



Year 10, SCIENCE

## Task 6: Yearly Examination

**Due Date:** Term 4 Yearly Examination Block

**Task Distributed:** 27th October 2025

**Unit:** Chemistry, Evolution and The Universe

**Task Type:** Examination

**Task Weighting:** 20%

**Outcomes:** SC5-12ES, SC5-13ES, SC5-10PW, SC5-17CW, SC5-7WS, SC5-8WS, SC5-9WS

### Task Description

The task is a 80 minute examination that will be completed under examination conditions during the yearly examination block. The exam will consist of various knowledge and skills-based questions related to the Semester 2 topics studied in class (Chemistry, Evolution and The Universe).

The examination will include a literacy component and various step by step skills-based questions. The examination will consist of three parts:

**Section A (20 marks):** 20 multiple choice questions

**Section B (39 marks):** Short response questions which may be based on the following (marks indicated per question):

- scientific report skills
- analyse, interpret and predict data
- provide reasoning on scientific investigations
- balancing chemistry equations
- chemical bonding (ionic/covalent/metallic)
- theories based on the Universe and evolution
- technologies used to support the theories
- evidence that supports the above theories

**Section C (16 marks):** Extended response - A stimulus style question that requires an in-depth response which will be assessed for both content (5 marks) and literacy skills (5 marks). You will also be marked on your plan for this response (6 marks)

To prepare for this examination, look over your class notes and complete all your worksheets. Please see your Science teacher for any concepts that you misunderstand. The google classroom/Moodle page will also have practice exam style questions that you can attempt before your examination.

### NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- **DISCUSS:** Identify issues and provide points for and/or against.
- **EXPLAIN:** Relate cause and effect; make the relationships between things evident; provide why and/or how.
- **IDENTIFY:** Recognise and name.

- **OUTLINE:** Sketch in general terms; indicate the main features of.
- **COMPARE:** Show how things are similar or different.
- **EVALUATE:** Make a judgement based on criteria; determine the value of.
- **JUSTIFY:** Support an argument or conclusion.

Check the NESA Glossary of key words for further guidance.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

## Details of Submission

**For successful completion of this examination you must bring the following equipment:**

- **NESA approved calculator**
- **Blue or black pen**
- **Pencils and an eraser for drawing graphs or diagrams**
- **A ruler**

## Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within 25 days of the due date.
- At this time feedback including information on how to improve will be provided through mechanisms such as marking criteria, and/or written comments.
- Students can clarify or seek further feedback with their teacher or the assessment marker.
- You will also receive feedback on your literacy performance based on the criteria in the school's literacy marking rubric. The marks achieved for literacy will account for between 10% – 20% of the maximum task value.

Upon return of the task, students will also be expected to complete a self-reflection form to identify how they performed and how they can improve in the future.

## How does this link to my learning?

Learning and integrating the basic science process skills together and gradually developing abilities to design fair tests is increasingly emphasised in successive grade levels, and is an expectation of students in senior school.

## Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

## Tips on how to study

- Look through your exercise book or device and write summary notes for each topic.
- Use flowcharts or diagrams for complex concepts.
- Organise study groups with friends.
- Download and install flashcard software on your phone or computer. Write flashcards for revision.
- Highlight the topics you are not familiar with and revise them.
- Ask your teacher to explain any concepts that you do not understand.

## Literacy Rubric

LITERACY MARKING CRITERIA	Descriptors				
	0	0.25	0.5	0.75	1
<b>Vocabulary</b> Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect	- Symbols or drawings	- Only simple and nontechnical words are used.	- Some precise and technical words are used.	- Sustained use of precise and technical words.	-Sustained, consistent and fluent use of precise and technical words.
<b>Punctuation</b> Use of correct and appropriate punctuation for effect and to aid in reading of the text	- No or minimal evidence of correct sentence punctuation (less than 25%)	- Limited evidence of correct sentence punctuation (at least 25%)	- Some correct sentence level punctuation (at least 50%).	- Mostly correct sentence level punctuation (80%) and <i>at least two</i> examples of other punctuation.	-Writing contains accurate use of all applicable punctuation.
<b>Sentences</b> Intentionally constructs a variety of sentences to match purpose and audience	- No evidence of sentences - Drawings, symbols, a list of words OR text fragments	- At least one sentence is used correctly.	- Some correct formation of sentences. (at least 50%)	- Most sentences (80%) are correct but are largely unsophisticated.	- All sentences are correct including sophisticated sentences.
<b>Paragraphs</b> Paragraphs are used to effectively structure information and partition events and ideas	- No correct use of paragraphing - may be a block of text or random breaks	- Ideas are separated, provides at least ONE correct break between ideas - Paragraphs may contain some unrelated ideas	- At least ONE paragraph is well structured and develops an idea	- All paragraphs are focused on one idea or a set of like ideas but may not be linked effectively.	- Paragraphing creates flow, connectivity and supports argument.
<b>Text Structure</b> Uses features of the appropriate text type	- No evidence of structural components of the appropriate text type	- Minimal evidence of the structural components of the appropriate text type.	- Some evidence of the structural components of the appropriate text type.	- Substantial evidence of the structural components of the appropriate text type.	- Coherent and controlled use of the appropriate structural components of the text type.