PICTON HIGH SCHOOL

ASSESSMENT INFORMATION

Year 10 2025

Picton High School Values Platform

At Picton High School, we value:

Staff who are committed to the learning and achievement of every student in an environment where success is celebrated.

A culture of respect, tolerance and inclusivity where students strive to achieve their personal best.

A safe and healthy school that fosters mutually respectful partnerships with the community.

Year 10 Subjects 2025

Mandatory:
English
Mathematics (Core and Pathways)
Science
Geography
History
Personal Development, Health & Physical Education

Electives:
Agriculture
Child Studies
Commerce
Food Technology
Industrial Technology Metals/Auto
Industrial Technology Timber
Music
Outdoor Education
Physical Activity and Sports Studies (PASS)
Visual Arts

Star Humanities
Star PDHPE
Star STEM

Please check the Picton High School website to keep updated.
Assessment tasks are uploaded to the website under:

- Assessment tasks
- Assessment and reporting
- Year 10 Assessment tasks

Approximately two weeks before they are due.

The tasks will remain on the site until the end of the school year.

Please note, all students are encouraged to use Turnitin to check for AI / plagiarism before submitting the final copy of any task to ensure the work is sufficiently their own.

FAQs

What do I need to have done to achieve a ROSA (Record of School Achievement)?
To achieve a ROSA you must have:
· Satisfactorily completed the courses and mandatory hours as set out by NESA (NSW Education Standards Authority)
· Applied yourself with diligence and sustained effort to the tasks and experiences provided by the school
· Achieved some or all of the course outcomes

What happens if I don't satisfactorily complete a course?
If you are in danger of not meeting the requirements in a course, you will be warned in writing. An official warning letter/s will be sent home informing the student and parents of the missing task and what needs to be completed to resolve the issue. Receiving two or more warning letters indicates serious concern. Please refer to the 'Picton High School 7-10 Assessment Policy' in this booklet for more detailed information on assessment processes and procedures.

Can I appeal a decision made by the school?
· Appeals for individual assessment tasks should be completed on the 'Assessment Appeal' form and submitted to faculty Head Teacher for review within 5 days of the task being returned.
· Appeals regarding 'N Determinations' will be made through the Senior Review and NESA Processes.

What will be assessed and when in Year 10?
- Each subject area has different types of tasks and due dates. These are set out in this booklet
- Students will be provided with more detailed written notification for all formal assessment tasks. Two weeks notice (minimum) for formal assessments will also be given
- Students may receive their results in the form of grades or marks
- The final grade a student receives on their semester reports are allocated by the school and measured against NESA Course Performance Descriptors.

What happens if I miss an assessment task?
- Assessment tasks are expected to be submitted by the due date. Students are required to follow assessment processes outlined in the assessment policy component of this booklet if deadlines are unable to be met due to illness, misadventure or other extenuating circumstances to avoid disciplinary consequences. Appropriate appeals forms are also located in this booklet and should be submitted, along with accompanying documentation, to the Head Teacher.

FAQs continued...

What happens if I have technological difficulties?
If students choose or are required to use computer technology to produce their work, they should ensure that they print off regular hard copies and back up their work so they can show 'work in progress'. Software compatibility can also prove a potential problem. Computer, printing and other technological malfunctions are **not** acceptable reasons for late submission of assessment tasks.

What is plagiarism?
Plagiarism is where you claim another person's work as your own without acknowledgement. Plagiarism can include copying from the internet, copying others work from a published book or copying another student's work. Any form of cheating in assessment tasks is a very serious issue and will be reviewed by the Head Teacher. Additional information regarding plagiarism is located in the assessment policy component of this booklet.

Can I enrol in a TVET course in Year 10?
There are a limited number of places available for Year 10 students in TVET courses as priority goes to Year 11 students, however, it is possible. TVET courses generally run on one afternoon a week from 2pm—6pm and are most appropriate for students completing the STAR program. It is the student's responsibility to get to TAFE and back home. See the Careers Adviser for further information.

Can I do an SBAT (School Based Apprenticeship or Traineeship) in Year 10?
Yes you can. This involves three days at school, one day at the workplace and one day at TAFE. Students find SBATs challenging as they are required to catch up with the work they miss from school in their own time. Students and their families are responsible for finding an appropriate apprenticeship. See the Careers Adviser for rules and procedures regarding SBATs.

PHS Assessment Policy (7-10)

Assessment procedures (Years 7-10)

Missed Assessment Tasks
If a student knows it is inevitable that they will miss or has missed an assessment task, they should contact their class teacher immediately after the fact is known. Except in unforeseen circumstances, any student who will be unable to undertake an assessment task on the published date should advise the appropriate class teacher of this matter prior to the published date.

Illness, Injury or Misadventure
Students must attend school on the date of a task or date the task is due. If a student is sick and cannot attend or an unforeseen situation or emergency arises, an 'Illness and Misadventure' application should be completed and presented to the class teacher on the first day of return to school or, if possible, prior to the original submission date. If a student fails to complete a task due to illness/misadventure and the class teacher considers the student has a valid reason, an extension may be granted or a grade may be awarded based on a substitute task.

If the task is an in-class task, where possible, students will be provided with an alternative task when they return to school. If it is not possible to provide a substitute task or an extension, the class teacher will consult with the Head Teacher to seek a resolution. **The Head Teacher may also refer an appeal directly to the Deputy Principal for review. Students with prolonged absences should follow the same procedure.**

Where there is no valid reason for not completing an assessment task, the school will enact their student discipline and management policies. This may include the student being required to complete the outstanding assessment during lunch times with their relevant teacher and/or Head Teacher, an assessment warning letter and/or phone call home being completed, the student being required to attend the Tuesday afternoon Study Centre or other disciplinary consequences as decided upon by the teacher and Head Teacher of the faculty. These disciplinary actions are designed to give the student every opportunity to meet outcomes and gain a grade which reflects their true ability.

If a teacher is absent on the day an assessment task is due/scheduled to take place, it will be the responsibility of the Head Teacher to implement their faculty policy processes for staff absences. This may include re-scheduling the task to another date or assisting another staff member to administer the assessment successfully.

Hand in tasks
Hand in tasks must be submitted **before 9:00am** on the due date to the class teacher or faculty Head Teacher unless specified differently on the official assessment notification for that particular task. If a class teacher is absent on the day a task is due, students must ensure the task is submitted to the faculty Head Teacher. Students who submit tasks after this deadline will receive a reduction in marks at a rate of 25% (of the total marks possible per task) per day. This penalty includes weekends. Students will also receive an 'Official Warning- Non-Completion' letter. Students who wish to appeal a reduction in marks will be required to officially appeal the penalty by following the appeals processes listed below. A student can seek an extension of time to submit the task by completing the appropriate appeals form (illness/misadventure or change of due date). Students seeking an extension of time for an assessment for any reason other than those associated with illness and misadventure must submit 'Request for change of due date' appeals form in advance of the due date before the extension can be considered. The class teacher will only grant an extension of time if:

- the student gives an acceptable and compelling reason for the impending late submission of the assessment task; and
- the extension of time is negotiated prior to the due date.

If the reason offered is acceptable and prior negotiation has occurred, no penalty will be incurred so long as the assessment task is submitted on or before the negotiated date. It is unlikely that an extension of time in excess of two (2) weeks will be granted. Students are not to assume the extension of time will be granted. If the class teacher has not granted an extension of time, and the assessment task is not submitted or submitted after the due date, consequences according to the Student Management Policy and Assessment Policy will be enacted. In exceptional circumstances, an extension of time may be granted after the original due date.

An extension of time will not be granted if:
- the reason offered is deemed unacceptable
- no reason is offered
- the student did not lodge a written application for an extension of time with the appropriate teacher prior to the due date.

Students must submit all tasks regardless of how late they are submitted. Feedback provided to students based on their work in the task is a valuable part of the learning process.

Examinations

Students may be required to sit formal examinations. These may be completed in a timetabled examination week in an examination setting (such as the hall) or may be completed in class at any time (as outlined in a subject's assessment schedule). Any student who fails to sit an examination during the specified examination period will be required to complete an 'Illness and Misadventure' form and submit this on the first day they return to school. If appropriate documentation is not provided, the school will issue consequences in accordance with the Student Management Policy. If students feel that the consequences enacted by their teacher and/or the Head Teacher of a faculty are inappropriate, an appeal can be lodged with the Deputy Principal.

Malpractice in Assessment Tasks

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

- a student being in possession of a mobile phone during an assessment task
- using material directly from books, journals, CDs or the Internet without reference
- building on the ideas of another person without reference to the source
- copying, buying, stealing or borrowing another person's work and presenting it as one's own
- submitting work to which another person, a parent, coach or expert has contributed substantially
- using words, ideas, designs or workmanship of others in practical and performance tasks
- paying someone to write or prepare material
- not making a genuine effort with an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice (e.g. giving a student a copy of your assessment task even if you tell them to change the words).

Issues of malpractice need to be investigated by the Head Teacher of the respective course. The **Head Teacher** will:
- advise the student(s) of the lodgment of the issue.
- provide the student(s) with an opportunity to address the issue
- plan a course of action and communicate this to the student, the student's parents and the class teacher.

If the malpractice is proven, the Head Teacher will enact consequences from the Student Management Policy and processes from the Assessment Policy. This may include being required to complete the class again, including during lunch breaks or in the Study Centre on Tuesday afternoons. Students are made aware that sharing their task with other students prior to it being submitted may be considered as malpractice and lead to disciplinary consequences for this student also.

Non serious attempts
If a student's attempt at a particular task results in a seriously low grade, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgment.

Students must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to all set tasks and experiences provided in the course by the school.

If a teacher deems that a student has made a non-serious attempt at a task, the student will be required to resubmit/re attempt the task. This may take place during their own time (i.e. lunch time) at school or the student may be permitted to work on the task at home; this will be decided upon by the classroom teacher and/or Head Teacher of the faculty. Students may also face consequences according to the Student Management Policy. If a student believes that the consequences enacted by their teacher and/or the Head Teacher of a faculty are inappropriate, an appeal can be lodged with the Deputy Principal.

Starting at Picton High School after the Assessment Program has begun
Students who enrol after the assessment program in their subjects has begun will be required to do all further tasks in the program. To help allocate the most appropriate grades at the end of the reporting period, a student's performance on these tasks will be compared to descriptors on the Common Grade Scale.

Additional consequences for late submission
To ensure equity, students who submit work late without successful documentation will be deemed ineligible to receive academic commitment awards at the annual Presentation evening as one criteria of these awards is consistently following course requirements. Students may also place their position on the Rewards Excursions in jeopardy as they will not have demonstrated consistent application throughout the year. Report comments may also refer to late or non-submission of tasks. Technology breakdowns are not a valid or acceptable excuse for late or non-submission of tasks.

Year 10
The following information is taken directly from the NESA website.

The NSW Education Standards Authority (NESA) issues the Record of Student Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable, participation in any uncompleted Preliminary Stage 6 courses or HSC courses. It is useful to students leaving school prior to the HSC because they can show it to potential employers of places of further learning.

To be eligible for a RoSA, students must have:

- satisfactorily completed the courses and mandatory hours as set out by NESA
- applied themselves with diligence and sustained effort to the tasks and experiences provided by the school
- achieved some or all of the course outcomes

Students in danger of not meeting course requirements will receive official N warning letters which provide information to students and parents/ carers of areas of concern and appropriate actions to rectify the issue(s). Students who are presented with two or more official N warning notification letters in any one subject are considered to be 'causing concern' and appropriate interventions may be enacted.

Request for change of due date for assessment task

(This form is to be submitted a minimum of 1 week before the due date of the task)

Student's Name:_____ Year: _____

Subject:_____

Description of Task: _____

Due Date (As advertised): _____

REASON – For change from due date of assessment task: _____

_____

_____

_____

SUPPORTING DOCUMENTS – Please identify and attach if applicable

_____

Student's Signature: _____

Parent's Signature: _____

To be completed by TEACHER:-

Name: _____ Faculty: _____

- ☐ Approved
- ☐ Not approved

Alternative Arrangements: _

_____

_____

Teacher Signature: _____Date: _____

Illness and Misadventure application

(This form is to be submitted a minimum of 1 week before the due date of the task)

Student's Name:_____ Year: _____

Subject:_____

Description of Task: _____

Due Date (As advertised): _____

REASON – For illness/ misadventure: _____

_____

_____

_____

SUPPORTING DOCUMENTS – Please identify and attach if applicable

_____

Student's Signature: _____

Parent's Signature: _____

To be completed by TEACHER:-

Name: _____ Faculty: _____

- ☐ Approved
- ☐ Not approved

Alternative Arrangements: _

_____

_____

Teacher Signature: _____Date: _____

Assessment appeal form

Students are to use this form if they wish to appeal an assessment grade or outcome.

Student's Name: _____
Date: _____
Subject: _____
Teacher's Name: _____

Please give details of the reason for the appeal:

_____
_____
_____
_____
_____
_____
_____
_____
_____

Action Taken:

_____
_____
_____
_____
_____
_____
_____

Name: _____

Signed: _____ **Date:** _____

YEAR 10 ASSESSMENT DUE DATES 2025 Terms 1 & 2		English	Mathematics (Core & Pathways)	Science	Geography	History	PDHPE		Agriculture	Child Studies	Commerce		Food Technology	Industrial Technology – Metals/ Auto	Industrial Technology – Timber	Music	Outdoor Education	PASS	Visual Arts	STAR Humanities	STAR STEM	STAR PASS	STAR PDH
Week 1	Thur 6 Feb – Fri 7 Feb																						
Week 2	Mon 10 Feb – Fri 14 Feb																						
Week 3	Mon 17 Feb – Fri 21 Feb																						
Week 4	Mon 24 Feb – Fri 28 Feb																						
Week 5	Mon 3 Mar – Fri 7 Mar																						
Week 6	Mon 10 Mar – Fri 14 Mar																		X				
Week 7	Mon 17 Mar – Fri Fri 21 Mar					X																X	
Week 8	Mon 24 Mar – Fri 28 Mar									X							X						
Week 9	Mon 31 Mar – Fri 4 Apr		X				X		X		X		X			X					X		
Week 10	Mon 7 Apr – Fri 11 Apr	X		X	X																		X
Week 1	Wed 30 Apr – Fri 2 May						X											X					X
Week 2	Mon 5 May – Fri 9 May													X	X					X			
Week 3	Mon 12 May – Fri Fri 16 May																X						
Week 4	Mon 19 May – Fri 23 May		XX														X		X				
Week 5	Mon 26 May – Fri 30 May				X				X								X						
Week 6	Mon 2 Jun – Fri 6 Jun																X	X				X	
Week 7	Tue 10 Jun – Fri 13 Jun			X													X	X				X	
Week 8	Mon 16 Jun – Fri 20 Jun									X	X					XX	X	X				X	
Week 9	Mon 23 Jun – Fri 27 Jun												X					X				X	
Week 10	Mon 30 Jun – Fri 4 Jul	X																			X		

YEAR 10 ASSESSMENT DUE DATES 2025 TERMS 3 & 4		English	Mathematics (Core and Pathways)	Science	Geography	History	PDHPE		Agriculture	Child Studies	Commerce		Food Technology	Industrial Technology Metals	Industrial Technology – Timber	Music	Outdoor Education	PASS	Visual Arts	STAR Humanities	STAR STEM	STAR PASS	STAR PDHE
Week 1	Tue 22 July – Fri 25 July																						
Week 2	Mon 28 July – Fri 1 Aug																			X			
Week 3	Mon 4 Aug – Fri 8 Aug																						
Week 4	Mon 11 Aug – Fri 15 Aug																						
Week 5	Mon 18 Aug – Fri 22 Aug																						
Week 6	Mon 25 Aug – Fri 29 Aug		X								X						X						
Week 7	Mon 1 Sep – Fri 5 Sep					X											X	X				X	
Week 8	Mon 8 Sep – Fri 12 Sep						X		X								X				X		X
Week 9	Mon 15 Sep – Fri 19 Sep						X			X			X								X		X
Week 10	Mon 22 Sep – Fri 26 Sep	X			X		X																X
Week 1	Tue 14 Oct – Fri 17 Oct																						
Week 2	Mon 20 Oct – Fri 24 Oct								X							X			X				
Week 3	Mon 27 Oct – Fri 31 Oct		XX	X		X																	
Week 4	Mon 3 Nov – Fri 7 Nov				X									X	X				X	X			
Week 5	Mon 10 Nov – Fri 14 Nov													XX	X						X		
Week 6	Mon 17 Nov – Fri 21 Nov																						
Week 7	Mon 24 Nov – Fri 28 Nov																						
Week 8	Mon 1 Dec – Fri 5 Dec																						
Week 9	Mon 8 Dec – Fri 12 Dec																						
Week 10	Mon 15 Dec – Fri 19 Dec																						

Please note that ‘xx’ means examination.

YEAR 10 ASSESSMENT TASK GRID 2025															SUBJECT: *AGRICULTURE*	
TASK	**SYLLABUS OUTCOMES**															
COURSE	**AG5-1**	**AG5-2**	**AG5-3**	**AG5-4**	**AG5-5**	**AG5-6**	**AG5-7**	**AG5-8**	**AG5-9**	**AG5-10**	**AG5-11**	**AG5-12**	**AG5-13**	**AG5-14**	**TYPE**	**DUE DATE**
Poultry Production	X	X		X	X	X	X		X	X	X	X	X	X	Hand in	Term 1 Week 9
Pork Production	X		X		X		X		X	X		X			Hand In	Term 2 Week 5
Sheep Production	X	X	X	X	X	X		X	X	X			X	X	Hand In	Term 3 Week 8
Examination	X	X	X	X	X	X	X	X	X	X	X	X	X	X	In Class	Term 4 Week 2

Outcomes: A Student

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

YEAR 10 ASSESSMENT TASK GRID 2025								SUBJECT: *CHILD STUDIES*	
TASK	**SYLLABUS OUTCOMES**								
COURSE	**CS5-2**	**CS5-4**	**CS5-5**	**CS5-7**	**CS5-8**	**CS5-11**	**CS5-12**	**TYPE**	**DUE DATE**
Play and the developing child "Children's toy and report"	X	x	x					Hand in	Term 1 Week 8
Children's Literature "Children's Picture Book"			X	X			X	Hand in	Term 2 Week 8
Health and Safety in Childhood "Disease Poster"	x				x	x		Hand in	Term 3 Week 9

Outcomes: A student

CS5-2	describes the factors that affect the health and wellbeing of the child
CS5-4	plans and implements engaging activities when educating and caring for young children within a safe environment
CS5-5	evaluates strategies that promote the growth and development of children
CS5-7	discusses the importance of positive relationships for the growth and development of children
CS5-8	evaluates the role of community resources that promote and support the wellbeing of children and families
CS5-11	analyses and compares information from a variety of sources to develop an understanding of child growth and development
CS5-12	applies evaluation techniques when creating, discussing and assessing information related to child growth and development

YEAR 10 ASSESSMENT TASK GRID 2025

SUBJECT: ***COMMERCE***

TASK	SYLLABUS OUTCOMES										
COURSE	**COM 5.1**	**COM 5.2**	**COM 5.3**	**COM 5.4**	**COM 5.5**	**COM 5.6**	**COM 5.7**	**COM 5.8**	**COM 5.9**	**TYPE**	**DUE DATE**
The Economic and Business Environment Task	X	X					X			Take Home	Term 1 Week 9
Investing Task						X		X	X	In class	Term 2 Week 8
Employment and Work Futures Task			X	X	X					Take Home	Term 3 Week 6

Outcomes: A student

COM5-1	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 timeframes

YEAR 10 ASSESSMENT TASK GRID – 2025							SUBJECT: *ENGLISH*	
TASK	**SYLLABUS OUTCOMES**							
COURSE	**EN5-RVL-01**	**EN5-URA-01**	**EN5-URB-01**	**EN5-URC-01**	**EN5-ECA-01**	**EN5-ECB-01**	**SUBMISSION**	**DUE DATE**
What Matters to Me? Discursive Writing	X		X		X	X	take home	Term 1, Week 10
The Tragedy of Macbeth Multimodal Presentation	X			X	X	X	take home	Term 2, Week 10
Between the Lines Examination	X	X			X	X	in-class	Term 3, Week 10

Outcomes – A student:

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

YEAR 10 ASSESSMENT TASK GRID 2025														SUBJECT: *FOOD TECHNOLOGY*	
TASK	**SYLLABUS OUTCOMES**														
COURSE	**FT-1**	**FT-2**	**FT-3**	**FT-4**	**FT-5**	**FT-6**	**FT-7**	**FT-8**	**FT-9**	**FT-10**	**FT-11**	**FT-12**	**FT-13**	**TYPE**	**DUE DATE**
Food Product and Development	X							X		X	X			Hand in and practical	Term 1 Week 9
Food Equity	X					X	X	X				X	X	Alarm scaffold report	Term 2 Week 9
Food Service and Catering		X		X	X				X	X				Hand in and practical	Term 3 Week 9

Outcomes: A Student

FT-1	demonstrates hygienic handling of food to ensure a safe and appealing product
FT-2	identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
FT-3	describes the physical and chemical properties of a variety of foods
FT-4	accounts for changes to the properties of food which occur during food processing, preparation and storage
FT-5	applies appropriate methods of food processing, preparation and storage
FT-6	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
FT-7	justifies food choices by analysing the factors that influence eating habits
FT-8	collects, evaluates and applies information using a range of media and appropriate terminology
FT-9	communicates ideas and information using a range of media and appropriate terminology
FT-10	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
FT-11	plans, prepares, presents and evaluates food solutions for specific purposes
FT-12	examines the relationship between food, technology and society
FT13	evaluates the impact of activities related to food on the individual, society and the environment

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YEAR 10 ASSESSMENT TASK GRID 2025											SUBJECT: *HISTORY ELECTIVE*	
TASK	**SYLLABUS OUTCOMES**										**WEIGHTINGS**	**DUE DATE**
COURSE	**HTE 5-1**	**HTE 5-2**	**HTE 5-3**	**HTE 5-4**	**HTE 5-5**	**HTE 5-6**	**HTE 5-7**	**HTE 5-8**	**HTE 5-9**	**HTE 5-10**		
Crime and Punishment Task	X	X				X		X			30%	Term 2 Week 1
Historical Investigation	X	X					X		X		35%	Term 3 Week 1
Showcase			X	X	X			X		X	35%	Term 4 Week 1

Outcomes – A student

HTE 5-1	Applies an understanding of history, heritage, archaeology and the methods of historical inquiry
HTE 5-2	Examines the ways in which historical meanings can be constructed through a range of media
HTE 5-3	Sequences major historical events or heritage features, to show an understanding of continuity, change and causation
HTE 5-4	Explains the importance of key features of past societies or periods, including groups and personalities
HTE 5-5	Evaluates the contribution of cultural groups, sites and/or family to our shared heritage
HTE 5-6	Identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process
HTE 5-7	Explains different contexts, perspectives and interpretations of the past
HTE 5-8	Selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HTE 5-9	Applies a range of relevant historical terms and concepts when communicating an understanding of the past
HTE 5-10	Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

YEAR 10 ASSESSMENT TASK GRID - 2025							SUBJECT: *GEOGRAPHY*		
TASK	**SYLLABUS OUTCOMES**						**TYPE**		**DUE DATE**
COURSE	**GE5.1**	**GE5.2**	**GE5.4**	**GE5.5**	**GE5.6**	**GE5.8**		**SEMESTER 1**	**SEMESTER 2**
Environmental Change and Management Task	X	X		X		X	Take Home	Term 1 Week 10	Term 3 Week 10
Human Wellbeing Task			X		X	X	In Class	Term 2 Week 5	Term 4 Week 4

Outcomes: A student

Semester 1 classes: 10GeoR3, R4 and Y3
Semester 2 classes: 10GeoR1, Y1 and Y2

GE5.1	explains the diverse features and characteristics of a range of places and environments
GE5.2	explains processes and influences that form and transform places and environments
GE5.4	accounts for perspectives of people and organisations on a range of geographical issues
GE5.5	assesses management strategies for places and environments for their sustainability
GE5.6	analyses differences in human wellbeing and ways to improve human wellbeing
GE5.8	communicates geographical information to a range of audiences using a variety of strategies

YEAR 10 ASSESSMENT TASK GRID - 2025								SUBJECT: *HISTORY*		
TASK	**SYLLABUS OUTCOMES**							**TYPE**	**DUE DATE**	
COURSE	**HT5.1**	**HT5.2**	**HT5.3**	**HT5.5**	**HT5.8**	**HT5.9**	**HT5.10**		**SEMESTER 1**	**SEMESTER 2**
The World From 1945 Task	X	X	X			X	X	In class	Term 1 Week 7	Term 3 Week 7
Changing Rights and Freedoms Task			X	X	X		X	At home	Term 2 Week 3	Term 4 Week 3

PLEASE NOTE: Classes R1, R2, Y1 and Y2 will study History in Semester 1.
Classes R3, R4 and Y3 will study History in Semester 2.

Outcomes: A Student

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 and of past individuals and groups in the historical contexts that shaped the modern world and Australia
HT5.5	identifies and evaluates the usefulness of sources in the historical inquiry process
HT5.8	selects and analyses a range of historical sources to locate information relevant to an history inquiry
HT5.9	applies a range of relevant historical terms and concepts when communicating an understanding of the past
HT5.10	selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

YEAR 10 ASSESSMENT TASK GRID 2025										SUBJECT: *INDUSTRIAL TECHNOLOGY – METAL*		
TASK	**SYLLABUS OUTCOMES**											
COURSE	**IND5-1**	**IND5-2**	**IND5-3**	**IND5-4**	**IND5-5**	**IND5-6**	**IND5-7**	**IND5-8**	**IND5-9**	**IND5-10**	**METHOD OF SUBMISSION**	**DUE DATE**
Minor Project & Project Folio	X	X	X	X	X	X	X	X			In Class & at Home	Term 2 Week 5
Major Project & Project Folio	X	X	X	X	X	X	X	X			In Class & at Home	Term 4 Week 4
Yearly Exam	X			X					X	X	In Class	Term 4 Week 3

Outcomes: A Student

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

YEAR 10 ASSESSMENT TASK GRID 2025										SUBJECT: *INDUSTRIAL TECHNOLOGY – TIMBER*		
TASK	**SYLLABUS OUTCOMES**											
COURSE	**IND5-1**	**IND5-2**	**IND5-3**	**IND5-4**	**IND5-5**	**IND5-6**	**IND5-7**	**IND5-8**	**IND5-9**	**IND5-10**	**METHOD OF SUBMISSION**	**DUE DATE**
Minor Project & Project Folio	X	X	X		X	X	X	X			In Class & at Home	Term 2 Week 5
Semester 1 Exam	X			X					X	X	In Class	Term 2 Week 6
Major Project & Project Folio	X	X	X		X	X	X	X			In Class & at Home	Term 4 Week 3
Yearly Exam	X								X	X	In Class	Term 4 Week 3

Outcomes: A Student

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

YEAR 10 ASSESSMENT TASK GRID

MATHEMATICS - CORE and PATH

TASK	SYLLABUS OUTCOMES																								DUE DATE
	MAO WM 01	MA5 FIN C 01	MA5 FIN C 02	MA5 ALG C 01	MA5 IND C 01	MA5 EQU C 01	MA5 LIN C 01	MA5 LIN C 02	MA5 NLI C 01	MA5 NLI C 02	MA5 MAG C 01	MA5 TRG C 01	MA5 TRG C 02	MA5 ARE C 01	MA5 VOL C 01	MA5 GEO C 01	MA5 DAT C 01	MA5 DAT C 02	MA5 PRO C 01	MA5 RAT P 01	MA5 RAT P 02	MA5 ALG P 01	MA5 ALG P 02	MA5 NLI P 01	MA5 DAT P 01	
Term In class topic tests	X			x	X		Outcome covered in Year 9	Outcome covered in Year 9						X	Outcome covered in Year 9	Outcome covered in Year 9			Outcome covered in Year 9	Outcome covered in Year 9	Outcome covered in Year 9	X	X			Term 1 Week 9
Term exam	X			X	X	X								X								X	X			Term 2 Week 5
Term 3 tasks (in class	X	X	X		X							X	X				X	X							X	Term 3
Term 4 exam	X	X	X		X				X	X		X	X				X	X						X	X	Term 3 Week 8

Please see next page for all Stage 5 Syllabus Outcomes

All outcomes marked with * are Pathway Outcomes which cover optional content that MAY be covered where appropriate throughout the course. Path Outcomes to be identified on the assessment notifications as they progress

MAO-WM-01	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-ALG-C-01	Simplifies algebraic fractions with numerical denominators and expands algebraic expressions
MA5-RAT-P-01*	Identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv)
MA5-RAT-P-02*	Analyses and constructs graphs relating to rates of change *(Path: Stn, Adv)*
MA5-ALG-P-01*	Simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions *(Path: Adv)*
MA5-ALG-P-02*	Selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions *(Path: Adv)*
MA5-IND-C-01	Simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5-IND-P-01*	Applies the index laws to operate with algebraic expressions involving negative-integer indices *(Path: Adv)*
MA5-IND-P-02*	Describes and performs operations with surds and fractional indices (Path: Adv)
MA5-EQU-C-01	Solves linear equations of up to 3 steps, limited to one algebraic fraction
MA5-EQU-P-01*	Solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3 =$k *(Path: Adv)*
MA5-EQU-P-02*	Solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (Path: Adv)
MA5-LIN-C-01	Determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
MA5-LIN-C-02	Graphs and interprets linear relationships using the gradient/slope-intercept form
MA5-LIN-P-01*	Describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems *(Path: Adv)*
MA5-NLI-C-01	Identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts
MA5-NLI-C-02	Identifies and compares features of parabolas and exponential curves in various contexts
MA5-NLI-P-01*	Interprets and compares non-linear relationships and their transformations, both algebraically and graphically *(Path: Adv)*
MA5-POL-P-01*	Defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems *(Path: Adv, Ext)*
MA5-LOG-P-01*	Establishes and applies the laws of logarithms to solve problems *(Path: Adv)*
MA5-FNC-P-01*	Uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables *(Path: Adv)*
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-TRG-P-01*	Applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings *(Path: Stn, Adv)*
MA5-TRG-P-02*	Establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations *(Path: Adv)*
MA5-ARE-C-01	Solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
MA5-ARE-P-01*	Applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems *(Path: Stn, Adv)*
MA5-VOL-C-01	Solves problems involving the volume of composite solids consisting of right prisms and cylinders
MA5-VOL-P-01*	Applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids *(Path: Stn, Adv)*
MA5-GEO-C-01	Identifies and applies the properties of similar figures and scale drawings to solve problems
MA5-GEO-P-01*	Establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes *(Path: Ext)*
MA5-GEO-P-02*	Constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes *(Path: Ext)*
MA5-CIR-P-01*	Applies deductive reasoning to prove circle theorems and solve related problems *(Path: Ext)*
MA5-NET-P-01*	Solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits *(Path: Stn)*
MA5-DAT-C-01	Compares and analyses datasets using summary statistics and graphical representations
MA5-DAT-C-02	Displays and interprets datasets involving bivariate data
MA5-DAT-P-01*	Plans, conducts and reviews a statistical inquiry into a question of interest (Path: Stn, Adv)
MA5-PRO-C-01	Solves problems involving probabilities in multistage chance experiments and simulations
MA5-PRO-P-01*	Solves problems involving Venn diagrams, 2-way tables and conditional probability (Path: Adv)

YEAR 10 ASSESSMENT TASK GRID 2025													SUBJECT: *MUSIC*	
TASK	**SYLLABUS OUTCOMES**													
COURSE	**5.1**	**5.2**	**5.3**	**5.4**	**5.5**	**5.6**	**5.7**	**5.8**	**5.9**	**5.10**	**5.11**	**5.12**	**TYPE**	**DUE DATE**
Viva Voca							X	X		X	X		In class	Term 1 Week 9
Half Yearly Exam	X	X	X						X				In class	Term 2 Week 8
Composition				X	X	X						X	In class	Term 4 Week 2

Outcomes: A Student

5.1	performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts.
5.2	performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology.
5.3	performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness.
5.4	demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study.
5.5	notates own compositions, applying forms of notation appropriate to the music selected for study.
5.6	uses different forms of technology in the composition process.
5.7	demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts.
5.8	demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study.
5.9	demonstrates an understanding of musical literacy through the appropriate application of notation, terminology and the interpretation and analysis of scores used in the music selected for study.
5.10	demonstrates an understanding of the influence and impact of technology on music.
5.11	demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form.
5.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.

YEAR 10 ASSESSMENT TASK GRID 2025

SUBJECT:
OUTDOOR EDUCATION

	TASK	SYLLABUS OUTCOMES													TYPE	DUE DATE
	COURSE	OE 5.1	OE5 .2	OE5.3	OE 5.4	OE5.5	OE5.6	OE5.7	OE5.8	OE5.9	OE5.10	OE5.11	OE5.12	OE5.13		
Semester 1	Environment & Conservation	X										X	X	X	Take Home Assessment (Theory)	Term 1 Week 8
	Building Connection	X							X	X					In-Class Practical (Prac/Theory)	Term 2 Ongoing Week 10
Semester 2	Expedition Preparation				X		X								Take Home Assessment (Theory)	Term 3 Week 8
	Expedition Preparation					X		X							In-Class Practical (Prac)	Term 3 Week 6-8

Outcomes: A student

OE5-1	participates safely in outdoor education activities demonstrating knowledge of natural environments
OE5-2	investigates natural environments and their role in promoting health and wellbeing
OE5-3	analyses the benefits of participation in experiences in natural environments to promote personal growth, health and wellbeing
OE5-4	explains and applies key considerations and skills related to planning and preparing for outdoor education activities
OE5-5	applies risk management techniques in outdoor education activities
OE5-6	understands first aid and emergency response procedures relevant to outdoor education activities
OE5-7	demonstrates skills and knowledge for relationship building and effective group functioning
OE5-8	demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities
OE5-9	demonstrates interpersonal and self-management skills to achieve personal and group goals in outdoor environments
OE5-10	explains the relationship between environments and the health and wellbeing of people
OE5-11	describes the impact of participation in practical outdoor education activities on natural environment/s over time
OE5-12	proposes ways in which natural environments can be protected and/or managed
OE5-13	demonstrates minimal impact techniques when participating in outdoor activities.

YEAR 10 ASSESSMENT TASK GRID 2025

SUBJECT: *PDHPE*

TASK	SYLLABUS OUTCOMES												
COURSE	**PD 5.1**	**PD 5.2**	**PD 5.3**	**PD 5.4**	**PD 5.5**	**PD 5.6**	**PD 5.7**	**PD 5.8**	**PD 5.9**	**PD 5.10**	**PD 5.11**	**TYPE**	**DUE DATE**
Athletics (Term 1)					X						X	In class (practical)	Term 1 Weeks 9-11
Beyond the Buzz	X	X							X			Take home assessment (theory)	Term 2 Week 1
Let's talk about Sex			X				X		X			In class theory (examination)	Term 3 Week 9
World Games				X							X	In class (practical)	Term 3 Week 8-10

Outcomes: A student

PD5-1	assesses their own and others' capacity to reflect on and respond positively to challenges
PD5-2	researches and appraises the effectiveness of health information and support services available in the community
PD5-3	analyses factors and strategies that enhance inclusivity, equality and respectful
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
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
PD5-8	designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical
PD5-9	critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
PD5-10	critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
PD5-11	refines and applies movement skills and concepts to compose and perform innovative movement sequences

YEAR 10 PASS ASSESSMENT TASK GRID 2025

SUBJECT: *PASS*

	TASK	SYLLABUS OUTCOMES											
	COURSE	**S 5.1**	**S 5.2**	**S 5.3**	**S 5.4**	**S 5.5**	**S 5.6**	**S 5.7**	**S 5.8**	**S 5.9**	**S 5.10**	**TYPE**	**DUE DATE**
SEMESTER 1	Body Systems and Energy for Physical Activity	X	X							X	X	In Class Examination	Term 2 Week 1
	Nutrition and Physical Activity	X							X		X	In Class	Term 2 Weeks 6-9
SEMESTER 2	Coaching session					X	X	X				In Class	Term 4 Week 4-10

Outcomes: A student	
Pass5-1	discusses factors that limit and enhance the capacity to move and perform
Pass5-2	analyses the benefits of participation and performance in physical activity and sport
Pass5-3	discusses the nature and impact of historical and contemporary issues in physical activity and sport
Pass5-4	analyses physical activity and sport from personal, social and cultural perspectives
Pass5-5	demonstrates actions and strategies that contribute to active participation and skilful performance
Pass5-6	evaluates the characteristics of participation and quality performance in physical activity and sport
Pass5-7	works collaboratively with others to enhance participation, enjoyment and performance
Pass5-8	displays management and planning skills to achieve personal and group goals
Pass5-9	performs movement skills with increasing proficiency
Pass5-10	analyses and appraises information, opinions and observations to inform physical activity and sport decisions

YEAR 10 ASSESSMENT TASK GRID 2025

SUBJECT: ***SCIENCE***

TASK	SYLLABUS OUTCOMES															
COURSE	**SC5- 4WS**	**SC5- 5WS**	**SC5- 6WS**	**SC5- 7WS**	**SC5- 8WS**	**SC5- 9WS**	**SC5-10PW**	**SC5- 11PW**	**SC5- 12ES**	**SC5- 13ES**	**SC5-14LW**	**SC5- 15LW**	**SC5-16CW**	**SC5-17CW**	**TYPE**	**DUE DATE**
Data Processing Task		X		X	X	X							X	X	In Class	Term 1 Week 10
Depth Study	X	X	X	X	X	X	X	X							Hand In	Term 2 Week 7
Yearly Exam	X			X	X		X	X	X	X	X	X	X	X	In Class	Term 4 Week 3

Outcomes: A Student

SC5-4WS	develops questions or hypotheses to be investigated scientifically.
SC5-5WS	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively.
SC5-6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively.
SC5-7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions.
SC5-8WS	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems.
SC5-9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.
SC5-10PW	applies models, theories and laws to explain situations involving energy, force and motion.
SC5-11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems.
SC5-12ES	describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community.
SC5-13ES	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues.
SC5-14LW	analyses interactions between components and processes within biological systems.
SC5-15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society.
SC5-16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available.
SC5-17CW	discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials.

YEAR 10 ASSESSMENT TASK GRID 2025											SUBJECT: *VISUAL ARTS*	
TASK	**SYLLABUS OUTCOMES**											
COURSE	**5.1**	**5.2**	**5.3**	**5.4**	**5.5**	**5.6**	**5.7**	**5.8**	**5.9**	**5.10**	**TYPE**	**DUE DATE**
Research Task							X	X			Hand in	Term 1 Week 6
Art Making 1 and VAPD	X			X		X					In class and hand in	Term 2 Week 4
Yearly Exam									X	X	In class	Term 4 Week 2
Art Making 2 and VAPD		X	X		X						In class and hand in	Term 4 Week 4

Outcomes: A Student

5.1	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artwork.
5.2	makes artworks informed by their understanding of the function of and relationships between the 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 meaning in their artworks.
5.6	demonstrates developing technical accomplishments 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.

YEAR 10 ASSESSMENT TASK GRID - 2025																				SUBJECT: STAR Humanities	
TASK	**SYLLABUS OUTCOMES**																				
COURSE	**English**	EN5-1A	EN5-3B	EN5-4B	EN5-5C	EN5-7D	EN5-8D	**History**	HT5-8	HT5-7	HT5-3	HT5-5	HT5-9	HT5-10	**Geography**	GE5-2	GE5-4	GE5-6	GE5-7	GE5-8	**TYPE**	**DUE DATE**
In Depth Study: The Holocaust				X	X							X	X						X		In class	Term 2 Week 2
Human Wellbeing						X	X			X							X	X		X	In class	Term 3 Week 2
Historical Groups		X	X						X		X			X		X					In class	Term 4 Week 4

Outcomes: A student

English:

EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds
EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

History:

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
HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process
HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia
HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Geography:

GE5-2 explains processes and influences that form and transform places and environments
GE5-4 accounts for perspectives of people and organisations on a range of geographical issues
GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing
GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
GE5-8 communicates geographical information to a range of audiences using a variety of strategies

YEAR 10 ASSESSMENT TASK GRID - 2025

SUBJECT: STAR STEM

TASK	SYLLABUS OUTCOMES																								
COURSE	Maths	1WM, 2WM, 3WM	4NA	6NA	8NA, 9NA	10NA	11MG	12MG	13MG	14MG	15SP	16SP	Science	4WS	5WS	6WS	7WS	8WS	9WS	10PW	12ES	14LW	15LW	16CW	17CW	**TYPE**	**DUE DATE**
Motion		X		X	X	X			X			X		X	X	X	X	X	X	X						In class	Term 1 Week 9
Waves and Energy		X	X				X	X							X		X				X				X	In class	Term 2 Week 10
VALID 10		X												X	X	X	X	X	X	X	X	X	X	X	X	In class	Term 3 Week 8-9
Inheritance		X	X								X	X							X X			X	X			In class	Term 4 Week 5

Outcomes: A student

Mathematics

MA5.2-1WM	selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-2WM	interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.2-3WM	constructs arguments to prove and justify results
MA5.2-4NA	solves financial problems involving compound interest
MA5.2-5NA	recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-9NA	uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-10NA	connects algebraic and graphical representations of simple non-linear relationships
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP	investigates relationships between two statistical variables, including their relationship over time
MA5.2-17SP	describes and calculates probabilities in multi-step chance experiments

Science

SC5-4WS	develops questions or hypotheses to be investigated scientifically.
SC5-5WS	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively.
SC5-6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively.
SC5-7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions.
SC5-8WS	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems.
SC5-9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.
SC5-10PW	applies models, theories and laws to explain situations involving energy, force and motion.
SC5-11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems.
SC5-12ES	describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community.
SC5-13ES	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues.
SC5-14LW	analyses interactions between components and processes within biological systems.
SC5-15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society.
SC5-16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available.
SC5-17CW	discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials.

YEAR 10 PASS ASSESSMENT TASK GRID 2025

SUBJECT: STAR *PASS*

	TASK	SYLLABUS OUTCOMES											
	COURSE	**S 5.1**	**S 5.2**	**S 5.3**	**S 5.4**	**S 5.5**	**S 5.6**	**S 5.7**	**S 5.8**	**S 5.9**	**S 5.10**	**TYPE**	**DUE DATE**
SEMESTER 1	Body Systems and Energy for Physical Activity	X	X							X	X	In Class Examination	Term 1 Week 10
	Fundamental Movement Skills					X		X		X		In Class	Term 2 Weeks 6-9
SEMESTER 2	Nutrition and Physical Activity	X							X		X	Take Home	Term 3 Week 7

Outcomes: A student	
Pass5-1	discusses factors that limit and enhance the capacity to move and perform
Pass5-2	analyses the benefits of participation and performance in physical activity and sport
Pass5-3	discusses the nature and impact of historical and contemporary issues in physical activity and sport
Pass5-4	analyses physical activity and sport from personal, social and cultural perspectives
Pass5-5	demonstrates actions and strategies that contribute to active participation and skilful performance
Pass5-6	evaluates the characteristics of participation and quality performance in physical activity and sport
Pass5-7	works collaboratively with others to enhance participation, enjoyment and performance
Pass5-8	displays management and planning skills to achieve personal and group goals
Pass5-9	performs movement skills with increasing proficiency
Pass5-10	analyses and appraises information, opinions and observations to inform physical activity and sport decisions

YEAR 10 ASSESSMENT TASK GRID 2025

SUBJECT: STAR *PDHPE*

TASK	SYLLABUS OUTCOMES												
COURSE	**PD 5.1**	**PD 5.2**	**PD 5.3**	**PD 5.4**	**PD 5.5**	**PD 5.6**	**PD 5.7**	**PD 5.8**	**PD 5.9**	**PD 5.10**	**PD 5.11**	**TYPE**	**DUE DATE**
Athletics (Term 1)					X						X	In class (practical)	Term 1 Weeks 9-11
Beyond the Buzz	X	X							X			Take home assessment (theory)	Term 2 Week 1
Let's talk about Sex				X			X		X			In class theory (examination)	Term 3 Week 9
World Games		X				X						In class (practical)	Term 3 Week 8-10

Outcomes: A student

PD5-1	assesses their own and others' capacity to reflect on and respond positively to challenges
PD5-2	researches and appraises the effectiveness of health information and support services available in the community
PD5-3	analyses factors and strategies that enhance inclusivity, equality and respectful
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
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
PD5-8	designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical
PD5-9	critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
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