

Glen Innes High School



Year 10 Assessment Manual 2025



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Message from the Deputy

Dear Students, Parents and Families,

Welcome to Year 10 at Glen High School. Year 10 marks the end of Stage 5 studies and your completion of the Year 10 RoSA (Record of Student Achievement).

Students are required to complete mandatory hours and subject specific assessment requirements in order to achieve a RoSA at the completion of Year 10. This also includes Sport, which is compulsory and undertaken every Thursday.

As students travel through their high school years the work often becomes more challenging. If your child is experiencing any difficulty in completing their assessment work, contact either your child's Classroom Teacher, the Head Teacher of the faculty, Year Advisor or Deputy Principal as early as possible as we are here to support your child achieve to their full potential.

Each faculty in the school has formal assessment tasks, whose schedules are published in the school's official Assessment Schedules. The school is committed to enhancing and encouraging students' learning outcomes. This policy is designed to ensure consistency throughout the school, to ensure no student is disadvantaged and encourage students to meet their assessment deadlines.

Students who do not meet deadlines will be penalised in accordance with this policy. Note that students are still expected to complete all tasks so that outcomes can be attempted, assessed and reported on in order to receive their ROSA.

Yours in Education,
Mrs Helen Millar
Deputy Principal, Glen Innes High School.

Glen Innes High School Values Platform

At Glen Innes 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, without disrupting the learning of others.

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

Subjects for Year 10 2025

Core Subjects for Year 10

English
Mathematics
Science
Australian History and Geography
Personal Development, Health and Physical Education (PDHPE)
Sport

Elective Subjects for Year 10

Agriculture Technology
Agriculture (VET) - AHC10222 Certificate I in Agriculture
Child Studies
Commerce
Computing Technology
Drama
Elective History
Everyday Engineering (Industrial Technology – Engineering)
Fashion (Textiles Technology)
Food Technology
Industrial Technology - Metal
Industrial Technology - Timber
Manufacturing Pathways (VET) - MSM10216 Certificate I in Manufacturing (Pathways)
Music
Physical Activity and Sports Studies (PASS)
Visual Arts

What is the Record of School Achievement (RoSA)

The NSW Education Standards Authority (NESA) issues the Record of School 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 incomplete Preliminary Stage 6 courses or HSC courses. The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

Students who require a copy of their results before leaving school will be able to access an e-record of their results in Students Online. Students leaving school who do not meet the Record of School Achievement (RoSA) requirements are issued a printed Transcript of Study by NESA detailing completed courses and results. The Transcript of Study will contain the same information as the RoSA for courses satisfactorily completed and will indicate mandatory courses that have not been satisfactorily completed with the words Not Completed. The Transcript of Study will state that the student is not eligible for the RoSA.

Mandatory Course Requirements for RoSA Eligibility

Students must satisfactorily complete the following courses as stated by the NSW Educational Standards Authority (NESA) in order to be eligible for a RoSA:

- English
- Mathematics
- Science
- Geography
- History
- Personal Development Health and Physical Education
- Creative Arts Visual Arts and Music (Generally completed in Year 7 and 8)
- Languages (Generally completed in Year 7 or 8)
- Technology (Generally completed in Year 7 and 8)

The Requirements for the Completion of Stage 5 Courses

A student is considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

1. followed the course developed or endorsed by NESA;
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes. In addition, it is a requirement for the award of the RoSA that students attend school until the final day of Year 10 as determined by Department of Education.

NESA will issue a student a RoSA when they formally inform their school that they are leaving because they:

- have turned 17 and are leaving secondary schooling.
- have completed year 10 and are attending training as a full-time student at TAFE NSW or private training institution;
- are undertaking a traineeship or apprenticeship; or
- are doing a combination of the above.

Stage 5 Grading

Each student will receive a grade (A, B, C, D, or E) based on their achievement in the course. The grade awarded is reported on the student's Record of School Achievement.

Teachers use Stage 5 Course Performance Descriptors to determine Stage 5 grades. The descriptors are used across all schools in the state to ensure consistency.

School-Based Assessment

Stage 5 RoSA in Year 9-10, students follow a program of formal school-based assessment in all courses. All tasks are designed to assess what students know and can do in relation to course outcomes and the Course Performance Descriptors for Stage 5. Each task gives the student the opportunity to demonstrate their level of achievement through a range of task types such as research tasks, portfolios, performances, oral presentations, viva voce, essays and extended responses, tests and examinations, practical investigations, experiments, and fieldwork to name a few. Formal assessment tasks are just one component used to assist in determining student grades against the Course Performance Descriptors.

Students Accessing Life Skills Courses

For a small percentage of students with special education needs, in particular for those students with an intellectual disability, it may be determined that the regular outcomes and content in one or more courses is not appropriate. For these students, the Life Skills outcomes and content in the syllabuses can provide the basis for a relevant and meaningful program. A decision to allow a student to undertake Life Skills in one or more Years 7–10 courses is made collaboratively with the student, parents/carers and the school.

Students, undertaking Life Skills courses, are assessed on their achievement of course outcomes in a number of ways and across a range of environments, including the school, home and community. Evidence of achievement of outcomes can be gathered through ongoing assessment for learning and assessment of learning at points in the course of study. Students entered for Life Skills courses may achieve the designated outcomes independently or with support.

RoSA assessment and procedures

Students are required to complete Assessment Tasks which will assist in determining grades to be awarded. The nature of tasks varies from subject-to-subject. Students must make a genuine and serious attempt in all tasks and complete and submit them by published due dates. All work is used in the determination of grades for Stage 5 RoSA. These grades will appear on the RoSA Credential. Students will be notified of assessments tasks either electronically or hard copy.

Assessment tasks - general guidelines

In the determination of grades, Year 10 assessments only will be used.

- Assessment task dates nominated in this booklet are approximate and subject to change.
- A minimum of ten-day notice will be given to students prior to each assessment task, outlining its nature, timing and relative importance.
- Students will be assessed individually, not on group performance.
- Assessment tasks will cover the stated course objectives.

Concern over the accuracy of an assessment for a task may be resolved by lodging an appeal with the teacher when the task is returned.

Timing of Assessment Tasks

Assessment schedules for each course set out the approximate timing of each task, that is, the week it is due. Course teachers will advise in writing the precise timing and nature of the task at least two weeks before the task is to be administered or is due. It is the student's responsibility to be alert to the notification and due date of tasks by reference to the Assessment Schedule. If uncertain about a task, students should communicate directly with their Course Teacher or subject Head Teacher.

Changes to the Assessment Program and Course Schedules

In certain circumstances a change to the assessment program and/or course schedule may need to be made. The Head Teacher of the course, after consulting with the Deputy Principal/ Principal, will inform all students affected in writing of the change. Sufficient time will be given to students to complete their work by new due date/s.

All care will be taken to minimise clashes and heavy workload periods, but this cannot always be guaranteed.

Honesty in Assessment

Glen Innes High School expects that all student work, formal and informal, is the student's own original work, completed independently by the student and written in their own words. We expect that students practice the principles of good scholarship which involves:

- Being honest and ethical about what is your own work and what is not;
- Acknowledging where you got the work from that is not your own;
- Listing the sources of your information correctly and citing each source;

- Using your own words; and
- Working independently.

All work that is not the student's own work must be acknowledged. Each course will have different requirements for referencing work. The basic principles for referencing work are:

- Quoted passages should be placed in quotation marks and their source referenced within the text (giving author, date and page number);
- Using the ideas of others should be acknowledged in Italics, with the title, author, source;
- Paraphrasing the words/sentences of others should also be presented in Italics, with the title, author, source

Submission of Tasks

It is the student's responsibility to ensure that all assessment tasks are completed and submitted by published due dates. The Due Date is clearly indicated on the Assessment Task Notification. Teachers are required to sign the Assessment Task submission form on handing in of the task.

Failure to complete assessment tasks

- Assessment tasks are due or to be held on a specified date. Failure to complete or submit the task by 3:00pm on that date will result in a zero score being awarded.
- For exceptional circumstances only, students can notify the Head Teacher concerned before the due date so that alternative arrangements may be made. A letter from parents/caregivers would be expected in this case and an Appendix A form must be completed (see Appendices' or Head teacher for copy).
- In the event of illness on the specified date, the school must be notified in writing of the reasons for the absence on your return to school. You will be required to complete the task at the next available opportunity, usually the day you return to school. A Doctor's Certificate is required for prolonged absences
- Late assessments must be accompanied must be accompanied by an Appendix A. (see Appendices section of this booklet)
- Parents/Caregivers will be notified by letter in the event of a student failing to complete set assessment tasks. Failure to complete tasks totalling more than 50% of the value of the total assessment in that subject will result in an 'N' award.

Submission of Drafts

Students may submit draft work for teacher review and feedback in the Stage 5 Course in consultation with their teacher. English requires that all students submit a draft two weeks prior to task due date. Students must be aware, however, that just because draft work is submitted, and recommended improvements are made student results may not necessarily or automatically increase. Students must be aware of the standards, the course outcomes and marking guidelines when reviewing their work and results.

‘N’ Determination

An ‘N’ Determination indicates that a student has not satisfactorily completed a course and can be given to students who fail to meet requirements in any subject. Requirements include:

- (a) Satisfactory application to completing coursework.
- (b) Participation in the required learning experiences and assessment tasks; and
- (c) Diligence and sustained effort in relation to the student's ability.

Where an ‘N’ Determination is given in a Mandatory Course in Stage 5 the student will not be eligible for a RoSA in that year.

The Board of Studies lists 3 criteria for the issue of an ‘N’ Determination
The following behaviours may act as ‘triggers’ for the issue of ‘N’ warning letters.

1. Followed the course developed or endorsed by the board

A student may be regarded as not doing this if he/she displays evidence of one or more of the following:

- Inadequate unexplained attendance and consequently not a sustained attempt at the course
- Inadequate work completion
- Insignificant involvement in class activities
- Limited evidence of teaming/ knowledge and/or understanding
- Inadequate attention to practical work, fieldwork, written tasks

2. Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school

A student may be regarded as not doing this if he/she displays evidence of one or more of the following:

- Poor assessment/test/assignment results
- Limited participation in learning experiences
- Inadequate attendance
- Inadequate attention to practical work, fieldwork, written tasks
- Limited evidence of learning/ knowledge and/or understanding

3. Achieved some or all of the course outcomes

A student may be regarded as not doing this if he/she displays evidence of one or more of the following:

- Poor attendance
- Inappropriate attitude toward teacher instruction regarding work attempts and/or completion.
- Limited evidence of teaming/ knowledge and/or understanding

Plagiarism Policy

Policy Rationale

With the explosion of information now available, it is essential that students learn how to use the ideas and work of others correctly in their own work and become competent with the accepted ways of acknowledging this use.

This policy aims to help students:

- Understand what plagiarism means.
- Know the procedures that will be used when plagiarism occurs.
- Develop strategies to avoid plagiarism including the correct use of referencing.

Definition of Plagiarism

Plagiarism can be deliberate or inadvertent. Plagiarism is a form of cheating and, as such, is serious student misconduct.

Plagiarism usually takes one of the following forms:

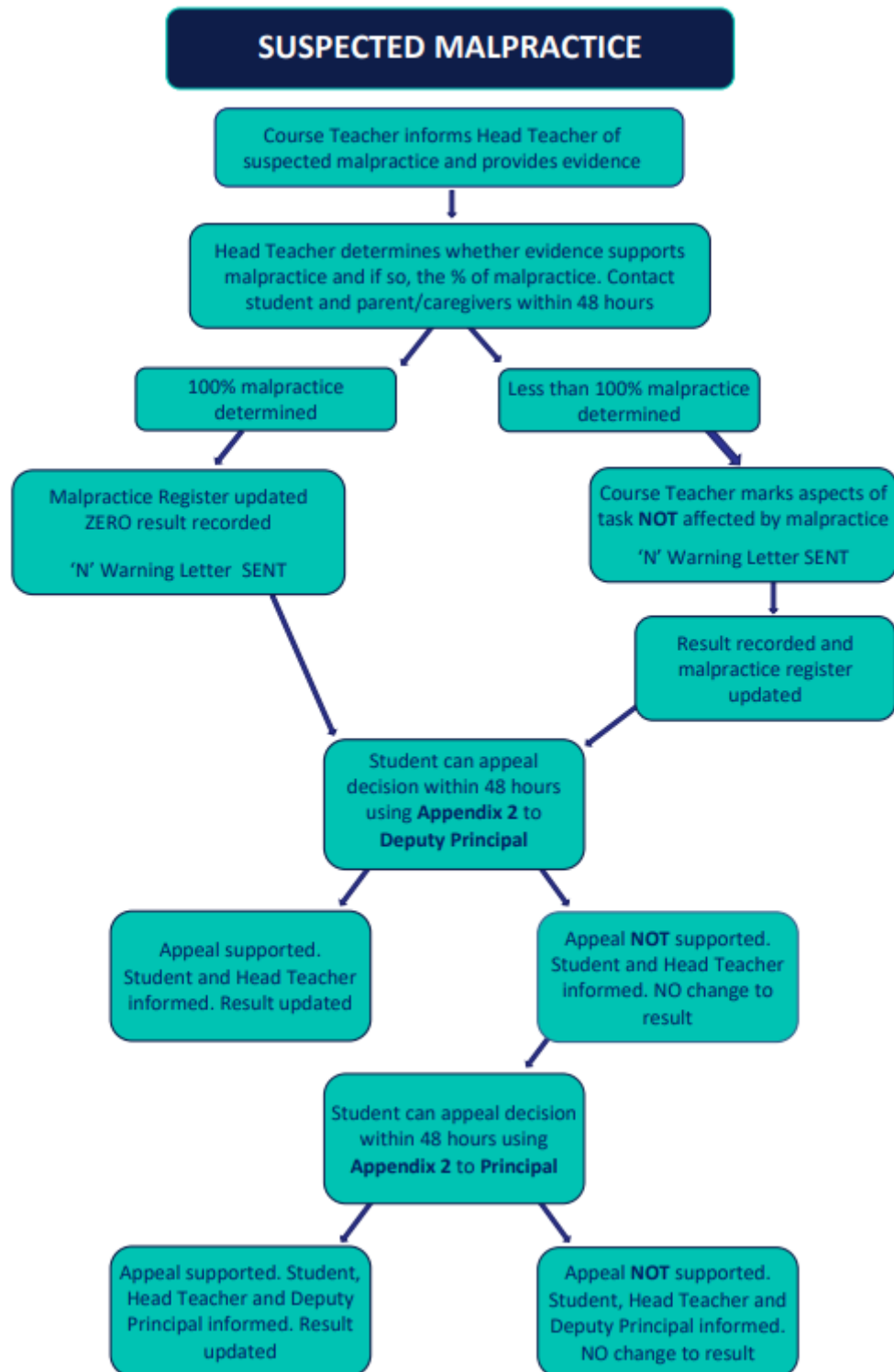
- When students use the ideas, words or work of **other students** and submit these in an assessment task as their own.
- When students use the ideas, words or work from published sources (internet, books, magazines, electronic databases etc) and submit these in an assessment task **without acknowledgment**.
- When students use AI systems to generate assessment content and submit this as their own work.
- When students **contribute less** than their fellow students to a group assignment and then claim an equal share of the marks.

Procedures for Addressing Plagiarism

Where a teacher believes a student has plagiarised, the matter will be reported to the relevant Head Teacher and the student will be notified and given an opportunity to show why they should not be penalised.

The onus will be on the student to demonstrate to the Head Teacher that the work submitted is entirely their own and not intentional or inadvertent plagiarism. To help establish the originality of their work, a student may be required to provide their notes and/or draft copies to show how they developed their ideas and/or method of expression.

Where a student admits plagiarising or cannot show the work to be their own, a mark of zero will be awarded and the student will be considered to have not achieved the outcome(s) specified in the task.



Core Subject Assessment Schedules

English

Task Number	Task 1	Task 2	Task 3	
Nature of Task	That Don't Fly, Ma Analytical Essay (in class & at home)	All The World Is a Stage Collection of work (in class & at home)	Picture Perfect Narrative & Reflection (in class & at home)	
Draft Due	Term 1, Week 6 (last lesson)	Check-in: Term 2, Week 6 Term 2, Week 8 Term 3, Week 3	Check-in Term 3, Week 8 Term 4, Week 1 (last lesson)	
Final Due	Term 1, Week 9 (last lesson)	Term 3, Week 5 (last lesson)	Term 4, Week 5	
Outcomes Assessed	EN5-6C EN5-7D EN5-8D	EN5-3B EN5 -5C EN5- 9E	EN5 -1A EN5-2A EN5-4B	
Weighting %				
Total %	25	40	35	100

Outcomes:

EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies

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

EN5-6C investigates the relationships between and among texts

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

EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

Students are required to attempt all assessment tasks in each English class. Failure to submit tasks on the due date will result in a reduction of 10% per day. Work not submitted by the following week will receive a zero (0) or E result. Students will be required to attend lunchtime detentions until sufficient work is submitted.

Assessment tasks must be handed in by 3:00 pm on the due date, including electronic submissions.

Mathematics

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Linear Relationships Test	Properties of Geometrical Figures and Non-Linear Relationships Test	Non-Linear Relationships and Data Analysis Investigation/ Assignment	Area and Surface Area Test	
Timing	Term 1, Week 7	Term 2, Week 5	Term 3, Week 6	Term 4, Week 2-3	
Outcomes Assessed	MAO-WM-01 MA5-LIN-C-01 MA5-LIN-C-02 (MA5-IND-P-02 MA5-EQU-P-02)	MAO-WM-01 MA5-GEO-C-01 MA5-NLI-C-01 (MA5-FNC-P-01)	MAO-WM-01 MA5-NLI-C-02 MA5-DAT-C-01 (MA5-DAT-P-01 MA5-LOG-P-01)	MAO-WM-01 MA5-ARE-P-01 MA5-POL-P-01)	
Weighting %					
Total %	25	25	25	25	100

NOTE: Outcomes in brackets are for those students accessing the Advanced and Extension pathways

Outcomes

MAO-WM-01 Working mathematically - 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-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-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-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*)

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-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-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*)

Science

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Practical Skills Assessment	Half Yearly Exam	VALID 10 (Stage 5 Content and Skills)	Yearly Exam (Year 10 Content and Skills)	
Timing	Term 1, Week 10	Term 2, Week 5	Term 3, Week 7-8	Term 4, Week 5	
Outcomes Assessed					
					Weighting %
Total %	20	20	30	30	100

Outcomes**Value and Attitudes**

SC4-1VA, SC5-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them

SC4-2VA, SC5-2VA shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures

SC4-3VA, SC5-3VA demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations

Skills

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

Human Society and its Environment (HSIE) - Geography and History

Task Number	Semester 1		Semester 2	
	Task 1	Task 2	Task 3	Task 4
Nature of Task	Environmental Change and Management Half Yearly Assessment Task	Half Yearly Written Examination	Changing Rights and Freedoms Yearly Assessment Task	Yearly Written Examination
Timing	Term 1, Week 8	Term 2, Week 4	Term 3, Week 8	Term 4, Week 4
Outcomes Assessed	GE5-2 GE5-3 GE5-5 GE5-7 GE5-8	GE5-1 GE5-2 GE5-3 GE5-4 GE5-5 GE5-6 GE5-7 GE5-8	HT5-1 HT5-2 HT5-3 HT5-4 HT5-5 HT5-6 HT5-7 HT5-8 HT5-9 HT5-10	HT5-1 HT5-2 HT5-3 HT5-4 HT5-5 HT5-6 HT5-7 HT5-8 HT5-9 HT5-10
Weighting %			Weighting %	
Total %	50	50	50	50

Please Note: Assignments **MUST** be handed to your class teacher in the lesson the day the assignment is due. All assessment tasks that are late must be accompanied by an Appendix A form, which you can obtain from your class teacher. Any problems **DISCUSS** with your teacher ASAP.

Geography Outcomes

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

GE5-3 analyses the effect of interactions and connections between people, 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

GE5-7 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

History Outcomes

HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia

HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia

HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process

HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia

HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical 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

Personal Development, Health and Physical Education (PDHPE)

Task Number	Task 1	Task 2	Task 3	Task 4	Task 5	
Nature of Task	Theory Assessment Literacy Based Practical Assessment	Theory Assessment Literacy Based Practical Assessment	Theory Assessment Literacy Based Practical Assessment	Theory Assessment Literacy Based	Practical Evaluation	
Timing	Theory: Term 1, Week 6 Practical Term 1, Week 9/10	Theory: Term 2, Week 6 Practical: Term 2, Week 9/10	Theory: Term 3, Week 6 Practical: Term 1, Week 9/10	Term 4, Week 6	Ongoing	
Outcomes Assessed						
Weighting %						
Total %	20	20	20	30	10	100

Outcomes

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 relationships

PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts

PD5-5 appraises and justifies choices of actions when solving complex movement challenges

PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities

PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity

PD5-9 assesses and applies self-management skills to effectively manage complex situations

PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

Elective Subject Assessment Schedules

Agriculture Technology

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Research Assessment	Prac Assessment	Research Assessment	Prac Assessment	
Timing	Term 1, Week 10	Ongoing	Term 3, Week 10	Ongoing	
Outcomes Assessed					
					Weighting %
Total %	25	25	25	25	100

Outcomes

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/or animal management practices safely and in collaboration with others

Agriculture (VET) - AHC10222 Certificate I in Agriculture

Education

Course: Agriculture
 Qualification: AHC10222 Certificate I in Agriculture
 Cohort: 2025 – 2025
 Training Package: AHC Agriculture, Horticulture and Conservation and Land Management

RTO: NSW Department of Education - 90333

School Name:**AHC10222 Certificate I in Agriculture****Assessment Schedule Stage 5 2025**

Assessment Tasks for AHC10222 Certificate I in Agriculture		Task Work safely	Task Insert task name	Task Insert task name	Task Insert task name	Task Insert task name
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week	Week	Week	Week	Week
		Term	Term	Term	Term	Term
		Date	Date	Date	Date	Date
Code	Unit of Competency					
AHCWHS102	Work safely	X				
AHCWRK102	Maintain the workplace	X				
Option: Select four (4) Elective units of competency from the list below and remove the two (2) units not being offered, Insert an X where required						
AHCCHM101	Follow basic chemical safety rules					
AHCLSK101	Support extensive livestock work					
AHCLSK102	Support intensive livestock work					
AHCMOM101	Assist with routine maintenance of machinery and equipment					
AHCNSY102	Support nursery work					
AHCPGD102	Support gardening work					

Depending on the achievement of units of competency, the possible qualification outcome is a AHC10222 Certificate I in Agriculture.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

Child Studies

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Egg Assessment	Exam	Play Activity	
Timing	Term 2, Week 10	Term 3, Week 7	Term 4, Week 1	
Outcomes Assessed	CS5-1 CS5-2 CS5-3 CS5-5 CS5-9	CS5-1 CS5-2 CS5-5 CS5-9 CS5-11 CS5-12	CS5-1 CS5-2 CS5-4 CS5-5 CS5-9	
				Weighting %
Total %	50	30	20	100

Outcomes

CS5-1 identifies the characteristics of a child at each stage of growth and development

CS5-2 describes the factors that affect the health and wellbeing of the child

CS5-3 analyses the evolution of childhood experiences and parenting roles over time

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

CS5-6 describes a range of parenting practices for optimal growth and development

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

CS5-9 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing

CS5-10 demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts

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

Commerce

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Towards Independence Assessment Task	Travel Assessment Task	Consumer and Financial Decisions Assessment Task	Employment and Work Futures Assessment Task	
Timing	Term 1, Week 9	Term 2, Week 5	Term 3, Week 9	Term 4, Week 5	
Outcomes Assessed	COM5-1 COM5-2 COM5-4 COM5-5 COM5-6 COM5-7 COM5-8 COM5-9	COM5-1 COM5-2 COM5-4 COM5-5 COM5-6 COM5-7 COM5-8 COM5-9	COM5-1 COM5-2 COM5-3 COM5-4 COM5-5 COM5-6 COM5-7 COM5-8 COM5-9	COM5-1 COM5-2 COM5-3 COM5-4 COM5-5 COM5-6 COM5-7 COM5-8 COM5-9	
					Weighting %
Total %	25	25	25	25	100

Outcomes

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

Computing Technology

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Data Analysis/ Excel Assessment	Multimodal – You are the Expert Assessment	Business Proposal Assessment	Mechatronics Assessment	
Timing	Term 1, Week 10	Term 3, Week 2	Term 3, Week 7	Term 4, Week 5	
Outcomes Assessed	CT5-DPM-01 CT5-OPL-01 CT5-DAT-02 CT5-DES-01	CT5-COL-01 CT5-DAT-01 CT5-COM-01 CT5-DAT-02	CT5-SAF-01 CT5-DPM-01 CT5-THI-01	CT5-DPM-01 CT5-OPL-01 CT5-THI-01	
					Weighting %
Total %	25	25	25	25	100

Outcomes

CT5-SAF-01 selects and applies safe, secure and responsible practices in the ethical use of data and computing technology

CT5-DPM-01 applies iterative processes to define problems and plan, design, develop and evaluate computing solutions

CT5-COL-01 manages, documents and explains individual and collaborative work practices

CT5-EVL-01 understands how innovation, enterprise and automation have inspired the evolution of computing technology

CT5-DAT-01 explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts

CT5-COM-01 communicates ideas, processes and solutions using appropriate media

CT5-OPL-01 designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language

CT5-THI-01 applies computational, design and systems thinking to the development of computing solutions

CT5-DAT-02 acquires, represents, analyses and visualises simple and structured data

CT5-DES-01 designs and creates user interfaces and the user experience

Drama

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Lights, Camera, Action Devised performance and logbook	From Page to Stage Scripted or devised performance and logbook	Behind the Curtain Individual Performance and Exam	
Draft due	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9	
Final Due	Term 2, Week 2	Term 3, Week 2	Term 3, Week 10 Exam: Term 4, Week 4	
Outcomes Assessed	5.1.1 5.1.2 5.1.3 5.2.1	5.1.3 5.1.4 5.3.1 5.3.2	5.2.1 5.2.2 5.2.3 5.3.3	
Weighting %				
Total %	30	30	40	100

Outcomes

5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action.

5.1.2 contributes, selects, develops and structures ideas in improvisation and playbuilding.

5.1.3 devises, interprets and enacts drama using scripted and unscripted material or text.

5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.

5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning.

5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience.

5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.

5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions.

5.3.2 analyses the contemporary and historical contexts of drama.

5.3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

Elective History

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Ancient, Medieval and Modern Societies – Vikings Assessment Task	Thematic Studies – Heroes & Villains Assessment Task	History, Heritage and Archaeology – Pirates Assessment Task	Ancient, Medieval and Modern Societies – Gengis Khan & the Mongols Assessment Task	
Timing	Term 1, Week 8	Term 2, Week 8	Term 3, Week 8	Term 4, Week 5	
Outcomes Assessed	HTE5-1 HTE5-3 HTE5-4 HTE5-8 HTE5-10	HTE5-1 HTE5-5 HTE5-6 HTE5-8 HTE5-9 HTE5-10	HTE5-1 HTE5-2 HTE5-6 HTE5-7 HTE5-8	HTE5-1 HTE5-5 HTE5-6 HTE5-8 HTE5-9 HTE5-10	
Weighting %					
Total %	25	25	25	25	100

Outcomes

HTE5-1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry

HTE5-2 examines the ways in which historical meanings can be constructed through a range of media

HTE5-3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation

HTE5-4 explains the importance of key features of past societies or periods, including groups and personalities

HTE5-5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage

HTE5-6 identifies and evaluates the usefulness of historical sources in an historical inquiry process

HTE5-7 explains different contexts, perspectives and interpretations of the past

HTE5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

HTE5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

HTE5-10 selects and uses appropriate forms to communicate effectively about the past for different audiences

Everyday Engineering (Industrial Technology – Engineering)

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Sustainability and Alternative Energy Assessment	Structures – Bridges and Towers Assessment	Tiny Houses Assessment	Yearly Exam	
Timing	Term 1, Week 10	Term 2, Week 10	Term 4, Week 4	Term 4, Week 4	
Outcomes Assessed	IND5-1 IND5-2 IND5-3 IND5-4 IND5-6 IND5-10	IND5-1 IND5-2 IND5-4 IND5-5 IND5-6 IND5-8 IND5-10	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-7 IND5-8 IND5-9 IND5-10	IND5-1 IND5-5 IND5-8 IND5-9 IND5-10	
Weighting %					
Total %	15	25	35	25	100

Outcomes

IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

IND5-2 applies design principles in the modification, development and production of projects

IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6 identifies and participates in collaborative work practices in the learning environment

IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Fashion (Textiles Technology)

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Practical Project and Portfolio	Practical Project and Portfolio	Yearly Exam	
Timing	Term 2, Week 8	Term 3, Week 8	Term 4, Week 2	
Outcomes Assessed	TEX5-1 TEX5-4 TEX5-5 TEX5-8 TEX5-9 TEX5-10 TEX5-11	TEX5-1 TEX5-4 TEX5-5 TEX5-8 TEX5-9 TEX5-10 TEX5-11	TEX5-1 TEX5-2 TEX5-6 TEX5-7	
				Weighting %
Total %	40	40	20	100

Outcomes

TEX5-1 explains the properties and performance of a range of textile items

TEX5-2 justifies the selection of textile materials for specific end uses

TEX5-4 generates and develops textile design ideas

TEX5-5 investigates and applies methods of colouration and decoration for a range of textile items

TEX5-6 analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use

TEX5-7 evaluates the impact of textiles production and use on the individual consumer and society

TEX5-8 selects and uses appropriate technology to creatively document, communicate and present design and project work

TEX5-9 critically selects and creatively manipulates a range of textile materials to produce quality textile items

TEX5-10 selects appropriate techniques and uses equipment safely in the production of quality textile projects

TEX5-11 demonstrates competence in the production of textile projects to completion

Food Technology

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Research Task	Practical Task	Design Task	Yearly Exam	
Timing	Term 1, Week 8	Term 2, Week 3	Term 3, Week 7	Term 4, Week 2	
Outcomes Assessed	FT5-6 FT5-8 FT5-9	FT5-6 FT5-7 FT5-8	FT5-1 FT5-11	FT5-6 FT5-7 FT5-8	
					Weighting %
Total %	20	30	20	30	100

Outcomes

FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product

FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food

FT5-3 describes the physical and chemical properties of a variety of foods

FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage

FT5-5 applies appropriate methods of food processing, preparation and storage

FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities

FT5-7 justifies food choices by analysing the factors that influence eating habits

FT5-8 collects, evaluates and applies information from a variety of sources

FT5-9 communicates ideas and information using a range of media and appropriate terminology

FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes

FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes

FT5-12 examines the relationship between food, technology and society

FT5-13 evaluates the impact of activities related to food on the individual, society and the environment

Industrial Technology – Metal

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Project 1	Project 2	Project 3 – Research Task and Folio	Yearly Exam	
Timing	Term 1, Week 10	Term 2, Week 10	Term 4, Week 5	Term 4, Week 5	
Outcomes Assessed	IND5-1 IND5-2 IND5-3	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-9	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7 IND5-8 IND5-9	IND5-1 IND5-3 IND5-4 IND5-5 IND5-8 IND5-9 IND5-10	
Weighting %					
Total %	20	25	30	25	100

Outcomes

IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

IND5-2 applies design principles in the modification, development and production of projects

IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6 identifies and participates in collaborative work practices in the learning environment

IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Industrial Technology – Timber (100 hour)

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Project 1 – Recipe Holder	Project 2 – Trinket Box	Project 3 – Serving Tray and Folio	Yearly Exam	
Timing	Term 1, Week 10	Term 2, Week 10	Term 4, Week 5	Term 4, Week 5	
Outcomes Assessed	IND5-1 IND5-2 IND5-3	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-9	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7 IND5-8 IND5-9	IND5-1 IND5-3 IND5-4 IND5-5 IND5-8 IND5-9 IND5-10	
Weighting %					
Total %	20	25	30	25	100

Outcomes

IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

IND5-2 applies design principles in the modification, development and production of projects

IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6 identifies and participates in collaborative work practices in the learning environment

IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Industrial Technology – Timber (200 hour)

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Project 1 – Recipe Holder	Project 2 – Bedside Table, prototypes and Folio	Yearly Exam	
Timing	Term 1, Week 10	Term 4, Week 5	Term 4, Week 5	
Outcomes Assessed	IND5-1 IND5-2 IND5-3	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7 IND5-8 IND5-9	IND5-1 IND5-3 IND5-4 IND5-5 IND5-8 IND5-9 IND5-10	
Weighting %				
Total %	20	55	25	100

Outcomes

IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

IND5-2 applies design principles in the modification, development and production of projects

IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6 identifies and participates in collaborative work practices in the learning environment

IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Manufacturing Pathways (VET) – MSM10216 Certificate I in Manufacturing (Pathways)

Education

Course: Manufacturing (Pathways)
 Qualification: MSM10216 Certificate I in Manufacturing (Pathways)
 Cohort: 2025 – 2025
 Training Package: MSM Manufacturing

RTO: NSW Department of Education - 90

School Name:

MSM10216 Certificate I in Manufacturing (Pathways)**Assessment Schedule Stage 5 2025****Metal Project**

Assessment Tasks for MSM10216 Certificate I in Manufacturing (Pathways)		Task 1 White Card	Task 2 WHS	Task 3 Individual Project	Task 4 Group Work
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week	Week	Week	Week
		Term	Term	Term	Term
		Date	Date	Date	Date
CPCWHS1001	Prepare to work safely in the construction industry	X			
MSMPCI101	Adapt to work in industry		X		
MSMPCI102	Apply effective work practices		X		
MSMPCI103	Demonstrate care and apply safe practices at work		X		
MSMPCI298	Make an object from metal			X	
MSMOPS244	Layout and cut materials			X	
MSMOPS101	Make measurements			X	
MSMOPS102	Perform tasks to support production				X
MSMOPS100	Use equipment				X

Depending on the achievement of units of competency, the possible qualification outcome is a MSM10216 Certificate I in Manufacturing (Pathways).

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

Music

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Classical music Performance, Aural Quiz	Music of another culture Performance, Aural Quiz	Rock and Popular music Performance, Aural Quiz	Music of the 20th and 21st Century Performance, Aural Quiz	
Timing	Term 1, Week 11	Term 2, Week 10	Term 3, Week 10	Term 4, Week 6	
Outcomes Assessed	5.5 5.7 5.12	5.2 5.7 5.12	5.1 5.2 5.12	5.1 5.8 5.10 5.12	
					Weighting %
Total %	25	25	25	25	100

Outcomes

- 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 artform
- 5.12** demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Physical Activity and Sports Studies (PASS)

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Principles of Training Application	Application of Movement and Performance	Fitness Assessment and Evaluation	Collaborative Investigation Group Fitness Presentation	
Timing	Term 1, Week 10	Ongoing	Ongoing	Term 4, Week 2	
Outcomes Assessed					
					Weighting %
Total %	25	25	25	25	100

Outcomes

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.

Visual Arts

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Cheeky Ceramics 3D Ceramic Body of Work with Glazing in the Style of Bonnie Hislop	In-class examination Students complete a 60-minute written assessment under test conditions, covering key content and concepts from Semester One.	My Monster A Series of 2D Drawings Expressing Emotions as Human Characteristics	Case Study and Essay Students will research and complete a case study on an artist studied during the term. This will be presented as a formal written essay or an oral presentation.	
Timing	Term 2, Week 2	Term 2, Week 7	Term 3, Week 10	Term 4, Week 4	
Outcomes Assessed	5.1 5.3 5.4	5.7 5.8 5.9	5.2 5.5 5.6	5.7 5.8 5.9 5.10	
					Weighting %
Total %	30	25	25	20	100

Outcomes

5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks

5.2 makes artworks informed by their understanding of the function of and relationships between artist – artwork – world audience

5.3 makes artworks informed by an understanding of how the frames affect meaning

5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts

5.5 makes informed choices to develop and extend concepts and different meanings in their artworks

5.6 demonstrates developing technical accomplishment and refinement in making artworks

5.7 applies their understanding of aspects of practice to critical and historical interpretations of art

5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art

5.9 demonstrates how the frames provide different interpretations of art

5.10 demonstrates how art criticism and art history construct meanings

Year 10 Assessment Schedule

Term	Week	Commencing	Assessments Due
Term 1 2025	2	Feb 3	
	3	Feb 10	
	4	Feb 17	
	5	Feb 24	
	6	Mar 03	English (Draft), PDHPE(Theory)
	7	Mar 10	Maths
	8	Mar 17	HSIE(Geo), ElecHistory, FoodTech
	9	Mar 24	English (Final), PDHPE(Prac), Commerce
	10	Mar 31	Science, AgTech, CompTech, Drama(Draft), Engineering, ITMetal, ITTimber, PASS
	11	Apr 07	Music
Term 2 2025	1	Apr 28	
	2	May 5	Drama(Final), VisArts
	3	May 12	FoodTech
	4	May 19	EXAM PERIOD – HSIE(Geo)
	5	May 26	EXAM PERIOD - Maths, Science Commerce
	6	Jun 02	PDHPE(Theory)
	7	Jun 09	VisArts
	8	Jun 16	ElecHistory, Fashion
	9	Jun 23	PDHPE(Prac)
	10	Jun 30	Child Studies, Drama(Draft), Engineering, ITMetal, ITTimber, Music
Term 3 2025	1	Jul 21	
	2	Jul 28	CompTech, Drama(Final)
	3	Aug 04	
	4	Aug 11	
	5	Aug 18	English (Final)
	6	Aug 25	Maths, PDHPE(Theory)
	7	Sept 01	Science, Child Studies, CompTech, FoodTech
	8	Sept 08	HSIE(Hist), ElecHistory, Fashion
	9	Sept 15	PDHPE(Prac), Commerce, Drama(Draft)
	10	Sep 22	AgTech, Drama(Final), Music, VisArts
Term 4 2025	1	Oct 13	Child Studies
	2	Oct 20	Maths, Fashion, FoodTech, PASS
	3	Oct 27	
	4	Nov 03	EXAM PERIOD HSIE(Hist), Drama, Engineering (2), VisArts
	5	Nov 10	EXAM PERIOD English (Final), Science, Commerce, CompTech, ElecHistory, ITMetal (2), ITTimber (2)
	6	Nov 17	PDHPE(Theory), Music
	7	Nov 24	
	8	Dec 01	
	9	Dec 08	
	10	Dec 15	

Appendices

Appendix A – Assessment Task Variation Form

Assessment Task Variation Form

Principal Determination			
Principal Signature		Date	

This form is to be used when a student has not submitted or been present for an Assessment Task

<input style="width: 40px; height: 40px; border: 1px solid black;" type="radio"/> <div style="text-align: center; margin-top: 10px;"> ILLNESS <small>Absence on the day of the task due to illness</small> </div>	<input style="width: 40px; height: 40px; border: 1px solid black;" type="radio"/> <div style="text-align: center; margin-top: 10px;"> MISADVENTURE <small>Something unexpected occurs on the day of the task</small> </div>	<input style="width: 40px; height: 40px; border: 1px solid black;" type="radio"/> <div style="text-align: center; margin-top: 10px;"> SPECIAL CONSIDERATION <small>Some reason you cannot sit/submit the task when scheduled</small> </div>
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Name		Course	
Task Number		Task Description	
Due Date/ Time		Teacher	Teacher Initials

I declare that I was/or will be absent from school on the above date and therefore was/am unable to complete, submit or be present for the above task for the following reasons:

The following documentary evidence is attached (e.g. Doctor's Certificate, Funeral Notice, Parent letter):

--

Excursion Organising Teacher Signature		Date	
The school was contacted by phone?	<input type="radio"/> YES <input type="radio"/> NO	Date	

Student Signature		Date	
Parent/Guardian Signature		Date	

Head Teacher Recommendation			
Head Teacher Signature		Date	

Appendix B – Application for Appeal

GLEN INNES HIGH SCHOOL

Application for Appeal - Illness, Accident, Malpractice and Misadventure

Student Name: _____ Year: _____

Course: _____

Assessment Task Number and Title: _____

Class Teacher: _____

Head Teacher: _____

STUDENT REASON FOR APPEAL

Student Signature: _____

This form needs to be submitted to the relevant Head Teacher or Deputy Principal/ Principal.

DECISION AND ACTIONS BY APPEAL COMMITTEE *(all original documentation to file):*

- Appeal upheld – mark to be reinstated. Student provided with an opportunity to redeem task at a negotiated time and date.
- Appeal declined – Zero mark to stand. Assessment policy not followed.
- Zero mark awarded – reasons not substantiated/Assessment Policy not followed.

Task must still be submitted.

- Appeal documentation placed in student file. *(Front Office)*
- Letter sent to student and parent/carer stating basis for appeal committee decision.
- Incident recorded in Sentral #incident number: _____

Signature (Appeal Committee member): _____ Date: _____

Appendix C - Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do.

A glossary of key words has been developed to help provide a common language and consistent meaning. Using the glossary will help teachers and students understand what is expected in response to examinations and assessment tasks.

Verb	NESA Meaning
Account	Account for, state reasons for, report on. Give an account or narrate a series of events or transactions.
Acknowledge	Indicate the source of information given
Analyse	Identify components and the relationship between them. Draw out and relate implications.
Apply	Use in a different, new or unfamiliar situation.
Appreciate	Make a judgment about the value of.
Assess	Make a judgement of value, quality, outcomes, results or size.
Bibliography	A list of books, articles, movies, internet sites or music consulted, appearing at the end of work submitted
Calculate	Ascertain/determine from given facts, figures or information.
Clarify	Make clear or plain.
Classify	Arrange or include in classes/categories.
Compare	Show how things are similar or different.
Construct	Make. Build. Put together items or arguments.
Contrast	Show how things are different or opposite.
Critically analyse/evaluate	Critically analyse: use interpretation and reasoning to assess a range of evidence and make judgements based on detailed analysis. Critically evaluate: add a degree or level of accuracy, knowledge and understanding, logic, questioning, reflection and quality to evaluate.
Deduce	Draw conclusions.
Define	State meaning and identify essential qualities.
Demonstrate	Show by example.
Describe	Provide characteristics and features.
Discuss	Identify issues and provide points for and/or against.
Distinguish	Recognise or note/indicate as being distinct or different from. To note differences between.

Evaluate	Make a judgement based on criteria. Determine the value of.
Examine	Inquire into.
Explain	Relate cause and effect. Make the relationships between things evident. Provide why and/or how.
Extract	Choose relevant and/or appropriate details.
Extrapolate	Infer from what is known.
Identify	Recognise and name.
Inadvertent	Without intending to or without realizing.
Interpret	Draw meaning from.
Investigate	Plan, inquire into and draw conclusions about.
Justify	Support an argument or conclusion.
Misconduct	Behaviour that is wrong and for which a penalty can be applied.
Onus	A duty or responsibility.
Outline	Sketch in general terms; indicate the main features of.
Predict	Suggest what may happen based on available information.
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action.
Recall	Present remembered ideas, facts or experiences.
Recommend	Provide reasons in favour.
Recount	Retell a series of events.
Reference	The method used to indicate the original information source
Summarise	Express, concisely, the relevant details.
Synthesise	Putting together various elements to make a whole.