheld, a substitute task may need to be set to ensure fairness to all concerned.

Other circumstances that need to be noted include:

- Where a student has **prior knowledge of an absence** (e.g. due to a family holiday, scheduled medical reasons) **the student must submit a written application (Illness or Misadventure Claim form) before the absence**, to the Head Teacher of the relevant subject. It is not automatic that any concession will be given. Each application will be judged entirely on its own merit. A substitute assessment task may be arranged.
- It is expected that students will attend all timetabled lessons, including study periods, on the day of an assessment task whether it be an in class or a submitted task. Where a student is absent **during periods prior to the task** and on the same day as the task, a 20% penalty of the awarded marks will be applied to marks received.
- Any student arriving to school late on the day of the task will be considered to be seeking to gain an unfair advantage and in the absence of substantiated and justified reasons, a 20% penalty of the awarded marks will be imposed.
- A student who truants from a class while at school on the day an assessment task is being undertaken or submitted will be considered in the same manner and a 20% penalty of the awarded marks will be imposed.
- Any student found to be preparing for an assessment task in another class while at school on the day an assessment task is being undertaken or submitted will be considered to be seeking an unfair advantage and a 20% penalty of the awarded marks will be imposed.
- If a student is absent from school on the due date of an assessment task because of a legitimate school activity (e.g. a sporting carnival, an excursion) the student must first notify the relevant Head Teacher and in the case of a submitted task negotiate an appropriate time for submission of the task **before the student attends the event**. In the case of an **in-class task**, arrangements for the completion of the task must be made with the relevant Head Teacher **before** attending the event.
- Where a formal exam period does not start on a Monday, and a student is absent on the last day of school before the Exam Period starts, the absent student will need to submit an Illness/Misadventure form (with documented evidence) to the Head Teacher of the subject of their first exam. Failure to do so, or if the Illness/Misadventure Appeal is declined, will result in a 20% deduction of marks for the student's first exam

If circumstances exist where the student feels they have been unfairly disadvantaged in some way by this rule they may appeal to the Principal in writing.

Students can expect to sit for any missed ‘in class’ assessment task on their first timetabled lesson back, or at a time negotiated between the class teacher and the student. Where a student has failed to complete an assessment task, made a non-serious attempt at an assessment task and/or incurred any loss of marks due to late submitting of the task, an N Award Course Warning letter or a Parent Advice Letter will be sent home by the class teacher.

GRADES FOR SCHOOL REPORTS

GRADES FOR YEAR END SCHOOL REPORTS

Teachers will collect assessment information from formal and informal assessment of learning about student achievement and relate it to the specific descriptors. The grade the student receives will relate to the best overall description of a student’s achievement given in the Course Performance Descriptors. It is essentially a “snapshot” of each student at the end of Year 10.

The grade that a student receives will be based on the teachers’ assessment of a student’s achievement at the end of Year 10 against Course Performance descriptors for that particular course. Individual course performance descriptors of achievement have been developed from the NESA general performance descriptors as set out below.

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

GRADES FOR MID-YEAR SCHOOL REPORTS

The table below indicates the assessment mark required for the allocation of grades for mid-year school reports, consistent with school reporting procedures in Years 7, 8 and 9.

| Final Grade |
|---------------|
| A – 100 to 85 |
| B – 84 to 70 |
| C – 69 to 50 |
| D – 49 to 30 |
| E – 29 to 0 |

ILLNESS OR MISADVENTURE CLAIM PROCEDURES

ILLNESS OR MISADVENTURE CLAIM PROCEDURES

Collect and complete an “Illness or Misadventure Claim” form from the front office and submit it to the **Head Teacher** of the subject concerned.

Forms are also available online on the school’s website.

For an in-class task students may be required to sit for the task on their first day back at school, or at a time that has been previously arranged with the class teacher.

Any claim due to:

1. **Illness should be supported by a medical certificate (failure to provide a doctor’s certificate may result in rejection of the claim) and submitted within 3 school days of when the student first returns to school.** The school should be contacted on or prior to the date of the task so the relevant Head Teacher can be informed. The medical certificate should specifically relate to the task and how the students’ performance has or will be affected.
2. **Misadventure must be supported by appropriate and detailed documentation in support of the claim.**
3. **Approved leave must be supported by attaching the Certificate of Exemption which will be provided by the Principal once the Application for Exemption has been approved.**

N-determination letters will be sent out if the above illness and misadventure claim procedures have not been followed.

- Any claim against a zero mark or procedural arrangements associated with an assessment task must be completed within **three school days** of the return of the task.
- Appeals must be submitted to the Head Teacher of the KLA concerned. The Principal, or nominee, will co-ordinate a committee to consider all aspects of the appeal.
- If an appeal is upheld, the committee may determine that an alternate task be sat or may authorise the use of an estimate based on other appropriate evidence.

Any dissatisfaction with the process should be referred to the Principal.

In **exceptional circumstances** where the completion of a substitute task is not reasonably possible, the Principal in consultation with the teacher and relevant Head Teacher may authorise the use of an estimate mark. The estimate mark will be **based on other appropriate evidence**.

The Head Teacher must notify the student and class teacher of the outcome when an illness and misadventure form is presented for due consideration.

TECHNOLOGICAL FAILURE

Computer/printer/storage device failure is not an excuse for inability to complete tasks by the due date. It is the student’s responsibility to back-up and keep a hard copy of any work in progress. This can be called upon for marking.

Good Advice to all students – implement a buddy system

It is important that you “buddy-up” with one or more students so that any time you are absent from school, your “Buddy” collects any hand-outs or assignments for you. Whilst many teachers will do so out of good will, it is not the teacher’s responsibility to contact you after your absence. It is your responsibility to pursue any missed work, hand-outs or assignments.



CRONULLA HIGH SCHOOL ILLNESS OR MISADVENTURE CLAIM FORM

Student's Name:..... Year: Roll Class:

Parent's name:..... Daytime parent contact number:

Exam or Assessment task affected:.....

..... Due date of task: / /

Subject:..... Class Teacher's name:.....

Type of claim ☐ Illness ☐ Misadventure ☐ Approved leave

Describe your reasons for submitting this claim:

(Any supporting evidence, such as a doctor's certificate, a letter from a parent or Certificate of Exemption, should be attached. This substantiates that you were prevented from satisfying assessment requirements due to an illness or unforeseeable misadventure)

.....

.....

.....

.....

State what outcome you hope to achieve by submitting this claim:

.....

.....

.....

Parent or Guardian's Signature:..... Date: / /

INSTRUCTIONS:

- This claim form, along with any supporting evidence, should be submitted to the Head Teacher of the subject area concerned.
- This claim form should be submitted **within three school days** after the examination or assessment task in question has occurred. (It is to be submitted before the task is due in the case of a known absence)
- Failure to comply with these instructions may result in a zero assessment being recorded.

Office use only – to be completed by Head Teacher

Day & Date claim received by Head Teacher: Mo Tu We Th Fr / /

Head Teacher's name:..... Signature:.....

☐ Accepted ☐ Not accepted

If not accepted, please provide an explanation and return a photocopy to the student:

.....

WHAT IS PLAGIARISM?

Plagiarism is a form of theft. Plagiarism is the taking or imitation of another person's ideas and manner of expressing them and presenting them as one's own. That is, plagiarism is copying other people's work or taking another's ideas and using them without appropriate acknowledgement.

What is NOT acceptable

- Copying parts (phrases, sentences, paragraphs etc) out of books, short stories, newspapers, encyclopedias, internet sites, and other students' work.
- Using other people's ideas without correct acknowledgement (see below).
- Quoting without providing acknowledgement (see below).
- Submitting work that has been written by someone else, such as a tutor, parent or friend, or which has had more than reasonable input from someone else.
- The use of Artificial Intelligence software to create work which the student then submits as their own.

What IS acceptable

- Using published texts – short stories, essays, poems, and media items etc – as **MODELS** for your own writing. A model shows you the structure and type of language that is appropriate for a particular form of writing. You make use of the model to show you **HOW** something is done; the content and expression must be your own.
- Borrowing ideas for creative writing – you must acknowledge your source which has inspired you. This is often what writers do at the beginning of novels to show where their inspiration came from.
- Editing assistance – all good writers have good editors who suggest ways of making their writing better. This advice can be about ideas, expression, structure etc. However, an editor does **NOT** make these changes – the writer does if he or she agrees with them. You are welcome to use parents, friends, teachers as editors to **ADVISE** you but they must **NOT** do the work for you.

How do I avoid it?

The full proof way to avoid plagiarism is to include **ALL** sources of information in a reference list (bibliography) at the end of your assignment. In-text citations are not necessary for Years 7-10.

Always cite the following; Internet and CD ROMs, Magazines and Newspapers, Books, Music, TV programs and films, Interviews, Maps, Summaries, other student's work and other people's ideas.

Requirements and guidelines are set out below and are also available on Cronulla HS Library Moodle page under "Referencing and Bibliographies".

Prevent Plagiarism – create a bibliography

Guidelines

A general guide for the number of resources is **1 per 100 words** of the assignment. Resources must be from a variety of sources.

Junior (Years 7-10) Bibliographies need to be **listed alphabetically**. They may contain subheadings for each source, for example, "Book", "Website", "Media" etc. Each citation must be in correct **APA format** (see samples on Library Moodle page)

Referencing tools available within the school

Library Moodle → Referencing and Bibliographies

- Student samples – both Junior and Senior
- Full Referencing Guide for all text types
- Cite This For Me – Online Bibliography building tool

School website → Learning → Library

Cite This For Me –

Cite This For Me is an intuitive bibliography building tool, creating citations for referencing lists online that can be easily transferred to a student's referencing list. **APA** formatting must be selected. For books, an efficient method is by entering the ISBN number found on the library enquiry tool or book into the search bar. Take note of the manual entry mode for more obscure texts. A link for this can be found on Library Moodle under "Referencing and Bibliographies". For websites, the URL will be entered to generate the citation.

Infobase Research database –

For all research items sourced through Infobase, our subscription database, an **APA citation tab** is available under the article's title. When copying and pasting these citations from Infobase, the title of the resource needs to be manually italicised after pasting.

Referencing formats

At Cronulla HS, we use **APA** (American Psychology Association) referencing format. This format is most common in the first choice universities. It is important to select the **APA** option in Infobase and *Cite This For Me* to elicit the correct citation.

Some other referencing formats include Harvard, MLA and Chicago Manual of Style. Infobase, particularly, does not always offer an APA option. In these cases the source must be entered into *Cite This For Me*, available through the Library Moodle page. Some examples of APA formatted citations are below;

Book

- Lumby, J. (2001). *Who cares? The changing health care system*. Sydney, Australia: Allen & Unwin.

Book chapter

- McKenzie, H., Boughton, M., Hayes, L., & Forsyth, S. (2008). Explaining the complexities and value of nursing practice and knowledge. In I. Morley & M. Crouch (Eds.), *Knowledge as value: Illumination through critical prisms* (pp. 209-224). Amsterdam, Netherlands: Rodopi.

Journal article

- Boughton, M., & Halliday, L. (2008). A challenge to the stereotype: Young Australian women's reflections of 'being diagnosed'. *Health & Social Care in the Community*, 16(6), 565-572. <http://dx.doi.org/10.1111/j.1365-2524.2008.00777>

More examples of citation entries are available through Library Moodle under "Referencing and Bibliographies". A bibliography sample is included in this booklet.

How do I acknowledge quotations in my work?

Quotations must have “quotation marks” around them followed by a basic in-text citation (i.e the name of the resource in brackets) stating where the quotation came from. This in-text citation will be developed further in senior years. At this stage, they are only needed to cite direct quotations.

For example,

Plagiarism, as Bryman notes, is ‘a notoriously slippery notion.’ (p.115)

Plagiarism is ‘a notoriously slippery notion’ (Bryman p. 115).

More examples and a complete guide to in-text citations may be found on the Library Moodle page under “Referencing and Bibliographies”

What happens if I plagiarise in an Assessment Task?

Penalties for plagiarism will depend on the amount of plagiarised material contained within the task. For example, if an entire essay has been plagiarised then zero will be awarded for that task. However, if only a certain section of the task has been plagiarised then only that part of the task will get zero. You will be only marked on the work that is your own and not taken from someone else. For example, if it is proven that you have plagiarised 50% of a task then you will only be marked on the 50% that you did yourself.

Years 7-10 Bibliography Sample

Website/Online

Bose-Einstein statistics. (2009). In *Encyclopedia of Physical Science*. New York: Facts On File. Retrieved February 25, 2016, from <http://online.infobase.com>

Einstein equation. (2002). In *Dictionary of Atomic and Nuclear Physics*. New York: Facts On File. Retrieved February 25, 2016, from <http://online.infobase.com>

Einstein: Theory of Relativity. (2008). In *Complete Dictionary of Scientific Biography* (Vol. 4, pp. 319-333). Detroit: Charles Scribner's Sons. Retrieved from <http://go.galegroup.com>

Energy. (2017). In *Encyclopædia Britannica*. Retrieved from <http://library.eb.com.au>

Print or Ebook

D'Amassa, Don. *Encyclopedia of Science Fiction, Second Edition*. Literary Movements. New York: Facts On File, 2013. February 25, 2016.

<http://ebooks.infobaselearning.com/View.aspx?ISBN=9781438140629&InstID>

Glenn, J. (1996). *Scientific genius: The twenty greatest minds*. Rowayton, CT: Saraband.

Reid, S. (2000). *Albert Einstein*. Oxford: Heinemann Library.

Multimedia

Corbet. (n.d.). Albert Einstein: A voice for the oppressed [Albert Einstein]. Retrieved May 21, 2016, from <https://www.theguardian.com/books/2015/jun/12/five-reasons-we-should-celebrate-albert-einstein>

Note: Ensure hyperlink is removed from URLs and the tail of the URL (highlighted here in italicised, red font, following .com) are removed.

WHAT IS MALPRACTICE?

Any failure to comply with the rules as set out in this policy or of NESA will be judged to be malpractice. This will result in zero marks being awarded for the entire assessment task or definable parts of an assessment task as appropriate.

Examples of malpractice may include, but are not limited to:

- Copying someone else's work in part or in whole, and presenting it as your own
- Using material directly from books, journals, CDs or the internet without reference to the source. Refer to the appendix for more information.
- Building on the ideas of another person without reference to the source
- Buying, stealing or borrowing another person's work and presenting it as your 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 aides during an assessment task
- Contriving false explanations to explain work not submitted by the due date
- Assisting another student to engage in malpractice eg notifying them of details of a common task
- The use of Artificial Intelligence software to create work which the student then uses as their own

In the event that the school becomes aware of an allegation of malpractice, the school's Assessment Review Panel will convene to review the allegations. As a minimum, this panel will comprise the relevant Head Teacher and Classroom. In its deliberations the panel will ensure that all policies of the Department of Education and the NESA in handling such issues are followed and that procedural fairness is accorded to the student at all times. The student will receive a written copy of these findings on the "Assessment Review Panel Meeting" form. Any dissatisfaction with the process should be referred to the Principal in writing within 48 hours of receiving notification from the panel.

YEAR 9-10 CLASS STRUCTURES

During Years 9 – 10 the class structures are as follows:

Students are in the same core classes for English, History/ Geography and PD/H/PE. There is one Extension Class, two Shadow Classes and the remaining classes are mixed-ability

- Maths classes are streamed, according to which students complete the Mathematics 5.1, 5.2 or 5.3 course
- Science classes are structured with one Extension Class and each following class streamed

From Semester 2 2025, student NAPLAN and Check-In Assessment results will contribute to Year 8-10 class placements, along with their school assessment tasks. Incorporating both internal and external assessment data into class structures will assist us in placing students according to their natural ability, literacy and numeracy skills and also their application to assessment tasks.



CRONULLA HIGH SCHOOL ASSESSMENT REVIEW PANEL MEETING FORM

Student's Name:..... Year: Roll Class:.....

Panel Members:

Exam or Assessment task affected:..... Meeting date: / /

Subject: Class Teacher's name:.....

Key points of discussion:

.....

.....

.....

.....

.....

.....

Decision of Assessment Review Panel:

.....

.....

.....

.....

.....

Panel Convener Signature:

Student Signature:

Students have the right of appeal to the Principal. This must be made in writing within 48 hours of receiving notification of the Assessment Review Panel's decision.

| Outcomes | Task | Due | Description | Weight % |
|--|------|-----------------------------|---|------------|
| EN5-RVL-01 EN5-URB-01 EN5-ECA-01 | 1 | Term 1 Week 8 | Poetry Study: Critical Response | 25 |
| EN5-RVL-01 EN5-URB-01 EN5-ECB-01 | 2 | Term 2 Week 4 | Persuasive Response: Infographic and Presentation | 25 |
| Half Yearly Assessment - class ranks determined | | | Sub-Total | 50 |
| EN5-RVL-01 EN5-URA-01 EN5-URB-01 | 3 | Term 3 Week 5 | Novel Study: Creative and Reflective Response | 25 |
| All outcomes | 4 | Term 4 Assessment Period | Examination: Shakespeare and Creative Writing | 25 |
| Yearly Assessment | | | Totals | 100 |

| Outcomes | Task | Due | Description | Weight % |
|--|------|-----------------------------|---|------------|
| EN5-RVL-01 EN5-URB-01 EN5-ECA-01 | 1 | Term 1 Week 8 | Poetry Study: Critical Response | 25 |
| EN5-RVL-01 EN5-URB-01 EN5-ECB-01 | 2 | Term 2 Week 4 | Persuasive Response: Info | 25 |
| Half Yearly Assessment - class ranks determined | | | Sub-Total | 50 |
| EN5-RVL-01 EN5-URA-01 EN5-URB-01 | 3 | Term 3 Week 5 | Novel Study: Essay Response | 25 |
| All outcomes | 4 | Term 4 Assessment Period | Examination: Shakespeare and Creative Writing | 25 |
| Yearly Assessment | | | Totals | 100 |

| Outcomes | Term | Description | Weight % |
|--|------|---|------------|
| MAO-WM-01, MAS-FIN-C-01, MAS-ALG-C-01, MAS-EQU-C-01 | 1 | Term 1 Test <ul style="list-style-type: none"> This will include 2-3 topics which have been covered since the beginning of term. | 15 |
| MAO-WM-01, MAS-FIN-C-01, MAS-ALG-C-01, MAS-EQU-C-01, MAS-NET-P-01 | 2 | Half Yearly Examination <ul style="list-style-type: none"> Semester 1 content. | 30 |
| Half Yearly Assessment | | | 45 |
| MAO-WM-01, MAS-VOL-C-01, MAS-VOL-P-01 | 3 | Term 3 Test <ul style="list-style-type: none"> This will include 2-3 topics which have been covered since the beginning of Term 3. | 15 |
| MAO-WM-01, MAS-VOL-C-01, MAS-VOL-P-01, MAS-DAT-C-02, MAS-DAT-P-01, MAS-TRG-C-01, MAS-TRG-C-02, MAS-NLI-C-01, MAS-NLI-C-02, MAS-PRO-C-01 | 4 | Yearly Examination <ul style="list-style-type: none"> Semester 1 and 2 content. | 40 |
| Yearly Assessment | | | 100 |

The total of all exams will be used to determine overall achievement in Year 10.

| Outcomes | Term | Description | Weight % |
|--|------|---|------------|
| MA0-WM-01, MA5-FIN-C-01, MA5-ALG-C-01, MA5-EQU-C-01, MA5-EQU-P-01 | 1 | Term 1 Test <ul style="list-style-type: none"> This will include 2-3 topics which have been covered since the beginning of term. | 15 |
| MA0-WM-01, MA5-FIN-C-01, MA5-ALG-C-01, MA5-EQU-C-01, MA5-EQU-P-01 MA5-NET-P-01, MA5-RAT-P-01, MA5-RAT-P-02 | 2 | Half Yearly Examination <ul style="list-style-type: none"> Semester 1 content. | 30 |
| Half Yearly Assessment | | | 45 |
| MA0-WM-01, MA5-VOL-C-01, MA5-VOL-P-01 | 3 | Term 3 Test <ul style="list-style-type: none"> This will include 2-3 topics which have been covered since the beginning of Term 3. | 15 |
| MA0-WM-01, MA5-VOL-C-01, MA5-VOL-P-01, MA5-DAT-C-02, MA5-DAT-P-01, MA5-TRG-C-02, MA5-TRG-P-01, MA5-NLI-C-01, MA5-NLI-C-02, MA5-PRO-C-01 | 4 | Yearly Examination <ul style="list-style-type: none"> Semester 1 and 2 content. | 40 |
| Yearly Assessment | | | 100 |

The total of all exams will be used to determine overall achievement in Year 10.

| Outcomes | Term | Description | Weight % |
|---|------|---|------------|
| MA0-WM-01, MA5-FIN-C-01, MA5-ALG-C-01, MA5-ALG-P-02, MA5-EQU-P-02 | 1 | Term 1 Test <ul style="list-style-type: none"> This will include 2-3 topics which have been covered since the beginning of term. | 15 |
| MA0-WM-01, MA5-FIN-C-01, MA5-ALG-C-01, MA5-ALG-P-02, MA5-EQU-P-02, MA5-RAT-P-01, MA5-VOL-C-01 | 2 | Half Yearly Examination <ul style="list-style-type: none"> Semester 1 content. | 30 |
| HALF YEARLY ASSESSMENT | | | 45 |
| MA0-WM-01, MA5-VOL-P-01, MA5-DAT-C-02, MA5-DAT-P-01, MA5-TRG-P-01, MA5-TRG-P-02 | 3 | Term 3 Test <ul style="list-style-type: none"> This will include 2-3 topics which have been covered since the beginning of Term 3. | 15 |
| MA0-WM-01, MA5-VOL-P-01, MA5-DAT-C-02, MA5-DAT-P-01, MA5-TRG-P-01, MA5-TRG-P-02, MA5-NLI-C-01, MA5-NLI-C-02, MA5-NLI-P-01 | 4 | Yearly Examination <ul style="list-style-type: none"> Semester 1 and 2 content. | 40 |
| YEARLY ASSESSMENT | | | 100 |

The total of all exams will be used to determine overall achievement in Year 10.

Assessment in Science covers a range of tasks designed to determine student achievement in outcomes based on knowledge and understanding, problem solving and critical thinking as well as scientific skills and understanding.

| Outcomes | Task | Due | Description | Weight % |
|--|------|-----------------------|------------------------------------|-------------------------------|
| WS 6, WS 9 PW 1, PW 2 | 1 | Term 1 Week 8-9 | Physics – Numeracy and Skills Test | 25 |
| WS 6, WS 7, WS 8, WS 9 LW 3 | 2 | Term 2 Week 3-4 | Genetics Task | 25 |
| Half Yearly Assessment (Half Yearly expressed as a percentage for reporting purposes) | | | | Sub Total 50 |
| WS 1, 2, 3, 4, 5, 6, 7, 8, 9 LW 1, 2, 3, 4 CW 1, 2, 3, 4 ES 1, 2, 3 PW 1, 2, 3, 4 | 3 | Term 3 Week 7-8 | VALID | 15 |
| ES 2, ES 3 LW 1, LW 3 WS 7.1, 7.2, WS 8, WS 9 | 4 | Term 4 Exam Period | Yearly Examination | 35 |
| Yearly Assessment | | | | Total 100 |

SCIENCE EXTENSION - 2025

Assessment in Science covers a range of tasks designed to determine student achievement in outcomes based on knowledge and understanding, problem solving and critical thinking as well as scientific skills and understanding.

| Outcomes | Task | Due | Description | Weight % |
|--|------|-----------------------|---------------------------------------|------------|
| WS 6, WS 9 PW 1, PW 2 | 1 | Term 1 Week 8-9 | Physics – Numeracy and Skills Test | 25 |
| WS 6, WS 7, WS 8, WS 9 LW 3 | 2 | Term 2 Week 3-4 | Genetics Task | 25 |
| Extension Activities | | | Grade A - E | |
| Half Yearly Assessment (Half Yearly expressed as a percentage for reporting purposes) | | | | 50 |
| WS 1, 2, 3, 4, 5, 6, 7, 8, 9 LW 1, 2, 3, 4 CW 1, 2, 3, 4 ES 1, 2, 3 PW 1, 2, 3, 4 | 3 | Term 3 Week 7-8 | VALID | 15 |
| ES 2, ES 3 LW 1, LW 3 WS 7.1, 7.2, WS 8, WS 9 | 5 | Term 4 Exam Period | Yearly Examination | 35 |
| Extension Activities | | | Grade A - E | |
| Yearly Assessment | | | | 100 |

| Outcomes | Task | Due | Description | Weight % |
|--|------|---|--|-------------------------------|
| GE5.2, 5.3, 5.5, 5.7, 5.8 | 1 | Term 1 Week 7 | Changing Places. | 20 |
| GE5.2, 5.3, 5.5, 5.7, 5.8 | 2 | Term 2 Assessment period Week 3-4 | Half Yearly Examination Environmental Change & Management | 25 |
| Half Yearly Assessment (Half Yearly expressed as a percentage for reporting purposes) | | | | Sub-Total 45 |
| GE5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.8 | 3 | Term 3 Week 9 | Class based Assessment: Environmental Change & Management | 20 |
| GE5.2, 5.3, 5.4, 5.5, 5.7 | 4 | Term 4 Exam Period | Yearly Examination | 35 |
| Yearly Assessment | | | | Total 100 |

| Outcomes | Task | Due | Description | Weight % |
|--|------|---|--|---------------|
| GE5.2, 5.3, 5.5, 5.7, 5.8 | 1 | Term 1 Week 7 | Changing Places | 20 |
| GE5.2, 5.3, 5.5, 5.7, 5.8 | 2 | Term 2 Assessment Period Week 3-4 | Half Yearly Examination Changing Places | 25 |
| GE5.2, 5.3, 5.4, 5.5, 5.7, 5.8 | 3 | Term 1 | Cross-Curricular Extension Challenge (Geography) | Grades A-E |
| Half Yearly Assessment (Half Yearly expressed as a percentage for reporting purposes) | | | | 45 |
| GE5.2, 5.3, 5.5, 5.7, 5.8 | 4 | Term 3 Week 8 | Class based Assessment: Environmental Change & Management | 20 |
| GE5.2, 5.3, 5.4, 5.5, 5.7 | 5 | Term 4 Exam Period | Yearly Examination | 35 |
| Yearly Assessment | | | | 55 |
| Total | | | | 100 |

The extension activity set for Year 10 will run over the course of Term 1 and will allow students to demonstrate and develop their historical/geographical knowledge and skills. Students will be allocated some class time however, students are expected to undertake the majority of the task challenge at home.

| Outcomes | Task | Due | Description | Weight % |
|--|------|---|--|-------------------------------|
| 5.1, 5.2, 5.4, 5.5, 5.7, 5.9, 5.10 | 1 | Term 1 Week 8 | Class based Assessment: Australians at War | 20 |
| 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10 | 2 | Term 2 Assessment Period Week 3-4 | Half Yearly Examination | 30 |
| Half Yearly Assessment (Half Yearly expressed as a percentage for reporting purposes) | | | | Sub-Total 50 |
| 5.2, 5.3, 5.6, 5.8, 5.9, 5.10 | 3 | Term 3 Week 4 | Class based Assessment: Rights and Freedoms 1945 to present | 20 |
| 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10 | 4 | Term 4 Exam Period | Yearly Examination | 30 |
| Yearly Assessment | | | | Total 100 |

HISTORY EXTENSION - 2025

| Outcomes | Task | Due | Description | Weight % |
|---|------|-----------------------|--|-------------------------------|
| 5.1, 5.2, 5.4, 5.5, 5.7, 5.9, 5.10 | 1 | Term 1 Week 8 | Class based Assessment: Australians at War | 20 |
| 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10 | 2 | Term 2 Exam Period | Half Yearly Examination | 30 |
| Half Yearly Assessment (Half Yearly expressed as a percentage for reporting purposes) | | | | Sub-Total 50 |
| 5.2, 5.3, 5.6, 5.7, 5.8, 5.9, 5.10 | 3 | Term 3 Week 4 | Class based Assessment: Rights and Freedoms 1945 to present | 20 |
| 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10 | 4 | Term 4 Exam Period | Yearly Examination | 30 |
| 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10 | 5 | Term 3 | Cross-Curricular Extension Challenge (History) | Grade A-E |
| Yearly Assessment | | | | Total 100 |

The extension activity set for Year 10 will run over the course of Term 3 and will allow students to demonstrate and develop their historical/geographical knowledge and skills. Students will be allocated some class time however, students are expected to undertake the majority of the task challenge at home.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION 2025

| Outcomes | Task | Due | Description | Weight % |
|--|--------------------------|--|---|-------------------------------|
| 5.4, 5.5, 5.8, 5.11 | Movement and Performance | Term 1 Set Week 4 Due Week 10 | Create a training activity for aerobic or anaerobic performance | 25 |
| 5.2, 5.3, 5.6, 5.7, 5.8, 5.9, 5.10 | Educated Decisions | Term 1 Set Week 7 Due Term 2 Week 2 | Review health related decision during adolescence | 25 |
| Half Yearly Assessment (Half Yearly expressed as a percentage for reporting purposes) | | | | Sub-Total 50 |
| 5.1, 5.4, 5.6, 5.9, 5.10 | Skills Assessment | Term 3 Set Week 2 Due Weeks 7-8 | Team Sports Practical Assessment | 25 |
| 5.1, 5.2, 5.3, 5.6, 5.7, 5.8, 5.9, 5.10 | Yearly Examination | Exam Period | Examination | 25 |
| Yearly Assessment | | | | Total 100 |

| Outcomes | Task | Due | Description | Weight % |
|--|----------------------|--|-----------------------------|-------------------------------|
| CS5-5, CS5-10 | Newborn Care | Term 1 Set Week 5 Due Week 8 | Research Task | 25 |
| CS5-2, CS5-8, CS5-9, CS5-11 | Children and Culture | Set Week 1 Term 2 Due Week 4 Term 2 | Little Global Citizens Task | 25 |
| Half Yearly Assessment (Half Yearly expressed as a percentage for reporting purposes) | | | | Sub-Total 50 |
| CS5-2, CS5-11 | Food and Nutrition | Term 3 Set Week 2 Due Week 5-6 | Food and Nutrition | 25 |
| CS5-3, CS5-5, CS5-7, CS5-8, CS5-9, CS5-10 | Childcare | Term 4 Set Week 1 Exam Period | Yearly Examination Period | 25 |
| Yearly Assessment | | | | Total 100 |

| Outcomes | Task | Due | Description | Weight % |
|--|------|-----------------------|--|------------|
| 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9 | 1 | Term 1 Week 8 | 1. Focus Area: Employment & Work Factors Oral Presentation | 20 |
| 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9 | 2 | Term 2 Week 3 | 2. Focus area: Economic & Business Environment Mid-Course Examination | 20 |
| Half Yearly Assessment (Half Yearly expressed as a percentage for reporting purposes) | | | | 40 |
| 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9 | 3 | Term 3 Week 7 | 3. Focus Area: Running a business. Business Pitch & Report | 30 |
| 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9 | 4 | Term 4 Exam Period | Yearly Examination | 30 |
| Yearly Assessment | | | | 100 |

| Outcomes | Task | Due | Description | Weight % |
|--|------|-----------------------|---|-------------------------------|
| 5.1.2, 5.2.1, 5.2.2, 5.3.3 | 1 | Term 1 Week 10 | Modern Dance Performance and Interview; Modern Dance Exam | 30 |
| 5.1.1 | 2 | Term 2 Week 3 | Stimulus Composition and Elaboration | 25 |
| Half Yearly Assessment (Half Yearly expressed as a percentage for reporting purposes) | | | | Sub-Total 55 |
| 5.1.2, 5.1.3, 5.3.1 | 3 | Term 3 Week 9 | Musical Theatre Performance & Interview Appreciation - Analysis | 25 |
| 5.1.2, 5.1.3, 5.2.1, 5.3.2 | 4 | Term 4 Exam Period | Yearly Examination & "Moth" Composition/ Performance | 20 |
| Yearly Assessment | | | | Total 100 |

| Outcomes | Task | Due | Description | Weight % |
|--|------|----------------------------------|---|-------------------------------|
| 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.3, 5.3.1, 5.3.2, 5.3.3 | 1 | Term 1 Week 10 | Play building Comedy Performance | 40 |
| Half Yearly Assessment (Half Yearly expressed as a percentage for reporting purposes) | | | | Sub Total 40 |
| 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.3.3 | 2 | Term 2 A: Week 8 B: Week 9 | Australian Theatre A: Performance – 30% B: Essay Reflection – 10% | 40 |
| 5.1.1, 5.1.2, 5.1.3 | 3 | Term 3 Week 9 | Monologue Task with rationale | 20 |
| Yearly Assessment | | | | Total 100 |

Assessment tasks are separated into two parts. One for the theory applications (A) and one for the practical applications (B). Task notifications are on Moodle for the students to access and given to students in class.

| Task | | When | Weight % |
|--|--|------------------|--|
| 1 | Topic One: Food in Australia Assessment Task Topic One: Part A Assessment Task Topic One: Part B FT5-8 FT5-9, FT5-10, FT5-11, FT5-12 | Term 1 Week 8 | 25 (Part A /50 marks) (Part B /20 marks) |
| Half Yearly Assessment (Half Yearly expressed as /25 as a percentage /100 for reporting) | | Sub Total | 25 |
| 2 | Topic Two: Food Equity Assessment Task Topic Two: Part A Assessment Task Topic Two: Part B FT5-2, FT5-5, FT5-6, FT5-11, FT5-13 | Term 2 Week 8 | 25 (Part A /50 marks) (Part B /20 marks) |
| 3 | Topic 3: Food Trends Assessment Task Three: FT5-1, FT5-3, FT5-4, FT5-9, FT5-12 | Term 3 Week 8 | 25 (Part A /80 marks) (Part B /20 marks) |
| 4 | Topic 4: Food for Special Occasions No assessment task for this topic, yet content will be tested in yearly examination. | | |
| 5 | Yearly Examination FT5-2, FT5-3, FT5-4, FT5-6, FT5-12 | Exam Period | 25 |
| Yearly Assessment | | Total | 100 |

CLASS WORK COMPONENT:

Every exercise completed by the class counts toward a student's Half Yearly and Yearly assessment mark. Students who fail to submit class sheets for marking, without acceptable reason, will be given zero (0) marks for the missing sheet. All class work sheets are due for submission by the end of the Unit.

Each unit of class work consists of a variety of learning tasks including: class sheets, CAD, tests, presentations and homework.

Total marks for all units completed by the end of the week before the assessment period will be averaged to derive a half yearly and a yearly class-work assessment component worth 50% of the total assessment.

EXAMINATION COMPONENT:

A formal examination will be set for Yearly assessment period only. The examination mark will account for 30% of the Yearly assessment.

| Outcomes | Task | Due | Description | Weight % |
|---|------|--------------------------|--|-------------------------------|
| All outcomes assessed | 1 | Ongoing Terms 1 and 2 | Average of assessed class work to date (inc. tests) | 20 |
| GT5-1, GT5-2, GT5-3, GT5-4, GT5-6, GT5-8, GT5-11 | 2 | Term 1, Week 6 | Assignment #1 Individual CAD task | 15 |
| GT5-1, GT5-2, GT5-3, GT5-4, GT5-6, GT5-8, GT5-11 | 3 | Term 2, Week 2 | Project #1 Individual CAD Task – Phone Case | 15 |
| Half Yearly Assessment (Half Yearly expressed as a percentage for reporting purposes) | | | | Sub-Total 50 |
| All outcomes assessed | 4 | Ongoing Terms 1 to 4 | Average of assessed class work to date for whole year (inc. tests) | 25 |
| GT5-1, GT5-2, GT5-3, GT5-4, GT5-6, GT5-8, GT5-11 | 5 | Term 3, Week 9 | Assignment #2 | 10 |
| GT5-1, GT5-2, GT5-3, GT5-4, GT5-6, GT5-8 | 6 | Term 4 Exam Period | Yearly Examination | 15 |
| Yearly Assessment | | | | Total 100 |

INDUSTRIAL TECHNOLOGY – ENGINEERING 2025

Industrial Technology Engineering is predominantly competency based and assessment is ongoing.

An assessment report will be provided following both the Half Yearly Examination period as well as the Yearly Examination period.

| Outcomes | Task | Due | Description | Weight % |
|---|------|-----------------------------|--|-------------------------------|
| IND5-1, IND5-4, IND5-8, IND5-10 | 1 | Term 1 Week 9 | Specialised Module 3: Control Technology Report | 20 |
| IND5-1, IND5-2, IND5-6 | 2 | Term 2 Week 4 | Project 1: Control | 20 |
| IND5-1, IND5-7, IND5-8 | 3 | Term 2 Assessment Period | Half Year Quiz | 10 |
| Half Yearly Assessment (Half Yearly expressed as a percentage for reporting purposes) | | | | Sub-Total 50 |
| IND5-2, IND5-4, IND5-8, IND5-10 | 4 | Term 3 Week 8 | Specialised Module 4: Energy Systems Report | 10 |
| IND5-1, IND5-2, IND5-6 | 5 | Term 4 Week 4 | Project 2: Energy | 20 |
| IND5-1, IND5-7, IND5-8, IND5-9 | 6 | Term 4 Exam Period | Yearly Examination | 20 |
| Yearly Assessment | | | | Total 100 |

| Outcomes | Task | Due | Description | Weight % |
|--|------|------------------|---------------------|------------|
| IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9 | 1 | Term 1 Week 8 | Apps | 25 |
| IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, | 2 | Term 2 Week 3 | Animating | 25 |
| Half Yearly Assessment (Half Yearly expressed as a percentage for reporting purposes) | | | | 50 |
| IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, | 3 | Term 3 Week 4 | Games & Simulations | 25 |
| IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-10 | 4 | Term 4 Week 6 | Minor Project | 25 |
| Yearly Assessment Total | | | | 100 |

INDUSTRIAL TECHNOLOGY – TIMBER 2025

Industrial Technology Wood is predominantly competency based and assessment is ongoing.

An assessment report will be provided following both the Half Yearly Examination period as well as the Yearly Examination period.

| Outcomes | Task | Due | Description | Weight % |
|--|------|-----------------------|---------------------------------------|-------------------------------|
| IND5-1, IND5-2, IND5-5, IND5-8, IND5-9 | 1 | Term 1 Week 8 | Assignment 1 | 20 |
| IND5-1, IND5-2, IND5-3, IND5-4, IND5-6, IND5-7 | 2 | Term 2 Week 3 | Practical Work (Progress) & Portfolio | 30 |
| Half Yearly Assessment (Half Yearly expressed as a percentage for reporting purposes) | | | | Sub-Total 50 |
| IND5-1, IND5-2 IND5-4, IND5-6, IND5-7 | 3 | Term 4 Week 5 | Practical Work & Portfolio | 30 |
| IND5-5, IND5-7, IND5-8, IND5-9, IND5-10 | 4 | Term 4 Exam Period | Yearly Examination | 20 |
| Yearly Assessment | | | | Total 100 |

| Outcomes | Task | Due | Description | Weight % |
|--|------|-----------------------|----------------------------|-------------------------------|
| ML5-INT-01, ML5-UND- 01 | 1 | Term 1 Week 8 | In Class Task | 20 |
| ML5-INT-01, ML5-UND- 01, ML5-CRT-01 | 2 | Term 2 Exam Period | Half Yearly Examination | 30 |
| Half Yearly Assessment (Half Yearly expressed as a percentage for reporting purposes) | | | | Sub-Total 50 |
| ML5-UND- 01, ML5-CRT-01 | 3 | Term 3 Week 6 | In Class Task | 20 |
| ML5-INT-01, ML5-UND- 01, ML5-CRT-01 | 4 | Term 4 Exam Period | Yearly Examination | 30 |
| Yearly Assessment | | | | Total 100 |

MARINE AND AQUACULTURE STUDIES - 2025

Marine and Aquaculture is to develop in students a capacity to design, produce, evaluate, sustain, use and manage marine and water related environments.

| Outcomes | Task | Due | Description | Weight % |
|--|------|-----------------------|--|----------------------------|
| MAR5-3, MAR5-11, MAR5-12 | 1 | Term 1 Week 7 | Assignment 1: Marine & Employment | 30 |
| MAR5-5, MAR5-6 | 2 | Term 2 Week 5 | Practical Task: Hand surfer & Folio | 20 |
| Half Yearly Assessment (Half Yearly expressed as a percentage for reporting purposes) | | | | 50 |
| MARS-3, MARS-7 | 3 | Term 3 Week 5 | Assignment 2: Mammals Assignment | 30 |
| MARS 1-14 | 4 | Term 4 Exam Period | Yearly Examination | 20 |
| Yearly Assessment | | | | Total 100 |

| COMPONENT/DOMAIN | | Weight % |
|-------------------------|-------------|-----------------|
| C1 | Performance | 25 |
| C2 | Composition | 25 |
| C3 | Aural | 25 |
| C4 | Musicology | 25 |
| Total | | 100 |

| Outcomes | Task | Due | Description | C1 | C2 | C3 | C4 | Weight % |
|--|-------------|-----------------------------|---|-----------|-----------|-----------|-----------|-----------------|
| 5.4, 5.5, 5.6, 5.10 | 1 | Term 1 Week 9 | Composition representing Topic 1 | | 20 | | | 20 |
| 5.1, 5.2, 5.3, 5.7, 5.8 | 2 | Term 2 Assessment Period | Performance and Viva Voce representing Topics 1 and 2 | 10 | | 5 | 5 | 20 |
| 5.1, 5.2, 5.3 | | Ongoing | Class Tasks | 5 | | | | 5 |
| Half Yearly Assessment (Half Yearly expressed as a percentage for reporting purposes) | | | | | | | | 45 |
| 5.7, 5.8, 5.9 | 3 | Term 3 Week 10 | Musicology Article representing Topic 3 | | | 5 | 10 | 15 |
| 5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10 | 4 | Term 4 Exam Period | Yearly Examination - Performance & Written Examination representing Topics 1, 2, 3, & 4 | 10 | | 15 | 10 | 35 |
| 5.4, 5.5, 5.6, 5.11, 5.12 | | Ongoing | Class Tasks | | 5 | | | 5 |
| Yearly Assessment Totals | | | | 25 | 25 | 25 | 25 | 100 |

PHYSICAL ACTIVITY AND SPORTS STUDIES - 2025

| Outcomes | Task | Due | Description | Weight % |
|---|---|---|---|-------------------------------|
| 5.5, 5.7, 5.8, 5.9 | Event Management | Term 1 Set Week 3 Term 1 Event to run between Week 8-10 | Students are to organise a whole school sporting event as a class. Each member of the class will have a roll and have to perform duties to ensure the event is a success. | 25 |
| 5.3, 5.4, 5.10 | Issues in Sport Presentation | Term 1 Set Week 10 Term 2 Assessment Week 3-4 | Students complete an oral presentation using PowerPoint, focusing on the issue of drug use in sport. | 25 |
| Half Yearly Assessment (Half Yearly expressed as a percentage for reporting purposes) | | | | Sub-Total 50 |
| 5.1, 5.2, 5.8, 5.10 | Nutrition & Physical Activity | Term 2 Set Week 3 Term 3 Week 8-9 | Students are to design and justify a nutrition plan for a sport of their choice. | 25 |
| 5.6, 5.7, 5.10 | Technology, Participation & Performance | Term 3 Set Week 10 Term 4 Week 3-4 | Students are to complete an assignment surrounding technology and its application in modern sport. | 25 |
| Yearly Assessment | | | | Total 100 |

| Core Units | | Weighting |
|--------------|---|------------|
| C1 | Artmaking <ul style="list-style-type: none"> Visual Arts Process Diary Body of Work | 60 |
| C2 | Art Criticism and Art History <ul style="list-style-type: none"> Broad investigation of Art | 40 |
| Total | | 100 |

| Outcomes | Task | Due | Description | C1 | C2 | Weight % |
|---|------|--------------------|------------------------------------|-----------|------------------|------------|
| 5.7, 5.9, 5.10 | 1 | Term 1 Week 10 | Critical/ historical task | | 20 | 20 |
| 5.1, 5.2, 5.4 | 2 | Term 2 Week 3 | Body of Work | 20 | | 20 |
| Half Yearly Assessment (Half Yearly expressed as a percentage for reporting purposes) | | | | | Sub-Total | 40 |
| 5.7, 5.8, 5.9, 5.10 | 3 | Term 4 Week 4 | Open Book Assessment | | 20 | 20 |
| 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 | 4 | Term 4 Week 5-6 | Visual Arts Diary and Body of Work | 40 | | 40 |
| Yearly Assessment Totals | | | | 60 | 40 | 100 |