

ASSESSMENT BOOKLET YEAR 10 2025



Created in collaboration with street artist and mentor, *Mistry*, through the *Subtext: Art for Literacy* program.
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ASSESSMENT CALENDAR

Courses	Term 1, 2025											Term 2, 2025										Term 3, 2025										Term 4, 2025													
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10				
Commerce																																													
Dance																																													
English																																													
Food Technology																																													
HSIE																																													
History Elective																																													
IT - Engineering																																													
IT - iSTEM																																													
IT - Timber																																													
Mathematics - Core																																													
Mathematics - Core + All																																													
Mathematics - Core + Some																																													
Music																																													
PDHPE																																													
Photography & Digital Media																																													
PASS																																													
Science																																													
Visual Arts																																													
Visual Design																																													

Key:  Working on task in class;  performing task in class or handing task in.

WHAT IS ASSESSMENT?

Assessment is a compulsory feature of Stage 5 (Year 9 and 10) Courses. The purpose of assessment is to evaluate student achievement of course outcomes which cannot easily be tested in formal examination situations, as well as of those skills tested by examinations. If students successfully complete their Stage 5 courses, they will receive a grade for each of their courses, contributing to their Record of School Achievement (RoSA). These grades are based on the quality of student performances in specified course assessment tasks, undertaken whilst completing the relevant course. NESA has identified components that must be included in the assessment program of each course and the proportion of marks to be allocated to each component. These vary from subject to subject, relating to the learning outcomes of each course.

Assessment tasks are developed by the school to measure student performance in the course components and outcomes. Some of the outcomes can be tested by a formal examination, so a certain proportion of the assessment is derived from major examinations.

In the administration and management of assessment tasks students will be given:

- sufficient warning for each assessment task a minimum of two weeks notification
- clear guidelines on assessment tasks when they are set – about what is required, when it is due, and how it will be marked (i.e. marking criteria)
- clear and meaningful feedback about their performance on specific tasks
- information/warnings of school concerns, where they are in danger of not meeting NESA or school requirements in a course, in time for them to address and correct the problem. (In addition to Teacher/Head Teacher communication, up to two formal N warning letters per course will be issued by the school so that students who are not meeting requirements will be able to correct the problem)
- appropriate consideration/support arrangements when they have raised genuine problems in advance, or when they have provided proof in the Appeals process of valid reasons for the non- attempt or non- submission of a task through the Illness/Misadventure process.

SCHOOL RESPONSIBILITY

The school is required to provide students with the following information.

- **An Assessment Schedule** - outlines which components are to be assessed, when the assessment tasks are scheduled, and the relative weighting attached to each assessment task.
- **Written Assessment Notification** - this notification outlines a more detailed explanation of the specific nature of each scheduled assessment task. This notification should be issued at least TWO weeks in advance, you will receive a hard copy and an email to your student portal address.
- **Rescheduling Tasks** - In exceptional circumstances some tasks may be rescheduled or substituted, and, in such cases, Class Teachers should inform students of the new arrangements in writing at least two weeks in advance. Assessment tasks will be of the same type and have the same weighting for all classes studying that course.
- **Assessment Task Feedback** - at the completion of each task, students will receive a mark, detailed marking criteria and written feedback concerning areas of strength and areas for development.
- **Assessment Registers** - will be maintained for all assessment tasks that acknowledges the receipt of the assessment notification (by the student), submission of the assessment task (by the student), and the return of the assessment task (by the student).
- **N Warning** - letters outlining the areas of unsatisfactory completion of course requirements will be posted home to parents/carers.

STUDENT RESPONSIBILITY

- Students must demonstrate sustained diligence and effort in each subject and participate in all lessons constructively.
- Students must attend classes regularly and ensure their attendance does not fall below 90%.
- Students must complete all set tasks to achieve course outcomes.
- Every student has the responsibility to be familiar with the school's assessment and procedures handbook. Every student must also be familiar with the course information contained in the handbook.
- If a student is absent on the day an assessment task notification is issued then it is the student's responsibility to contact the teacher and/or Head Teacher to obtain the task notification. It is also the student's responsibility to check their DoE email for the task notifications.
- It is important that the student speaks with their Class Teacher or the Head Teacher of the Faculty if there is any doubt about the requirements of the subject/course assessment procedures.
- It is the responsibility of the student to be present for, or to hand in all assessment tasks at the required time, as specified in the assessment handbook and the assessment task notification.

Work placement or other school events

Students completing school and/or TAFE work placements are still required to submit all hand in assessment tasks on the scheduled due dates.

Regarding in school assessments, work placement is mandatory and takes priority. Alternative arrangements need to be made for the assessment task. Students are responsible for informing their teachers of the clash. Work placement cannot be avoided to represent the school in Sport or attend non-mandatory excursions.

WHY DO MINDSETS MATTER?

A student's perception about their intelligence has a significant impact on their motivation, effort, and approach to challenges. If they believe that their abilities can be changed, they are more likely to embrace challenges and persist despite failure or setbacks.

This is important as students practice their skills and apply their best effort as they move towards mastery. Students with a growth mindset will seek and accept feedback to improve and progress in their learning. It is important for students to work with their teachers to set learning goals to help them improve.

LIFE SKILLS CURRICULUM

Years 7–10 courses based on Life Skills outcomes and content provide options for students with disability who cannot access the regular course outcomes.

Assessment for students accessing Life Skills courses should provide opportunities for students to demonstrate achievement in relation to the selected outcomes. It can occur via a range of strategies and in a range of situations.

Students may achieve Life Skills outcomes either independently or with support. An assessment mark or grade is not reported for these courses.

ADDITIONAL REQUIREMENTS

Minimum Standards

Minimum Standard is part of an effort to improve the literacy and numeracy outcomes for students.

In order to receive the Higher School Certificate, students need to meet the minimum standard requirements in Literacy and Numeracy. Failure to complete the minimum standard will result in students receiving a Record of Student Achievement (RoSA) only.

Students need to achieve a level three or four in short online reading, writing and numeracy tests to meet the HSC minimum standard. Students have up to four chances a year to sit each of the tests from Year 10, up to five years after starting their first HSC course. Dates and times will be advertised throughout each year.

Students planning to leave school before completing their HSC may choose to take these tests to show their level of literacy and numeracy skills. Please refer to the [NESA site for more information regarding the HSC minimum standard](#).

Where a student is at risk of a non-completion determination, the school will warn the student and advise the parent in writing. In the case where a student is awarded an "NS" grade in an assessment task, this warning and advice will be given. Students whose attendance is poor may not satisfy course completion criteria. The Principal is the final arbitrator on any matters that arise regarding the final assessments.

It is the responsibility of the student to ensure they take up the opportunities available to them to complete the minimum standards.

Online tests

The Record of School Achievement (RoSA) will give students leaving school prior to receiving their HSC the option of taking online literacy and numeracy tests. These tests are not compulsory and are not designed for the whole cohort, but rather are tailored to meet the needs of those students leaving school to seek work or other training and education opportunities.

The concepts of literacy and numeracy to be tested have an emphasis on work readiness and have been drawn from the Australian Core Skills Framework (ACSF), developed by the Department of Education, Employment and Workplace Relations (DEEWR). The literacy and numeracy tests will be mapped to Levels 1, 2 and 3 of the ACSF skills in Reading, Writing and Numeracy. Only Year 11 students who advise their school that they intend to leave and wish to sit the tests will be eligible to participate.

Content of the Online Literacy and Numeracy Tests

- The tests focus on the literacy and numeracy skills required by school leavers for employment and further education.
- There will be one test for literacy and one test for numeracy, with concepts drawn from the Australian Core Skills Framework (ACSF) developed and endorsed by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR).
- Each test consists of 60 questions and is 60 minutes long.
- The test results are reported separately from the RoSA and are not a requirement for award of the credential.

ABSENT WHEN AN ASSESSMENT TASK IS ISSUED

It is a student's responsibility to find out what work has been missed whilst absent and to catch up on it. The same condition applies if a student is absent when an Assessment Task is issued. Assessment notifications will be emailed to the student's Department of Education email address in addition to the hard copy of the notification being handed out. You may not be entitled to any automatic extension of time for the task, if you were absent on the day a task was issued. If you have a prolonged absence, you may submit to the Deputy Principal an application for Consideration/Extension.

SUBMITTING ASSESSMENT TASKS

Submission instructions will be clearly outlined on the assessment notification for that specific task. Receipt of the task will be acknowledged by the teacher.

- Failure to submit a task on the due date may result in students receiving a mark penalty.
- If a student is absent on the day the hand-in task is due they should arrange to have the task delivered to the school office or, where appropriate, email their task to their teacher.
- If applying for illness/misadventure students should follow the procedures outlined in this handbook.
- If a student knows in advance that they will be absent on the day a task is due, then the task should be handed in prior to the due date.

Information on where, when and to whom assessment tasks are to be submitted will be stated on the Assessment Notification sheets.

APPEALS

If you feel that there has been an error made in the computation of a mark awarded for a particular assessment task you should first discuss the problem with your classroom teacher. If necessary, the matter may go to the Head Teacher of the course concerned for a review. This must be done **within two days** of receipt of the marked assessment task. Where you do not agree with the determination of competency in a VET course the same procedure applies.

If a student finds reasons to dispute their rank in a particular subject, they can do so through the Head Teacher of that course and then their Deputy Principal if not satisfied with the Head Teacher's decision.

UNFAIR ADVANTAGE ON THE DAY OF, OR WEEK, PRIOR TO A TASK

The NSW Education Standards Authority (NESA) outlines that no student is to gain an unfair advantage over other students.

Causes of unfair advantage include:

- to absent yourself from any lessons on a day that an assessment task is scheduled, or a hand-in task is due
- to absent yourself from any lessons or normal school routine on the day that a hand-in task is due
- arriving late on the day of a scheduled assessment task or hand-in task
- to absent yourself from any lessons the week prior to a scheduled assessment task without a valid reason.

NON-GENUINE ATTEMPTS OF ASSESSMENT TASKS

Students must make a genuine attempt at all assessment tasks. Students failing to make a genuine attempt may receive a zero for that assessment task. A non-genuine attempt may include a student who shows little or no thought/effort in their task or answers a few questions when they are capable of more.

ASSISTANCE WITH ASSESSMENT TASKS

If you are having trouble completing your assessment tasks, do not hesitate to ask for help. Talk to your teacher, the Head Teacher of the subject or the Learning and Support Teachers. If you have a learning difficulty or special need that we need to be aware of please talk to the Learning and Support Teachers or the Head Teacher Teaching and Learning, as there may be the possibility you could receive additional assistance through Disability Provisions.

DISABILITY PROVISIONS

The Disability Discrimination Act 1992 (Cth) and the Disability Standards for Education (2005) require NESA to ensure that students with a disability are able to access and respond to an examination.

Disability provisions provide students who have special needs with practical support. Students' special examination needs may include learning, medical, vision or hearing difficulties. Examples of provisions available include: braille or large-print papers, use of a writer and/or reader, use of an oral interpreter, extension of test time, rest breaks, separate examination supervision and permission to take medication.

In Years 7-10 the school approves the provisions students may receive in assessments and examinations. However, the decision to approve these provisions are made in line with NESA processes and procedures. Disability provisions for the Higher School Certificate examinations **MUST** be approved by NESA if a student has a permanent or temporary disability that would, in a normal examination situation, prevent a student from:

1. reading the examination questions; and/or
2. communicating their responses.

Principals have the authority to decide on, and to implement, disability provisions for school-based assessment tasks including examinations. Parents need to contact the Head Teacher Teaching and Learning to commence this application process.

Students applying for Disability Provisions, will need to provide formal documentation in the form of a disability confirmation or a detailed doctor's certificate to submit to support their application. The applicant will also need to undertake an interview and possibly complete tests with a member of the Learning and Support Team who will complete the application for the student.

How to apply for Disability Provisions for school-based assessment tasks

Students who wish to apply for disability provisions should see the Deputy Principal or Head Teacher Learning Support and complete the application form for Disability Provisions. The form should clearly indicate the following:

1. The type of provisions being applied for.
2. Supply evidence of the student's disability.
3. Signature of the student and their parent or guardian.

If all the necessary information is not provided, some requested provisions may be declined due to insufficient evidence.

Please Note

- Mental Health issues fall under disability provisions.

MALPRACTICE OR NON-SERIOUS ATTEMPT

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students underpins the integrity of the RoSA, Preliminary and HSC. Throughout the assessment process, [the highest level of integrity](#) is required.

What constitutes malpractice?

Malpractice falls under 4 categories. They include misrepresentation, plagiarism, collusion and breach of assessment conditions.

Misrepresentation

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

Misrepresentation can include but is not limited to:

- making up journal entries for a project, and/or
- submitting falsified or altered documents¹, and/or
- referencing incorrect or non-existent sources, and/or
- contriving false explanations to explain work not handed in by the due date.

Plagiarism

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.

When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements. See referencing.

Plagiarism includes but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own, and/or
- using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- building on the ideas or words of another person without appropriate acknowledgement, and/or
- using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Collusion

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

- sharing answers to an assessment with other students, and/or
- submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- contract cheating by outsourcing work to a third-party including buying, stealing or borrowing another person's work and presenting it as your own and/or
- unauthorised use of artificial intelligence technologies.

ILLNESS / MISADVENTURE

[Access the online Illness / Misadventure application here.](#)

Please note

- ✓ This is a digital application, use the link in the online Assessment booklet.
- ✓ Applications can only be submitted (7) days prior or following the task due date.
- ✓ Applications submitted past the (7) seven days will be declined.
- ✓ Bulk course applications are not permitted.
- ✓ Individual course applications are required. i.e. one application per course.

Process

1. Only students can complete the online Illness Misadventure form.
2. Students are required to enter their parent's correct email address.
3. Students are required to enter their current year, course name and correct faculty.
4. Students are required to provide a description of the issue and affect made.
5. Supporting evidence supporting the appeal must be uploaded. E.g. Medical Certificate.
6. The Illness Misadventure panel receive the submission to discuss.
7. Decision is made and outcome of appeal emailed back to student and parent within (7) seven days.

Appeal of the Illness/Misadventure decision

If the student chooses to appeal the decision of the panel, regarding the request for consideration, then it is the student's responsibility to write to the Principal within (7) seven days of the initial outcome emailed to the student and parent.

The Principal will then conduct a review of the application and provide a final decision.

KEY WORD DEFINITIONS

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
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)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/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
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
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
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

THE RoSA (Record of School Achievement)

The Record of School Achievement (RoSA) is a relatively new credential for all students in Years 10, 11 and 12. It commenced with Year 10 in 2012 and its aim is to recognise school achievement for students leaving school before receiving their Higher School Certificate (HSC). It is a cumulative credential – recognising all of a student's academic achievements. Instead of just showing what the student's results were at the end of Year 10, the RoSA recognises that many students who leave school before completing their HSC complete some Year 11 courses.

The RoSA will be awarded to all eligible students when they leave school.

COMMON GRADE SCALE and COURSE PERFORMANCE DESCRIPTORS

To maintain consistency with NESAs, a Common Grading Scale will be used to assign grades for students in Stage 5 courses that do not have subject-specific course performance descriptors.

- Course performance descriptors are available on syllabus pages for Stage 5 Board Developed Courses
- The Common Grade Scale is used for (Stage 5 non-Board developed courses)

The Common Grade Scale describes performance at each of five grade levels.

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

PATTERN OF STUDY

The courses a student elects to study is referred to as their pattern of Study. The options available at Bossley Park High School this year are:

- English
- Science
- Mathematics
- Personal Development, Health and Physical Education
- Geography
- History
- TWO Electives

TYPES OF ASSESSMENT

All assessment task notifications will be issued for all tasks at least two weeks in advance.

Types of assessment tasks could include but are not limited to the following.

- Oral presentations - prepared speech or seminar presented to the class – or Viva Voce
- Fieldwork/Excursion Reports - including sketches, worksheets, or surveys to be completed during the excursion and/or an in-class task based on the excursion work.
- Assignments - research/investigation of a topic following specified guidelines. This work may be completed as an individual or group task.
- Design Projects – projects designed and produced to meet a design problem.
- Portfolios - accompanying documentation records for design project work.
- Practical work - range of practical learning experiences completed in class and/or at home.
- Firsthand Investigations – original problem solving in Science using scientific method.
- Body of Work (Visual Arts) – selection of one or more art works that demonstrate process and practical and theoretical understanding of artmaking, to include a Visual Arts Process Diary (VAPD).
- Viewing task
- Filmmaking
- Diary/Journals – reflection on learning processes.
- Logbooks – reflection on the processes of making and creating drama.
- Group work activities
- Peer assessment
- Listening task
- Representation – creation of visual representation or representation through performance.
- Scripted and improvised performance
- Topic Tests
- Formal written examinations

While certain tasks are nominated as counting towards assessment, this does not mean that other tasks completed in class do not count and so can be neglected by students. These tasks could well be, for example, practice tasks which are the basis of student learning and critical preparation for the final assessment tasks. Students who do not complete all classwork could be viewed as not having satisfactorily completed the course.

ASSESSMENT PROCEDURES

Throughout your courses you will be given a number of 'Assessment Tasks' to complete. The purpose of these tasks is for your teachers to determine whether you are achieving the course outcomes. Failure to meet some, or all, of the course outcomes for a course may mean that you do not satisfy course requirements.

Assessment tasks also provide you with the opportunity to demonstrate what you know and can do.

Development of Assessment Tasks	Course Assessment programs have been developed using individual guidelines in NSW Education Standards Authority (NESA) Assessment Certification Examination (ACE) manual and Course Syllabus documents.
Assessment Certification Examination (ACE) manual	<p>The Record of School Achievement (RoSA) is a cumulative credential showing Year 10 grades as well as any grades for Year 11 (Preliminary) courses completed.</p> <p>ACE reflects the recent legislative and policy changes associated with the Record of School Achievement in Stage 5. NESA policies in relation to Years 7–10 curriculum are incorporated in the ACE website.</p> <p>ACE Manual: About ACE</p>
Notification of Assessment Tasks	<p>Along with this Assessment Booklet, students will be given at least two weeks written notice of an impending assessment task.</p> <p>The written notification will include:</p> <ul style="list-style-type: none"> • the name of the faculty and course of study • the number and title of the task • the unit/content area of the course to which the task relates • the mark weighting of the task as a percentage of the overall assessment schedule • the exact date and timing/time allocation for the task • information specifying components of assessment used in the task and the weighting of these components within the task • the syllabus outcomes in words upon which the assessment task is based • depending on the type of task, students will receive information about the marking criteria against which performance in this task is to be assessed, and they will be asked to acknowledge receipt of the task notification by signing an assessment receipt sheet.
Workload	<p>You could receive up to a maximum of 4 assessment tasks for each course.</p> <p>It is possible to have more than one assessment due the same day, but if you think your workload is excessive speak to your teacher as soon as you are informed of an assessment task.</p> <p>All course classes will do common assessment tasks.</p>

DRAFTING

<p>Drafting School Procedure</p>	<p>Teachers and other participants in the teaching and learning process play a significant role in the drafting of student assessment responses. It is important to make the distinction between feedback given as part of the teaching and learning process and structured feedback given as part of developing an assessment response.</p> <p>The purpose of viewing student drafts is to provide students with feedback so that improvements can be made to the student's work. Drafting is a consultation process, not a marking process. Consideration of student drafts assists students with making necessary improvements without advantaging/ disadvantaging others.</p> <p>Students will be notified formally via an Assessment Task Notification, when drafts will be considered by class teachers within an assessment task process.</p>
<p>What is a draft?</p>	<p>Drafting feedback should ask the student to reflect on strategies they might use to refine their work. The instrument-specific criteria sheet should be used to help the students identify the areas they need to review. Teachers will not award a notional result (grade/mark) or level of achievement for work in a draft form.</p> <p>A draft is a body of evidence that students provide to their class teacher only, in response to assessment requirements. This should be a response that is nearly good enough to submit for assessment. Before submitting a draft, students may be required to:</p> <ul style="list-style-type: none"> • submit a written outline about their approach • discuss their approach with their teacher.
<p>What sort of feedback will be provided?</p>	<p>In providing feedback, teachers will indicate aspects of the response that need to be improved or developed in order to more comprehensively meet the assessment criteria. Students may be advised to:</p> <ul style="list-style-type: none"> • consider other aspects of the text • work on their role as writer/speaker and show more awareness of the audience • give priority to the most important points by rearranging the sequence and structure of ideas • conduct further research or substantiate points made with references. <p>Teachers may:</p> <ul style="list-style-type: none"> • indicate some textual errors and indicate that the draft requires more careful editing • provide some written feedback on drafts submitted by the due date • provide a summary of their feedback and advice to the whole class
<p>Number of drafts permitted</p>	<p>A maximum of one (1) draft is permitted for all written or spoken assessment tasks.</p> <ul style="list-style-type: none"> • Timelines for the submission and teacher review of drafts is at the discretion of individual faculties and will be documented on the Assessment Task Notification.
<p>Please note</p>	<p>Teachers will not correct or edit all the textual errors in a draft.</p>

EXAMINATION RULES

- ✓ You must wear **full school uniform** when attending examinations.
- ✓ **Check that your calculator is compliant** by checking the Approved Calculator for Assessment Tasks and Examinations.
- ✓ You will be supplied with **all** writing paper. **You must not remove any page(s) from the booklets, or use any other paper or remove any paper from the examination desk.**
- ✓ Label all answer booklets carefully and accurately with your name.
- ✓ **You must hand in every piece of paper**, including the examination paper at the end of the examination.

Attendance at Examinations

- It is the student's responsibility to know when each of your examinations is scheduled.
- If a student late for the examination, extra time for time missed will not be provided.
- Students will NOT be allowed to leave during an examination. The supervising teachers will instruct students when they can leave the venue.
- **Examinations are compulsory requirements for the completion of a course.**
- **Absences from school** during an examination E.g. on an Excursion, require the student to see the relevant Head Teacher and the Head Teacher Administration beforehand to make arrangements in relation to the examination to be missed and to arrange an alternate day and time.
- **If a student is too ill to attend an examination, a parent must:**
 - ✓ phone the school (98231033) prior to the commencement time of the first examination of the day
 - ✓ provide a Doctors Certificate explaining your absence through the illness/misadventure online process.
 - ✓ **Illness/Misadventure appeal** may also be lodged if circumstances occurring immediately prior to an assessment task or examination and which were beyond your control diminished your performance. Negotiate with the Head Teacher to reschedule the missed examination. Where possible, arrangements will be made for you to sit for the examination during the examination period. **You must be prepared to sit for the examination whichever day is designated, including this first day.**
- **Extended Leave applications** - It is a requirement that all parents/carers requesting leave for their child of 5 or more days completed the Extended Leave request to the Principal before holidays/flights etc are booked. Leave is not encouraged during school terms and may be declined. During an assessment period, any leave should be applied for through the Principal.

Conduct during Examinations

Students must:

- cease speaking or communicating in any way as you enter the examination venue and remain **silent** while in the examination room except if talking to a supervisor
- behave in a way that will not be likely to disturb the work of any other student nor disrupt the conduct of the examination
- make a serious attempt at all questions in the examination. Answers must not contain frivolous or offensive material
- not take food into the examination room
- only take permitted equipment to the examination. **Books, notes, paper and electronic equipment/Smart watches of any kind are not to be taken to the examination.** All such items must be placed in your bag. **All mobile phones must be switched off and in bags as per school procedures**
- remain in the examination room until the examination time has elapsed and students are dismissed by the supervisor
- **behave ethically.** No attempt should be made to engage in malpractice, to cheat or to attempt to cheat.

A penalty may be applied if a student breaks any of the examination rules, with no opportunity to redo the task.

Equipment for Examinations

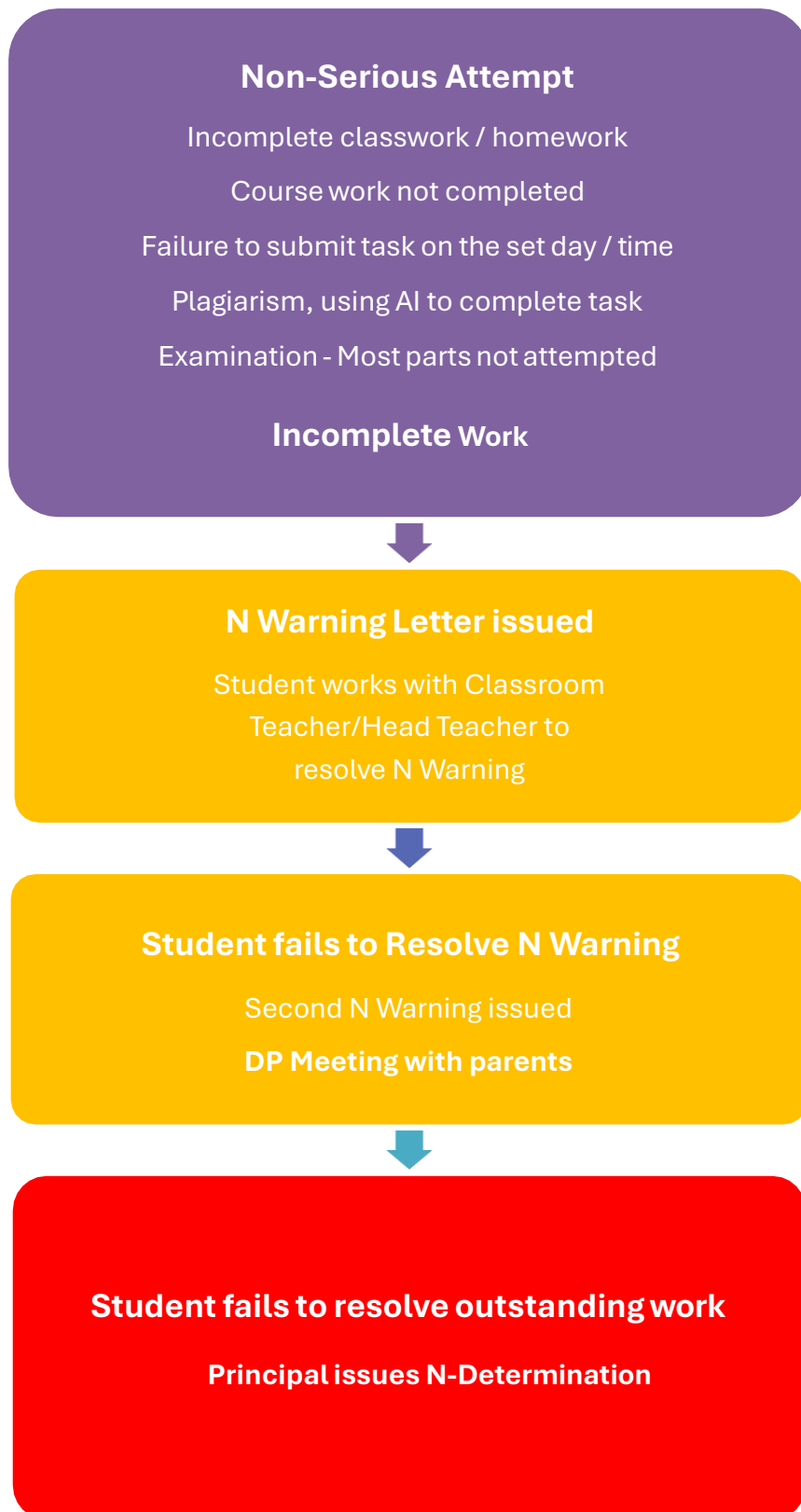
You may only take equipment listed below into the examination room:

- black pens (black is easier for markers to read)
- pencils, erasers and a sharpener (use pencils where specifically directed)
- a ruler marked in millimetres and centimetres
- highlighter pens.

No other equipment is allowed, except as detailed below. It is your responsibility:

- when in the examination room to remove analogue watches and place them in clear view on the examination table
- to bring additional equipment that may be required for some examinations, such as, a Board of Studies Teaching and Educational Standards approved calculator, Mathematics Aid template, a pair of compasses, a protractor and a set square (no borrowing allowed)
- supervisors will not be responsible for the safekeeping of any unauthorised material and equipment that has been confiscated, including mobile phones and other electronic devices.

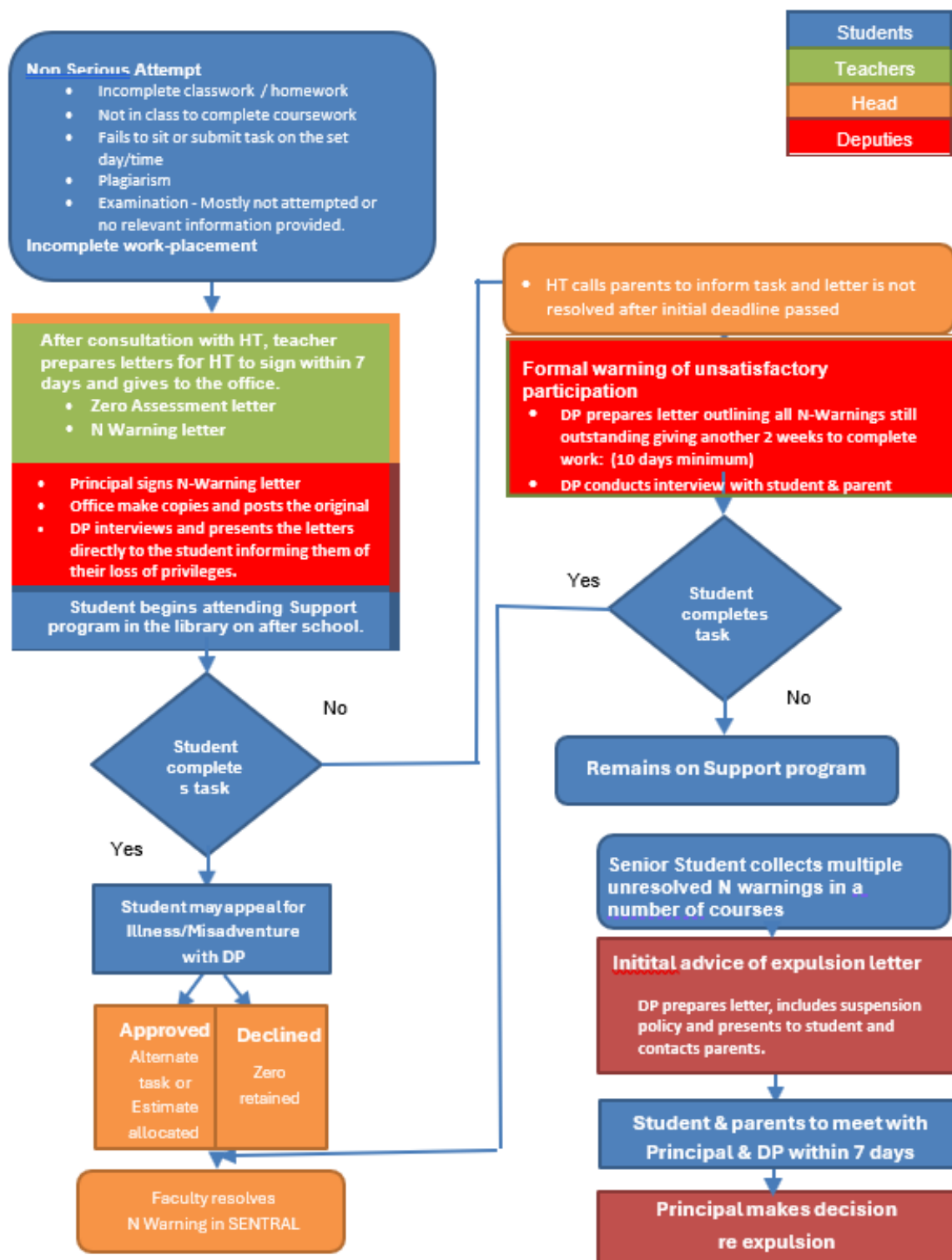
N-WARNING FLOWCHART for STUDENTS



N-WARNING FLOWCHART for STAFF

- Only ONE letter per outstanding (task or collection of course work) required.
- In subsequent additional letters, list any unresolved requirements.

v8Oct 24



COURSE ASSSSMENT SCHEDULES

Each Schedule includes the following.

- Subject Studied
- Task Number
- Unit
- Nature of the Task (what is being done)
- Timing
- Syllabus Outcomes Assessed
- Weighting





Year 10 Commerce (RoSA)

Assessment Schedule: Term 1, 2025 - Term 4, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed at least two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3
Unit	The Economic & Business Environment	Our Economy	Law in Action and Law Society & Political Involvement
Nature of Task	In Class – Written <i>Topic Test</i>	In Class – Written <i>Research/Essay</i>	In Class – Written <i>Examination</i>
Timing	Term 1, Week 9	Term 2, Week 7	Term 3, Week 9
Syllabus Outcomes Assessed	COM5-1, COM5-4, COM5-7, COM5-8, COM5-9	COM5-1, COM5-2, COM5-3 COM5-5, COM5-8, COM5-9	COM5-1, COM5-2, COM5-3, COM5-5, COM5-6, COM5-7, COM5-8
Weighting - % Total	30	30	40

Dance



Year 10 Dance (RoSA)

Assessment Schedule: Term 1, 2025 - Term 4, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed at least two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	Task 4
Unit	All That Jazz	Composition	Dance Technique	All Units
Nature of Task	In Class – Practical <i>Group Work Performance</i>	In Class – Practical/Written <i>Solo Dance Composition Presentation and submission of written component</i>	In Class – Practical/Written Movement Sequence and written skills analysis	In Class – Written <i>Yearly Examination</i>
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9	Term 4, Week 3
Syllabus Outcomes Assessed	5.1.1, 5.3.1	5.1.1, 5.1.2, 5.1.3	5.2.1, 5.2.2, 5.3.1	5.1.1, 5.3.3, 5.2.2
Weighting - % Total	20	30	30	20



Year 10 English (RoSA)

Assessment Schedule: Term 1, 2025 - Term 4, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed at least two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	Task 4
Unit	Voice of a Nation	Voice of a Nation	Comparative Study of Shakespeare	What is Reality?
Nature of Task	In Class – Written <i>Short Answer Questions</i>	In Class – Written <i>Response to Unseen Question</i>	In Class – Written <i>Extended Response</i>	In Class – Presentation <i>Multimodal Task</i>
Timing	Term 1, Week 9	Term 2, Week 5	Term 2, Week 10	Term 3, Week 7
Syllabus Outcomes Assessed	EN5-URA-01, EN5-ECA-01, EN5-ECB-01	EN5-RVL-01, EN5-ECA-01	EN5-RVL-01, EN5-URA-01, EN5-ECB-01, EN5-URC-01	EN5-URB-01, EN5-ECB-01, EN5-URC-01
Weighting - % Total	25	25	25	25



Year 10 Food Technology (RoSA)

Assessment Schedule: Term 1, 2025 - Term 4, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed at least two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	Task 4
Unit	Food in Australia	Food Product Development	Food in Australia Food Product Development Food Service and Catering	Practical Food Applications
Nature of Task	Research	At Home – Written <i>Research</i>	In Class – Written <i>Yearly Examination</i>	In Class – Practical <i>Weekly Practical Tasks</i>
Timing	Term 1, Week 10	Term 3, Week 5	Term 4, Week 2	Ongoing
Syllabus Outcomes Assessed	5.8, 5.9, 5.12	5.5, 5.8, 5.9, 5.11	5.6, 5.7, 5.11, 5.12, 5.13	5.5, 5.10
Weighting - % Total	20	30	30	20



Year 10 HSIE (RoSA)

Assessment Schedule: Term 1, 2025 - Term 4, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed at least two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3
Unit	Law and Order	Conspiracy Theories	Artificial Intelligence & Organised Crime
Nature of Task	In Class – Oral Presentation, Written Reflection <i>Presentation and Reflection</i>	In Class – Website Creation, Oral Presentation <i>Website and Presentation</i>	In Class – Oral Presentation <i>AI Product Pitch</i>
Timing	Term 1, Week 9	Term 2, Week 8	Term 4, Week 2
Syllabus Outcomes Assessed	GE5-3, GE5- 6, HT5-1	HT5-3, HT5-6, HT5-5	HT5-1, GE5-2, GE5-4, HT5-2
Weighting - % Total	30	30	40



Year 10 History Elective (RoSA)

Assessment Schedule: Term 1, 2025 - Term 4, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed at least two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	Task 4
Unit	Genocide in the 20th century: Rwandan Genocide	Thematic Study: Propaganda and Censorship: Controlling the Narrative	Iliad & The Odyssey	Cleopatra in Roman Propaganda: The Enemy of Rome
Nature of Task	In-Class Skills & Knowledge Test	Source Analysis	Research Task	In-Class Skills and Knowledge Test
Timing	Term 1, Week 10	Term 2, Week 8	Term 3, Week 9	Term 4, Weeks 3
Syllabus Outcomes Assessed	E5.8, E5.9	E5.8 E5.9	E5.2, E5.7	E5.1 E5.7
Weighting - % Total	25	25	25	25



Year 10 IT - Engineering (RoSA)

Assessment Schedule: Term 1, 2025 - Term 4, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed at least two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	Task 4
Unit	Project 1 – DC Motor	Project 2 – Folding Foot Stool	All Units	Project 3 – Major Design Project
Nature of Task	Hand In – Practical <i>Project + Folio</i>	Hand In – Practical <i>Project + Folio</i>	In Class – Written Task <i>Yearly Examination</i>	Hand In – Practical <i>Project + Folio</i>
Timing	Term 1, Week 11	Term 2, Week 10	Term 4, Week 4	Term 4, Week 5
Syllabus Outcomes Assessed	IND5.1, IND5.2, IND5.3, IND5.4, IND5.5, IND5.6, IND5.7, IND5.8, IND5.9	IND5.1, IND5.2, IND5.3, IND5.4, IND5.5, IND5.6, IND5.7, IND5.8, IND5.9, IND5.10	IND5.1, IND5.2, IND5.3, IND5.4, IND5.5, IND5.6, IND5.7, IND5.8, IND5.9, IND5.10	IND5.1, IND5.3, IND5.4, IND5.5, IND5.7, IND5.8, IND5.9, IND5.10
Weighting - % Total	15	25	20	40



Year 10 IT - iSTEM

Assessment Schedule: Term 1, 2025 - Term 4, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed at least two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	Task 4
Unit	Coding Challenge	Aeronautical Challenge	All Units	Automation Project
Nature of Task	Hand In – Practical <i>Project Work</i>	Hand In – Practical/Written <i>Project Work + Report</i>	In Class – Written Task <i>Yearly Examination</i>	Hand In – Practical/Written <i>Project Work + Report</i>
Timing	Term 1, Week 10	Term 2, Week 10	Term 4, Week 4	Term 4, Week 5
Syllabus Outcomes Assessed	ST5-1, ST5-2, ST5-9	ST5-1, ST5-3, ST5-4, ST5-6	ST5-2, ST5-3, ST5-5, ST5-8, ST5-10	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5-9
Weighting - % Total	25	25	20	30



Year 10 IT - Timber (RoSA)

Assessment Schedule: Term 1, 2025 - Term 4, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed at least two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	Task 4
Unit	Semester 1 Units	Project 1 - Lamp Table	All Units	Project 2 – Mantle Clock
Nature of Task	In Class – Written Task <i>Half Yearly Examination</i>	Hand In – Practical <i>Project + Folio</i>	In Class – Written Task <i>Yearly Examination</i>	Hand In – Practical <i>Project + Folio</i>
Timing	Term 2, Week 4	Term 2, Week 5	Term 4, Week 4	Term 4, Week 5
Syllabus Outcomes Assessed	IND5.1, IND5.3, IND5.	8IND5.1, IND5.2, IND5.3, IND5.4, IND5.5, IND5.6, IND5.7, IND5.8, IND5.9	9IND5.1, IND5.3, IND5.4, IND5.5, IND5.7, IND5.8, IND5.9, IND5.10	IND5.1, IND5.2, IND5.3, IND5.4, IND5.5, IND5.6, IND5.7, IND5.8, IND5.
Weighting - % Total	20	20	20	40



Year 10 Mathematics - Core (RoSA)

Assessment Schedule: Term 1, 2025 - Term 4, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed at least two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	Task 4
Unit	Further Volume	Numbers of any magnitude, Volume, Further Trigonometry, Compound interest and Depreciation.	Graphing Curves	Graphing Lines, Single Variable Data, Bivariate Data
Nature of Task	In Class – Online <i>Education Perfect</i>	In Class – Written <i>Half Yearly Examination</i>	In Class – Online <i>Education Perfect</i>	In Class – Written <i>Yearly Examination</i>
Timing	Term 1, Week 10	Term 2, Week 4	Term 3, Week 8	Term 4, Weeks 1
Syllabus Outcomes Assessed	MA5-VOL-C-01	MA5-MAG-C-01, MA5-VOL-C-01, MA5-FIN-C-02, MA5-TRG-C-02	MA5-NLI-C-01, MA5-NLI-C-02	MA5-LIN-C-01, MA5-LIN-C-02, MA5-DAT-C-01, MA5-DAT-C-02
Weighting - % Total	10	40	10	40



Year 10 Mathematics - Core and all Paths (RoSA)

Assessment Schedule: Term 1, 2025 - Term 4, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed at least two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	Task 4
Unit	Algebraic Techniques	Algebraic Techniques, Equations, Numbers of any magnitude, Quadratic and Cubic equations	Non right-angle Trigonometry, Algebraic Techniques	Algebraic Trigonometry, Probability, Single Variable Data and Bivariate Data
Nature of Task	In Class – Online <i>Education Perfect</i>	In Class – Written <i>Half Yearly Examination</i>	In Class – Online <i>Education Perfect</i>	In Class – Written <i>Yearly Examination</i>
Timing	Term 1, Week 10	Term 2, Week 4	Term 3, Week 8	Term 4, Weeks 1
Syllabus Outcomes Assessed	MA5-ALG-P-01, MA5-ALG-P-02	MA5-ALG-P-01, MA5-ALG-P-02, MA5-EQU-C-01, MA5-EQU-P-01, MA5-EQU-P-02, MA5-MAG-C-01	MA5-ALG-P-01, MA5-TRG-P-02	MA5-ALG-P-01, MA5-TRG-P-02, MA5-DAT-C-01, MA5-DAT-P-01, MA5-DAT-C-02, MA5-PRO-C-01, MA5-PRO-P-01
Weighting - % Total	10	40	10	40



Year 10 Mathematics - Core and some Paths (RoSA)

Assessment Schedule: Term 1, 2025 - Term 4, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed at least two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	Task 4
Unit	Further Surface Area and Volume	Further Surface Area and Volume, Numbers of any magnitude, Compound Interest and Depreciation, Further Trigonometry	Graphing Curves	Graphing Lines, Equations, Single Variable Data and Bivariate Data
Nature of Task	In Class – Online <i>Education Perfect</i>	In Class – Written <i>Half Yearly Examination</i>	In Class – Online <i>Education Perfect</i>	In Class – Written <i>Yearly Examination</i>
Timing	Term 1, Week 10	Term 2, Week 4	Term 3, Week 8	Term 4, Weeks 1
Syllabus Outcomes Assessed	MA5-ARE-C-01, MA5-VOL-C-01	MA5-MAG-C-01, MA5-ARE-C-01, MA5-VOL-C-01, MA5-FIN-C-02, MA5-TRG-C-02	MA5-NLI-C-01, MA5-NLI-C-02	MA5-LIN-C-01, MA5-LIN-C-02, MA5-DAT-C-01, MA5-EQU-C-01
Weighting - % Total	10	40	10	40



Year 10 Music (RoSA)

Assessment Schedule: Term 1, 2025 - Term 4, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed at least two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	Task 4
Unit	Rock Music	Music for Radio, Film, and Television	Musical Theatre	Jazz Music
Nature of Task	In Class – Practical <i>Solo or ensemble performance</i>	At Home – Composition <i>Compose a soundtrack to accompany a 1-minute film excerpt in Garageband</i>	In Class – Practical <i>Solo or ensemble performance</i>	In Class – Aural <i>Listening task with written response</i>
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Week 8	Term 4, Weeks 4
Syllabus Outcomes Assessed	5.1, 5.2, 5.3	5.4, 5.5, 5.6	5.1, 5.3, 5.7, 5.10	5.7, 5.8, 5.9
Weighting - % Total	20	30	20	30



Year 10 PDHPE (RoSA)

Assessment Schedule: Term 1, 2025 - Term 4, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed at least two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	Task 4
Unit	Respectful, Intimate Relationships	Be Flexible	R U Ok?	Position Wins Games
Nature of Task	At Home – Written <i>Pamphlet and Extended Response</i>	In Class – Practical <i>Gymnastics Practical Routine</i>	At Home/In Class – Digital/Presentation <i>Digital Infographic</i>	In Class – Practical <i>Strategic and Tactical Understanding</i>
Timing	Term 2, Week 2	Term 2, Weeks 1-5	Term 3, Weeks 5-10	Term 3, Weeks 5-10
Syllabus Outcomes Assessed	PD5.2, PD5.3, PD5.10	PD5.4, PD5.11	PD5.2, PD5.7, PD5.9	PD5.4, PD5.5, PD5.10, PD5.11
Weighting - % Total	25	25	25	25



Year 10 Photography and Digital Media (RoSA)

Assessment Schedule: Term 1, 2025 - Term 4, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed at least two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	Task 4
Unit	Photographic Portfolio Portraiture	Interpretation and Analysis of artworks	Photographic Series Surrealism	Photographic Skills and Processes
Nature of Task	In Class – Art Making <i>Online submission of portfolio</i>	In Class – Written Task <i>Online submission of task</i>	In Class – Art Making <i>Photoshop</i> <i>Online submission of portfolio</i>	In Class – Written task <i>Online and Written Examination</i>
Timing	Term 1, Week 10	Term 2, Week 4	Term 3, Week 10	Term 4, Week 3
Syllabus Outcomes Assessed	5.5, 5.6	5.7, 5.8, 5.9, 5.10	5.2, 5.4	5.7, 5.8, 5.9, 5.10
Weighting - % Total	25	25	25	25



Year 10 PASS (RoSA)

Assessment Schedule: Term 1, 2025 - Term 4, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed at least two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	Task 4
Unit	Coaching	World Games	Fitness	Coaching, Fitness, Issues in Physical Activity
Nature of Task	<i>In Class/At Home – Practical/Written</i> Submit: Design TWO session plans Practical: Deliver ONE session plan At Home: Self Evaluation	In Class – Practical Ongoing assessment of movement skills and tactical understanding	<i>In Class – Practical/Written</i> Participation in fitness sessions, evaluation of personal fitness cards, written response	In Class – Written Yearly Examination
Timing	Term 1, Week 8	Term 2, Ongoing	Term 3, Week 7	Term 3, Week 9
Syllabus Outcomes Assessed	PASS5.5, PASS5.6, PASS5.7, PASS5.8, PASS5.9	PASS5.5, PASS5.7, PASS5.9	PASS5.1, PASS5.2, PASS5.6, PASS5.7, PASS5.8, PASS5.9, PASS5.10	PASS5.2, PASS5.3, PASS5.4, PASS5.6, PASS5.7, PASS5.8, PASS5.9, PASS5.10
Weighting - % Total	30	20	30	20



Year 10 Science (RoSA)

Assessment Schedule: Term 1, 2025 - Term 4, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed at least two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	Task 4
Unit	Forces and Motion	Chemical Reactions	Genetics and Evolution	Space and The Universe
Nature of Task	In Class – Written Task <i>Topic Test</i>	In Class – Practical Task <i>Practical Experiment</i>	In Class/At Home - Research, Practical task, submit report <i>Research (SRP)</i>	In Class – Written Task <i>Formal Examination</i>
Timing	Term 1, Week 9	Term 2, Week 5	Term 3, Weeks 8-10	Term 4, Week 3
Syllabus Outcomes Assessed	SC5-10PW, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-9WS	SC5-17CW, SC5-5WS	SC5-14LW, SC5-15LW, SC5-8WS	SC512-ES, SC5-7WS
Weighting - % Total	15	25	35	25



Year 10 Visual Arts (RoSA)

Assessment Schedule: Term 1, 2025 - Term 4, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed at least two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	Task 4
Unit	Art Making / Critical and Historical Study	Art Making	Art Making	Critical and Historical Study
Nature of Task	In Class – Hand In Assessment <i>VAPD submission</i> (Visual Arts Process Diary)	In Class – Hand In Assessment <i>Surrealism Painting</i>	In Class – Hand In Assessment <i>Ceramic Sculpture</i>	In Class – Hand In Assessment <i>Extended Response</i>
Timing	Term 1, Week 10	Term 2, Weeks 10	Term 3, Week 10	Term 4, Weeks 2
Syllabus Outcomes Assessed	5.1, 5.3, 5.7 5.8, 5.9, 5.10	5.2, 5.4, 5.5, 5.6	5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10
Weighting - % Total	25	25	25	25



Year 10 Visual Design (RoSA)

Assessment Schedule: Term 1, 2025 - Term 4, 2025

Please note: Weeks indicated are approximate. Students will be advised of the nature of the task, the exact date and the topic(s) being assessed at least two weeks prior to the due date.

Task Number	Task 1	Task 2	Task 3	Task 4
Unit	Fantasy Shoes	Textile/Pattern Design	Body Adornment	All Units
Nature of Task	In Class – Art Making/Art History <i>VAPD submission</i> (Visual Arts Process Diary)	In Class – Art Making Hand In Assessment <i>VAPD submission</i> (Visual Arts Process Diary)	In Class – Art Making Hand In Assessment <i>VAPD submission</i> (Visual Arts Process Diary)	In Class – Written Task <i>Short and Extended Responses</i>
Timing	Term 1, Week 10	Term 2, Weeks 10	Term 3, Week 10	Term 4, Weeks 3
Syllabus Outcomes Assessed	5.2, 5.4, 5.6, 5.7 5.8	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5,5.6	5.7, 5.8, 5.9, 5.10
Weighting - % Total	25	25	25	25

Please keep this Assessment Booklet to refer to throughout Year 10.

