

Manilla Central School



Stage 4 Assessment Schedule 2022



I BEGIN



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MANILLA CENTRAL SCHOOL CONTACTS

If you need to discuss any issues relating to Stage 4 assessment please contact the appropriate people listed below by calling the school on 6785 1184. If there are any issues related to a particular course, please direct your enquiry to The Head Teacher Secondary Studies.

| | |
|--|------------------------|
| Rel. Principal: | Mrs Rachael Ferguson |
| Rel. Deputy Principal: | Ms Ariana Lawrence |
| Head Teacher Secondary Studies: | Ms Ariana Lawrence |
| Stage Adviser: | Miss Rebecca Wrightson |
| Head Teacher Teaching & Learning: | Mrs Lee Bowman |

EXPLANATION OF KEY TERMS USED IN THIS BOOKLET

NSW Education Standard Authority (NESA)

This is the NSW government body responsible for the curriculum in all schools from Kindergarten to Year 12. NESA also determines the rules, procedures and assessments associated with the Record of School Achievement and the Higher School Certificate.

Stage

This is a period of learning, typically of two years duration. Stage 4 refers to Years 7 & 8, Stage 5 refers to Years 9 & 10 and Stage 6 refers to Years 11 & 12.

Key Learning Areas (KLAs)

These are broad categories of subjects. The Years 7–10 curriculum is organised into eight key learning areas:

- English
- Mathematics
- Science
- Human Society & Its Environment (HSIE)
- Personal Development, Health & Physical Education (PDHPE)
- Creative and Performing Arts (CAPA)
- Technological & Applied Studies (TAS)
- Languages other than English (LOTE)

Core Curriculum

The group of subjects that is studied by all students in a particular year level

Elective Subject

A subject that a student may choose to do

ASSESSMENT AT MANILLA CENTRAL SCHOOL

Preamble

The purpose of assessment is to provide information of student achievement and progress and to set the direction for ongoing teaching and learning.

What is Assessment?

Assessment of student learning involves describing student performance in relation to stated learning outcomes for each course. Providing appropriate quality learning programs for all Manilla Central School students is our principle core business. We are committed to implementing strategies that will address those stated outcomes.

What is the purpose of Assessment?

Assessment provides information for students, teachers and parents to compare what is known and can be demonstrated against statewide standards.

Assessment takes many forms in the classroom:

- Formal and informal observation and discussion with students
- Formal assessment tasks
- Comparing evidence of achievement with that of other students
- Comparing evidence of achievement against syllabus standards

Assessment provides vital information: At the point of planning, along the way and at the end of a cycle in preparation for the next teaching and learning cycle.

What is the K – 10 Curriculum Framework?

The K – 10 Curriculum Framework establishes the guidelines of the NSW Education Standards Authority (NESA) curriculum for the compulsory years of schooling. Each course syllabus clearly sets out outcomes and standards that show what students are expected to know and be able to do at each stage from Year 7 to Year 10. This provides the basis for realistic assessment and meaningful reporting of student achievement.

What is the Standards Framework?

The syllabus outcomes that are provided at each stage are used as a standards framework to monitor student learning. From time to time teachers will make judgements about student achievement of syllabus outcomes on the basis of assessment evidence, and place them at the appropriate stage in the standards framework.

What is an Outcomes-Focused Approach to Teaching & Learning and Assessment?

The learning outcomes make up the mandatory element of the curriculum framework. When teachers design and develop learning programs and units of work to suit the needs of their students, they ensure that these programs include learning opportunities and enriching experiences for their students that are aimed at achieving the outcomes set out in the syllabus. The outcomes and standards enable teachers to describe learning achievement and to be clear about the standards or levels of performance required of students as they progress through schooling.

ASSESSMENT FOR, AS & OF LEARNING

ASSESSMENT FOR LEARNING

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as '**formative assessment**', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

ASSESSMENT AS LEARNING

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

Assessment as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

ASSESSMENT OF LEARNING

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as '**summative assessment**', it usually occurs at defined key points during a teaching work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences.

The approach or approaches used will be informed by:

- the evidence of student learning to be gathered
- the processes for gathering the evidence
- the feedback to be provided to students.

For more information regarding assessment types and purposes, please see the NESA Assessment Advice website at <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/approaches>

GRADING AND ASSESSMENT POLICY

- NESAs report on student achievements in Stage 4 using A to E grades (or equivalent). There is no external examination.
- NESAs course performance descriptors for awarding grades A to E in Stage 4 courses are used to standardise results across the state.
- A to E (or equivalent) grades are also allocated to Stage 5 and Stage 6 Preliminary (Year 11) courses

| | |
|----------|---|
| 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 a few areas of the content and has achieved very limited competence in some of the processed skills. |

REPORTING ON STUDENT ACHIEVEMENT WILL BE BASED ON SCHOOL-BASED ASSESSMENT TO INDICATE STUDENT PROGRESS AGAINST STATE STANDARDS

ASSESSMENT NOTIFICATION

- The school will provide students with an assessment schedule for each course
- Assessment task schedules can be found in the 'For Parents' section of the school website.
- A written version of any oral tasks must be completed prior to the due date set for delivery
- Students must be marked present on the day that an assessment task is due in order to be able to submit the task. (If a student cannot comply with this due to an acceptable reason, then prior arrangement must have been made between the parents/guardians and the Head Teacher Secondary Studies)

NOTICE OF TASKS

- Students will be given at least two school weeks' notice of any assessment task.
- Students will sign that assessment register at three points recognising receipt of; the notification of task, submission of the task and marked feedback
- Students will be advised of their results for each assessment task.

GRADING AND ASSESSMENT POLICY

LATE SUBMISSION OF TASKS

- Where there is no acceptable reason for late submission of an assessment task, students will be given a 10% penalty per school day that the submission is late, to a maximum of -50%.
- Following this, the task will be considered a non-submission, a zero grade will be recorded for that task and parents notified.

ABSENCE FROM TASKS

- If a student is absent with acceptable and verified reasons, the Head Teacher Secondary Studies and Deputy Principal will determine an appropriate strategy
- Parents / Carers should contact the school as soon as they are aware there will be or has been an absence during an assessment item
- A Medical Certificate should be presented in cases involving illness or a court document where absence is due to court reasons
- If a student is on suspension it is the student's responsibility to negotiate with the Principal, the conditions whereby the task may be satisfactorily completed

MALPRACTICE IN TASKS

- Unsatisfactory attempts, cheating and plagiarism (copying) will incur zero mark

INVALID OR UNRELIABLE TASKS

- Where an assessment task has produced results that are invalid or unreliable, the task will be referred to the Committee for further action.

FAILURE TO SUBMIT A TASK, PROGRESS CONCERNS AND THE "N" DETERMINATION

- If a student is not meeting the general requirements of the course parents / carers will be informed
- Failure to submit an assessment task and/or lack of effort and progress in the course will result in a student receiving an **"N" determination warning** notification letter. The student will be given a new date by which to submit the task but will receive a zero grade.

RECEIVING AN "N" DETERMINATION IN A COURSE

You will receive an 'N' Determination in a course if you do not:

- Follow the course developed or endorsed by NSW Education Standards Authority
- Apply yourself with diligence and sustained effort to the set tasks and experience provided in the course by the school
- Achieve some or all of the outcomes

ASSESSMENT INFORMATION

RESPONSIBILITIES OF YEAR 7 AND 8 STUDENTS REGARDING ASSESSMENT

It is the students' responsibility to:

- Ensure they obtain and understand the school's policy on assessment
- Attempt each task to the best of their ability so they demonstrate maximum level of achievement
- Ensure that any questions they may have about the marks awarded or comments made for an individual piece of work are resolved at the time the work is handed back
- Demonstrate through application and achievement, that they have met the requirements of the course

RESPONSIBILITIES OF YEAR 7 AND 8 PARENTS/CARERS

It is parents/carers responsibility to:

- Ensure that your student is aware and understands the importance of the points raised in the section above
- Ensure that the school is contacted in the case of student absence, as soon as possible
- Ensure that any Letter of Concern sent home is resolved to the satisfaction of the school
- Refer regularly to the 'For Parents' section of the school website for copies of the assessment schedule and assessment tasks for each subject area.

APPEAL PROCEDURE

Student is not present to submit, or to sit for, an assessment task. The student **must** see the **Head Teacher Secondary Studies** on their **first day back** at school to claim extenuating circumstances.

OR

A student asks for an extension.



Head Teacher Secondary Studies interviews student and issues an appeal form.



Student completes form and returns it to the **Head Teacher Secondary Studies** with relevant documentation e.g medical certificate, funeral notice, court documents etc **the next school day**. The Head Teacher has five school days to respond.



Head Teacher Secondary Studies accepts the reason as valid and informs Classroom Teacher to credit the marks for the task or to grant the extension.

OR

The **Head Teacher Secondary Studies** does not accept the reason and the Appeal Form is passed on to the **Deputy Principal** with a statement from the Classroom Teacher and/or the Head Teacher Secondary Studies outlining the reason for declining the appeal. A committee consisting of the Principal, Stage Advisor and DP make the decision and inform the student and **Head Teacher Secondary Studies** within ten school days from receipt from the **Head Teacher Secondary Studies**.

APPLICATION - ASSESSMENT TASK EXTENSION

Must be submitted a week before the task is due

Student Name: _____

Date task received: _____

Subject: _____

Year: _____

Nature of Application

☐ Extension for assessment task

☐ Change of in-class assessment, test or examination date

Course: _____

Assessment task: _____

Date due: _____

My reasons for an extension or change in date are

Please attach additional paperwork if more space is required.

Student signature

Parent signature

Date

☐ Upheld by HeadTeacher Secondary Studies

☐ Denied by Head Teacher Secondary Studies

Date considered _____

HT Secondary Studies signature _____

Referral to Committee

Date submitted to Committee _____

Reason for denial of student application (**Head Teacher Secondary Studies**)

☐ Upheld by Committee

☐ Denied by Committee

Reason

Date considered _____

Deputy Principal signature _____

Date informed of decision - Student

HT Secondary Studies

Original – DP, Copies to HT Secondary Studies, Classroom teacher and student

APPLICATION – ASSESSMENT TASK APPEAL

Student Name: _____

Date task received: _____

Subject: _____

Year: _____

Nature of Application☐ Appeal against refusal of extension of time. (Where application is made **before** the task is due)☐ Appeal against refusal of additional time. (Where application is made **after** the task is due)☐ Appeal against result of application for consideration of extenuating circumstances.☐ Appeal against the result of a missed in class assessment, test or examination.☐ Other: _____

Course: _____

Assessment task: _____

Date due: _____

Please attach additional paperwork if more space is required.**Student signature** _____**Parent signature** _____**Date** _____☐ Upheld by Head Teacher Secondary Studies☐ Denied by Head Teacher Secondary Studies**Date considered** _____**HT Secondary Studies signature** _____**Referral to Committee**

Date submitted to Committee _____

Reason for denial of student application (**HT Secondary Studies**)

☐ Upheld by Committee☐ Denied by Committee

Reason

Date considered _____**Deputy Principal signature** _____**Date informed of decision - Student****HT Secondary Studies**

Original – DP, Copies to HT Secondary Studies, Classroom teacher and student

'N' DETERMINATION PROCEDURE

Each student is issued with, and signs for, an Assessment Booklet containing the Assessment schedules for all subjects on offer for that academic year at the beginning of Stage 4 courses. A copy is also placed on the school's website. The 'N' award procedure is clearly outlined below and discussed with students at its distribution. Individual assessment tasks will be distributed by the classroom teacher and a copy placed on the school website.

Student has not met course outcomes, applied himself/herself with diligence to set tasks or has not submitted an assessment task on the due date.

Head Teacher Secondary Studies discusses situation with the student and issues an appeal form where appropriate. Discussion takes place regarding the process of submitting the task to meet requirements. Minutes of the meeting are recorded on the Log Sheet in the SICM Monitoring Folder. DP is informed.

NON SUBMISSION OF TASK – FIRST N AWARD IN A SUBJECT

Subject Teacher interviews the student, phones home and completes the first 'N' determination warning – notification is submitted to **Head Teacher Secondary Studies** for processing and Sentral registration. A revised due date, 10 school days from the date of processing, is given for the task to be completed. The notification letter is mailed home to parents and a copy given to the student.

Subject Teacher issues two verbal reminders during this time period which are recorded on the Record of Action (log) sheet and on Sentral entry.

Course requirement is completed in the time period. Sentral records are changed to 'completed'. A zero mark is awarded but course outcomes are satisfied. A zero mark letter is generated by HT Admin and sent home.

Student does not submit task. **Subject Teacher** completes letter of non-compliance to be sent home. Action is recorded on the log sheet. Student returns the slip to acknowledge receipt of the letter.

NON SUBMISSION OF TASK – SECOND N AWARD (in the same subject) (a previous task has not been submitted, not applied with diligence)

Subject Teacher interviews student, phones home and completes second 'N' determination warning. Verbal reminders are recorded and non-compliance letter is sent if required.

Head Teacher Secondary Studies and/or Deputy Principal interviews student and parent/carer. Interview is recorded on the log sheet.

'N' awards remain unresolved for the course. Student is awarded an 'N' determination.

'Student resolves 'N' determinations for the course have been completed.

Student continues with studies.

Principal's Action.

A third 'N' determination letter has been issued or, after 10 days, the student has not complied with the second warning, a referral is made to the Principal. The Principal will arrange a formal meeting with student, parents, DP and HT Admin and determine whether the 'N' determination will stand. A new review date may be set which is 15 days from the time of interview. Failure to meet this deadline will usually result in an 'N' determination for that subject.

'Student resolves 'N' determinations and/or more than 50% of the weighted assessment marks for the course have been completed.

Student continues with studies

Under post compulsory age

Post compulsory age

Repeat the course under a Pathways option

Expulsion from that course or even the school

SAMPLE WARNING LETTER



Manilla Central School
Postal Address: PO Box 187 MANILLA 2346

High School
Wilga Ave MANILLA 2346
Phone: 6785 1184
Fax: 6785 2138

Primary School
Court St MANILLA 2346
Phone: 6785 1599
Fax: 6785 1705



Thursday June 2016

Mr & Mrs
Street
MANILLA
2346

Dear Mr & Mrs

OFFICIAL WARNING – Non-completion of a Stage 5 (Years 9 – 10) Course English

This course is a mandatory for the award of the Record of School Achievement.

Where the non-completion is in a mandatory course, the student will not be eligible for the award of the Record of School Achievement and may not be eligible to enter Preliminary (Year 11) courses. Any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed'. Any elective course not satisfactorily completed will not appear on the student's Record of School Achievement.

Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, the Board requires the principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by the Board; and
- (b) applied him/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

Where students have not met one or more of these requirements by the end of the course, the Principal is required to inform the Board that the student has not satisfactorily completed the course.

is not currently meeting one or more of these requirements. In particular, a, b and c.

Official warning

The Board requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem.

This is the English - N Awards

Total N Awards - official warning we have issued notifying you that is at risk of not completing the above course.

Opportunity to correct the problem

The following tasks or requirements need to be completed by to correct the problem.

| Task Name/Course Requirement/Course Outcome | Percentage Weighting | Date Task Initially Due | Action Required by Student | Date to be Completed by |
|---|----------------------|-------------------------|----------------------------|-------------------------|
| | | | | |

Action by parent/guardian

To support in meeting the course requirements, we request that you discuss this matter with him/her, and encourage and support him/her to carry out the required actions. If you have any questions about this matter, please contact the school.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

Michael Windred

Please detach this section and return to the school

Acknowledgement of Official Warning

I have received the letter dated advising me that is in danger of not meeting the course requirements for English, and am aware that this is the English - 2 N Awards

Total N Awards - 2 official warning.

I am aware that this is a mandatory course. I am aware that any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed', and that the student will not be eligible for the award of the Record of School Achievement, and may not be eligible to enter Preliminary (Year 11) courses.

Parent/Guardian's signature: Date:

Student's signature: Date:



Manilla Central School

Postal Address: PO Box 187 MANILLA 2346

High School
Willga Ave MANILLA 2346
Phone: 6785 1184
Fax: 6785 2138

Primary School
Court St MANILLA 2346
Phone: 6785 1599
Fax: 6785 1705



Wednesday, June 2016
00000949

Miss

MANILLA
2346

Dear Miss

Re: - Year

Re: Zero Mark for Assessment Task

I wish to inform you that of Year has been given a mark of zero in the following task:

I am concerned that this result could affect 's satisfactory completion of this course. You should be aware that failure to complete more than 50% of the assessment weighting means that a student may not complete the course satisfactorily.

Yours sincerely

Miss MELISSA EAGLES

Michael Windred

EXAMINATION INSTRUCTIONS TO CANDIDATES

SCHOOL-BASED TEST PROCEDURES

- All students should ensure they have a copy of the examination timetable
- Students must wear normal school uniform
- The examinations must start on time and it is the students' responsibility to ensure they are not late
- Extra time to complete an examination will not be given to a student who arrives late to an examination without an adequate excuse. The supervisor of the examination will interview the student on his/her arrival. The supervisor will then decide whether that student will be allowed to sit the examination
- Students must not talk once they are in their seats in the examination room.
- There is no sharing of equipment during an exam
- Students may not bring anything to the exam other than equipment allowable for that exam
- No student is allowed to leave the examination room before the end of the time set down for the examination
- Students should make sure that their name is on all answer sheets and should complete "question attempted" sheets where applicable
- During Reading Time no writing is allowed and pens should remain on the desk.
- Supervisors will announce when there is only 5 minutes before the examination is over. On conclusion all writing must cease
- Supervisors will advise on the method for collecting papers in each subject and students may not leave the examination room until directed to do so
- When asked to leave students must do so in an orderly fashion.
- No paper is to be taken from the examination room
- Mobile phones must be turned off and left in their bag or at the front office for the duration of the examination. Inappropriate use of electronic devices will be managed under the school's discipline procedures.

BEHAVIOUR DURING EXAMINATIONS

- Disruptive or rude behaviour will not be tolerated in the examination room.
- Any student who is removed from the examination room runs the risk of earning a zero mark
- Any student known to be cheating will be escorted from the exam with their paper and taken to the Deputy Principal or Principal.
- The Head Teacher Secondary Studies, Classroom teacher and Stage Advisor will be notified

ATTENDANCE DURING EXAMINATIONS

- Attendance rolls will be marked during the examination
- Students must make every effort to attend the examination.
- If an examination has to be missed it is usual to ask the student to provide a medical certificate in the case of illness or a statutory declaration from the parent / carer, signed by a J.P. in the case of a general unforeseen absence.
- It is also important to let the office know of your absence on the morning of the examination.

DISABILITY PROVISIONS POLICY

ADJUSTMENTS TO ASSESSMENT

The *Disability Standards for Education 2005* outline the obligations of education and training providers to make adjustments. These adjustments should ensure that students with disability can access and participate in education on the same basis as their peers:

- Decisions regarding curriculum options, including adjustments, should be made in the context of collaborative curriculum planning.
- Adjustments are actions taken that enable a student with disability to access syllabus outcomes and content on the same basis as their peers.
- These adjustments relate to teaching, learning and assessment from Kindergarten to Year 12.
- The types of adjustments will vary according to the needs of the individual student.

Decisions are made at school level to offer adjustments to students with disability in course work and assessment activities.

ADDITIONAL SUPPORT

Some students may need more support to complete formal assessment items.

This support may be as well as or instead of adjustments, and may involve:

- visual and/or verbal prompts when completing classwork and/or assessments
- physical prompts and/or physical assistance when taking part in an activity
- provision of partial information/responses to assist the student to demonstrate understanding of knowledge, skills or concepts.

SPECIAL 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 a formal assessment items.

NESA may approve disability provisions for assessment items if a student has a permanent or temporary disability that would, in a normal examination situation, prevent him or her from:

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

Principals have the authority to decide on, and to implement, disability provisions for school-based assessment tasks including examinations.

All students are entitled to participate in and progress through the curriculum. Courses based on Life Skills outcomes and content provide options for students with disability in Years 7–10 who cannot access the regular course outcomes, particularly students with an intellectual disability.

Before deciding that a student should access a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This may include a range of adjustments to teaching, learning and assessment activities.

Courses based on Life Skills outcomes are not an appropriate option for students:

- performing below their cohort
- who could be helped with appropriate adjustments and support.

The appropriate timing of the decision to access Life Skills outcomes and content in Years 7–10 will be determined by the needs of the individual student.

All decisions about curriculum options for students with disability should be made through the collaborative curriculum planning process in consultation with medical evidence, parent and student input and career pathway planning.

Students who are accessing Life Skills are not required to complete formal assessment tasks, and thus, are not ranked against NESA standardised grades.

SCHOOL BASED REPORTING

REPORTING TIMELINES

- A school report is issued twice a year for all students.
- For Stage 4, reports are issued at the end of Semester 1 and Semester 2.

YEAR 7 INTERIM REPORTS

- Year 7 students will be issued with an additional Interim report during Term 1, indicating their progress and successful transition to the high school setting.
- For specific subjects, the Interim Report will comment on:
 - Application
 - Book Work
 - Behavioural Conduct

SEMESTER REPORTS

- The Semester Report contains the following information for each subject studied, including:
 - Comment around the Learning Context
 - Indicated Performance Grade against curriculum outcomes
 - Commitment to Learning levels
 - Teacher Comment
- Additionally, whole school performance is also reported against the following areas:
 - Attendance
 - Extracurricular activities

PARENT TEACHER EVENINGS

Parents/carers are provided with the opportunity to seek additional detail around student learning through the parent teacher evenings

Students will be issued with a booking sheet to be returned to secure interview with individual class teachers

LITERACY & NUMERACY INITIATIVE

WHAT IS THE LITERACY & NUMERACY INITIATIVE?

The Literacy & Numeracy Initiative is a Project Based Learning Experience that focuses on the development of students as learners. Students will design, plan, organise, facilitate and evaluate a project focused on facilitating a themed event within the local community.

Through the Project, students will learn softskills, including teamwork and positive communication. The Project also integrates a Literacy Focus on Comprehension and Numeracy Focus on Measurement, mapping student growth against the Learning Progressions.

As a result, students will engage collaboratively with their peers, experiencing the merits of collegiality and teamwork as they collaborate towards success.

ASSESSING THE PROJECT

- Students will engage in peer feedback and self-reflection to evaluate their project's success
- Within the school reports, students will comment on:
 - The achievement of Soft-skill competencies
 - Self-evaluated personal contribution towards the project
 - Challenges faced and overcome
 - Future directions and interests around the Project Based Learning

A GLOSSARY OF KEYWORDS

The following glossary has been developed by the Board of Studies to help students understand the key words used in relation to syllabus outcomes, objectives, performance bands and examination questions. No matter what subject a student is studying the key words have the same meaning. It is advisable that students understand these words as they will better understand the requirements for responses in exams and assessment tasks.

| | |
|--|---|
| 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 (analysis / evaluation). |
| 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. |

A GUIDE TO HARVARD REFERENCING

Citing or documenting the sources used in your research serves three purposes:

- It gives proper credit to the authors of the words or ideas that you incorporated into your assessment.
- It allows those who are reading your work to locate your sources, in order to learn more about the ideas that you include in your paper.
- Citing your sources consistently and accurately helps you avoid committing plagiarism in your writing.

Manilla Central School utilises the Harvard style of referencing:

Harvard Citation Format

If you're interested only in one chapter of some book, you should cite it separately instead of referencing the entire source. Just add "Ch. 4" (or a number you need) at the very end.

Capitalize the document's title (unless it's an article).

Author, A. A., Year of publication. Title of Document. [medium] Name of Organization/Publisher. Available at: <link> [Accessed Day Month Year].

For many authors, list all authors in the order they're mentioned in the source itself. Put 'and' before the final name.

For journal articles, you're going to need volume and issue numbers. Remember that journals' and magazines' titles must be in italics while titles of articles shouldn't be formatted.

Example in Bibliography:

Loms Group Ltd., 2017. Use of Ethical Practices. [online] Loms Group Ltd. Available at: <<http://www.loms.com/111>> [Accessed 8 April 2019].

Example in Text:

According to Kostins (2009), it is crucial to research rare sea species.

Examples

Here are some basic examples of CDU Harvard author-date style. More detailed examples are included throughout this guide, but where no exact example is provided then these general principles should be followed.

Book and eBook:

Author(s) date book title edition (if applicable) publisher
Samuelson, W & Marks, SG 2015, *Managerial economics*, 9th edn., John Wiley & Sons, Inc.

Journal article:

Author(s) date 'Journal article title' Journal Title vol. no. pages
Chuah, S, Hoffmann, R & Lerner, J 2014, 'Chinese values and negotiation behaviour: A bargaining experiment', *International Business Review*, vol. 23, no. 6, pp. 1203-1211.

Web page or individual document from a website:

Author(s) date Web page title web page URL.
Australian Human Rights Commission 2008, *Corporate social responsibility & human rights*, <https://www.humanrights.gov.au/publications/corporate-social-responsibility-human-rights>.

2022 STAGE 4 ASSESSMENT OVERVIEW

| 2022 ASSESSMENT CALENDAR | | | | | | | | | | | |
|--------------------------|---|---|---|---|--|---|---|--|--|--|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Term 1 | | | | | | | <ul style="list-style-type: none">History 1Science 1 | <ul style="list-style-type: none">English 1 | <ul style="list-style-type: none">Lang. 1Maths 1PDHPE 1Ag 1Food 1Ind Tech 1 | <ul style="list-style-type: none">Ag 2 | |
| Term 2 | | | <ul style="list-style-type: none">History 2 | <ul style="list-style-type: none">Vis Art 1Food 2Computing 1 | <ul style="list-style-type: none">Music 1Ag 3Food 3 | Quarantine Revision Week | Half-Yearly Exams: <ul style="list-style-type: none">History 3Maths 2Science 2 | <ul style="list-style-type: none">PDHPE 2Ind Tech 2 | <ul style="list-style-type: none">English 2 | | |
| Term 3 | | | | <ul style="list-style-type: none">Geog 1Vis Art 2 | | <ul style="list-style-type: none">English 3Science 3 | <ul style="list-style-type: none"> | <ul style="list-style-type: none">PDHPE 3Geog 2Music 2 | <ul style="list-style-type: none">Lang 2Maths 3Ag 1Food 1Ind Tech 1 | <ul style="list-style-type: none">Ag 2 | |
| Term 4 | | | | <ul style="list-style-type: none">PDHPE 4Food 2Ind Tech 2Vis Art 3Computing 2 | Yearly Exams: <ul style="list-style-type: none">English 4Geog 3Maths 4Music 3Science 4Ag 3Food 3 | | | | | | |

ENGLISH

STAGE 4 ENGLISH ASSESSMENT OUTLINE 2022

| Component | Nature of assessment | Outcomes to be assessed | Weighting of task | Due date |
|-----------|-----------------------------|--|-------------------|------------------|
| Task 1 | Creative Writing | <ul style="list-style-type: none"> • EN4-1A • EN4-3B • EN4-4B • EN4-5C | 20% | Term 1 Week 8 |
| Task 2 | Responding to Poetry | <ul style="list-style-type: none"> • EN4-1A • EN4-3B • EN4-6C • EN4-7D | 20% | Term 2 Week 9 |
| Task 3 | Presentation and Reflection | <ul style="list-style-type: none"> • EN4-2A • EN4-3B • EN4-4B • EN4-8D • EN4-9E | 30% | Term 3 Week 6 |
| Task 4 | Yearly Examination | <ul style="list-style-type: none"> • EN4-1A • EN4-4B • EN4-5C • EN4-7D | 30% | Term 4 Week 5 |

NESA English Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10>

STAGE 4 ENGLISH
SCHOOL-BASED REPORTING 2022

| Component | Nature of Assessment | Due Date | Weighting of task |
|----------------------|---|------------------------------------|-------------------|
| Formal Assessment | <ul style="list-style-type: none"> Task 1: Creative Writing (20%) Task 2: Responding to Poetry (20%) Task 3: Presentation and Reflection (30%) Task 4: Yearly Examination (30%) | As per Stage 4 Assessment Schedule | 50% |
| Formative Assessment | Responses to class text (25%) | Semester 1 | 50% |
| | Research Tasks (25%) | Semester 1 | |
| | Descriptive Tasks (25%) | Semester 2 | |
| | Visual Tasks (25%) | Semester 2 | |
| TOTAL | | | 100% |

NESA English Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10>

Stage 4 English Scope and Sequence

2022

| | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | 11 | |
|--------|------------|--|--------|--|--------|---|--|--|---|--|---------|----|--|
| Term 1 | Year 7/8 | Close Study of Text: Different People, Different Cultures (8 weeks) <i>EN4-1A, EN4-2A, EN4-3B, EN5-7D, EN4-8D, EN4-9E</i> | | | | | | | | Writing and Speaking (4 weeks) EN4-3B, EN4-4B | | | |
| | Assessment | | | | | | | | Creative Writing (20%) <i>EN4-1A, EN4-3B, EN4-4B, EN4-5C</i> | | | | |
| | | | | | | | | | | | | | |
| Term 2 | Year 7/8 | Writing and Speaking (4 weeks) EN4-3B, EN4-4B | | Poetry from Around the World (5 weeks) EN4-1A. EN4-3B, EN4-6C, EN4-7D | | | | | Short Stories (3 weeks) EN4-1A, EN4-3B, EN4-5C, EN4-7D | | | | |
| | Assessment | | | | | | | | Responding to Poetry (20%) <i>EN4-1A, EN4-3B, EN4-6C, EN4-7D</i> | | | | |
| | | | | | | | | | | | | | |
| Term 3 | Year 7/8 | Shakespearean Drama – Introduction to Shakespeare (6 weeks) EN4-1A, EN4-2A, EN4-3B, EN4-4B, EN4-8D, EN4-9E | | | | | | Genre Study: Fantasy (8 weeks) EN4-4B, EN4-6C, EN4-7D, EN4-8D | | | | | |
| | Assessment | | | | | | Presentation and Reflection (30%) <i>EN4-2A, EN4-4B, EN4-8D, EN4-9E</i> | | | | | | |
| | | | | | | | | | | | | | |
| Term 4 | Year 7/8 | Genre Study: Fantasy (8 weeks) EN4-4B, EN4-6C, EN4-7D, EN4-8D | | | | Nature Under Threat – Picture Books (7 weeks) EN4-1A, EN4-2A, EN4-5C, EN4-7D | | | | | | | |
| | Assessment | | | | | Yearly Exam (30%) <i>EN4-1A, EN4-3B, EN4-4B, EN4-5C, EN4-7D</i> | | | | | | | |
| | | | | | | | | | | | | | |

GEOGRAPHY

STAGE 4 GEOGRAPHY ASSESSMENT OUTLINE 2022

| Component | Nature of assessment | Outcomes to be assessed | Weighting of task | Due date |
|-----------|----------------------|--|-------------------|------------------|
| Task 1 | Skills Test | <ul style="list-style-type: none"> • GE4-1 • GE4-2 • GE4-7 | 25% | Term 3 Week 4 |
| Task 2 | Research Task | <ul style="list-style-type: none"> • GE4-1 • GE4-7 • GE4-8 | 35% | Term 3 Week 8 |
| Task 3 | Yearly Examination | <ul style="list-style-type: none"> • GE4-3 • GE4-4 • GE4-5 • GE4-8 | 40% | Term 4 Week 5 |

NESA HSIE Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie>

| STAGE 4 GEOGRAPHY SCHOOL-BASED REPORTING 2022 | | | |
|--|--|------------------------------------|-------------------|
| Component | Nature of Assessment | Due Date | Weighting of task |
| Formal Assessment | <ul style="list-style-type: none"> Task 1: Skills Test (25%) Task 2 Research Task (35%) Task 3 Yearly Examination (40%) | As per Stage 4 Assessment Schedule | 50% |
| Formative Assessment | Class Tasks (25%) | Semester 2 | 50% |
| | Geographical Skills (25%) | Semester 2 | |
| TOTAL | | | 100% |

NESA HSIE Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie>

Stage 4 Geography Scope and Sequence

2022

| | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|------------|---|--------|--------|--|---|--------|--------|---|--------|---------|---------|
| Term 3 | Year 7/8 | Landscapes and Landforms <i>GE4-1, GE4-2, GE4-4, GE4-5, GE4-7, GE4-8</i> | | | | | | | | | | |
| | Assessment | | | | Skills Test GE4-1, GE4-2, GE4-7 | | | | Research Task <i>GE4-1, GE4-7, GE4-8</i> | | | |
| | | | | | | | | | | | | |
| Term 4 | Year 7/8 | Interconnections <i>GE4-2, GE4-3, GE4-4, GE4-5, GE4- 7</i> | | | | | | | | | | |
| | Assessment | | | | | Yearly Exam GE4-3, GE4-4, GE4-5, GE4-8 | | | | | | |

NESA HSIE Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie>

HISTORY

STAGE 4 HISTORY ASSESSMENT OUTLINE 2022

| Component | Nature of assessment | Outcomes to be assessed | Weighting of task | Due date |
|-----------|---------------------------|--|-------------------|------------------|
| Task 1 | Research Task: Multimedia | <ul style="list-style-type: none"> • HT4-3 • HT4-8 • HT4-10 | 30% | Term 1 Week 7 |
| Task 2 | Source Test | <ul style="list-style-type: none"> • HT4-4 • HT4-5 • HT4-7 | 30% | Term 2 Week 3 |
| Task 3 | Half-Yearly Examination | <ul style="list-style-type: none"> • HT4-2 • HT4-4 • HT4-6 | 40% | Term 2 Week 7 |

NESA HSIE Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie>

| STAGE 4 HISTORY SCHOOL-BASED REPORTING 2022 | | | |
|--|---|------------------------------------|-------------------|
| Component | Nature of Assessment | Due Date | Weighting of task |
| Formal Assessment | <ul style="list-style-type: none"> Task 1: Research Task: Multimedia (30%) Task 2: Source Test (30%) Task 3: Half-Yearly Examination (40%) | As per Stage 4 Assessment Schedule | 50% |
| Formative Assessment | Class Tasks (25%) | Semester 1 | 50% |
| | Research Tasks (25%) | Semester 1 | |
| TOTAL | | | 100% |

NESA HSIE Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie>

Stage 4 History Scope and Sequence

2022

| | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|------------|---|--------|--------|--|--------|---|---|--------|--------|---------|---------|
| Term 1 | Year 7/8 | Depth Study 1: Investigating the Ancient Past | | | Depth Study 4: The Western and Islamic World - Medieval Europe | | | | | | | |
| | | HT4-1, HT4-5, HT4-6, HT4-8, HT4-9, HT4-10 | | | HT4-3, HT4-5, HT4-7, HT4-8, HT4-9, HT4-10 | | | | | | | |
| | Assessment | | | | | | | Research Task HT4-3, HT4-8, HT4-10 | | | | |
| | | | | | | | | | | | | |
| Term 2 | Year 7/8 | Depth Study 6: Expanding Contacts – Aboriginal and Indigenous Peoples, Colonisation and Contact History | | | | | Depth Study 5: The Asia-Pacific World – Japan under the Shoguns | | | | | |
| | | HT4-2, HT4-3, HT4-4, HT4-6, HT4-7, HT4-10 | | | | | HT4-2, HT4-4, HT4-7, HT4-9, HT4-10 | | | | | |
| | Assessment | | | | Source Test HT4-4, HT4-5, HT4-7 | | | Half-Yearly Exam HT4-2, HT4-4, HT4-6 | | | | |
| | | | | | | | | | | | | |

NESA HSIE Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie>

| STAGE 4 JAPANESE ASSESSMENT OUTLINE 2022 | | | | |
|---|----------------------|--|-------------------|------------------|
| Component | Nature of assessment | Outcomes to be assessed | Weighting of task | Due date |
| Task 1 | Project | <ul style="list-style-type: none"> • LJA4-1C • LJA4-3C • LJA4-4C • LJA4-7U | 50% | Term 1 Week 9 |
| Task 2 | Research Task | <ul style="list-style-type: none"> • LJA4-1C • LJA4-3C • LJA4-7U | 50% | Term 3 Week 9 |

NESA Language syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/french-k-10-2018>

**STAGE 4 JAPANESE
SCHOOL-BASED REPORTING 2022**

| Component | Nature of Assessment | Due Date | Weighting of task |
|----------------------|--|------------------------------------|-------------------|
| Formal Assessment | <ul style="list-style-type: none">Task 1: Language Project (50%)Task 2: Research Task (50%) | As per Stage 4 Assessment Schedule | 50% |
| Formative Assessment | Class Tasks (10%) | Semester 1 | 50% |
| | Speaking and Listening Tasks (15%) | | |
| | Class Tasks (10%) | Semester 2 | |
| | Speaking and Listening Tasks (15%) | | |
| TOTAL | | | 100% |

NESA Language syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/french-k-10-2018>

Stage 4 Japanese Scope and Sequence

2022

| | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|------------|--|--------|--------|--------|--------|--------|--------|--------|--|---------|---------|
| Term 1 | Year 7/8 | About me, about you: Introduction the Japanese Language and Culture <i>LJA4-1C, LJA4-2C, LJA4-4C, LJA4-5U, LJA4-8U, LJA4-9U</i> | | | | | | | | | | |
| | Assessment | | | | | | | | | Language Project LJA4-1C, LJA4-3C, LJA4-4C, LJA4-7U | | |
| | | | | | | | | | | | | |
| Term 2 | Year 7/8 | Eating and Drinking & School Life <i>LJA4-2C, LJA4-4C, LJA4-5U, LJA4-6U, LJA4-7U, LJA4-9U</i> | | | | | | | | | | |
| | Assessment | | | | | | | | | | | |
| | | | | | | | | | | | | |
| Term 3 | Year 7/8 | Holidays and Sightseeing <i>LJA4-1C, LJA4-2C, LJA4-3C, LJA4-4C, LJA4-6U, LJA4-7U, LJA4-9U</i> | | | | | | | | | | |
| | Assessment | | | | | | | | | Research Task LJA4-1C, LJA4-3C, LJA4-7U | | |
| | | | | | | | | | | | | |
| Term 4 | Year 7/8 | Entertainment: What do we do for fun? <i>LJA4-1C, LJA4-2C, LJA4-3C, LJA4-8U, LJA4-9U</i> | | | | | | | | | | |
| | Assessment | | | | | | | | | | | |

NESA Language syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/french-k-10-2018>

MATHEMATICS

STAGE 4 MATHEMATICS ASSESSMENT OUTLINE 2022

| Component | Nature of assessment | Outcomes to be assessed | Weighting of task | Due date |
|------------------------------------|----------------------|---|-------------------|------------------|
| Task 1 Number and Algebra Task | Written task | <ul style="list-style-type: none"> MA4-1WM MA4-2WM MA4-4NA MA4-8NA MA4-10NA | 25% | Term 1 Week 9 |
| Task 2 Semester 1 Examination | Formal examination | Outcomes to be advised when task is given to students | 25% | Term 2 Week 7 |
| Task 3 Outdoor Planning Project | Written task | <ul style="list-style-type: none"> MA4-1WM MA4-2WM MA4-3WM MA4-12MG MA4-13MG MA4-14MG | 25% | Term 3 Week 9 |
| Task 4 Semester 2 Examination | Formal examination | Outcomes to be advised when task is given to students | 25% | Term 4 Week 5 |

NESA Mathematics syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/mathematics-k-10>

STAGE 4 MATHEMATICS
SCHOOL-BASED REPORTING 2022

| Component | Nature of Assessment | Due Date | Weighting of task |
|----------------------|---|------------------------------------|-------------------|
| Formal Assessment | <ul style="list-style-type: none">Task 1: Number and Algebra (25%)Task 2: Semester 1 Examination (25%)Task 3: Outdoor Planning Project (25%)Task 4: Semester 2 Examination (25%) | As per Stage 4 Assessment Schedule | 50% |
| Formative Assessment | Class work (30%) | Each semester | 50% |
| | Class Participation (10%) | | |
| | Class bookwork/homework (10%) | | |
| TOTAL | | | 100% |

NESA Mathematics syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/mathematics-k-10>

Stage 4 Mathematics Scope and Sequence

2022

| | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | 11 |
|--------|------------|--|---|--------|---|--|--------|--|--|---|---------|----|
| Term 1 | Year 7/8 | Computation with positive integers (3 weeks) MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA | | | Computation positive and negative integers (3 weeks) MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA | | | Algebra Techniques (5 weeks) MA4-1WM, MA4-3WM, MA3-8NA, MA4-8NA | | | | |
| | Assessment | | | | | | | | | Number and Algebra (25%) MA4-1WM MA4-2WM MA4-4NA MA4-8NA MA4-10NA | | |
| | | | | | | | | | | | | |
| Term 2 | Year 7/8 | Algebra Techniques | Measurement – length, perimeter and area (3 weeks) MA4-1WM, MA4-2WM, MA3-9MG, MA3-10MG, MA4-12MG, MA4-13MG | | | Financial mathematics and understanding fractions, decimals and percentages (6 weeks) MA4-1WM, MA4-2WM, MA4-3WM, MA4-5NA, MA4-6NA | | | | | | |
| | Assessment | | | | | | | Half-Yearly Exam (25%) | | | | |
| | | | | | | | | | | | | |
| Term 3 | Year 7/8 | Patterns and Linear Relationships (4 weeks) MA4-1WM, MA4-3WM, MA4-11NA | | | Measurement – volume and capacity (4 weeks) MA4-1WM, MA4-2WM, MA3-11MG, MA4-13MG, MA4-14MG | | | | Geometry (5 weeks) MA4-1WM, MA4-2WM, MA3-16MG, MA4-17MG, MA4-18MG | | | |
| | Assessment | | | | | | | | | Outdoor Planning Project (25%) MA4-1WM MA4-2WM MA4-3WM MA4-12MG MA4-13MG MA4-14MG | | |
| | | | | | | | | | | | | |
| Term 4 | Year 7/8 | Geometry | | | Equations (4 weeks) MA4-1WM, MA4-2WM, MA4-3WM, MA4-8NA, MA4-10NA | | | | Indices and Pythagoras Theorem (4 weeks) MA4-1WM, MA4-2WM, MA4-3WM, MA4-9NA, MA4-16MG | | | |
| | Assessment | | | | | Yearly Exam (25%) | | | | | | |

MUSIC

| STAGE 4 MUSIC ASSESSMENT OUTLINE 2022 | | | | |
|--|----------------------|--|-------------------|----------------------|
| Component | Nature of assessment | Outcomes to be assessed | Weighting of task | Due date |
| Task 1 | Composition | <ul style="list-style-type: none"> • 4.4 • 4.5 • 4.6 | 30% | Term 2 Week 5 |
| Task 2 | Performance | <ul style="list-style-type: none"> • 4.1 • 4.2 • 4.3 • 4.9 | 40% | Term 3 Weeks 8-10 |
| Task 3 | Aural | <ul style="list-style-type: none"> • 4.7 • 4.8 • 4.10 • 4.11 • 4.12 | 30% | Term 4 Week 5 |

NESA Music Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts>

STAGE 4 MUSIC
SCHOOL-BASED REPORTING 2022

| Component | Nature of Assessment | Due Date | Weighting of task |
|----------------------|---|------------------------------------|-------------------|
| Formal Assessment | <ul style="list-style-type: none"> Task 1: Composition (30%) Task 2: Performance (40%) Task 3: Aural (30%) | As per Stage 4 Assessment Schedule | 50% |
| Formative Assessment | Completion of Class tasks (30%) | Each Semester | 50% |
| | Participation (20%) | Each Semester | |
| TOTAL | | | 100% |

NESA Music Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts>

Stage 4 MUSIC Scope and Sequence

2022

| | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|------------|---|--------|--------|--------|--|--|--------|---|--------|---------|---------|
| Term 1 | Year 7/8 | Ukulele and/or keyboard | | | | | | | | | | |
| | | Concepts of Music – Overview – Pitch, Duration, Structure, Tone Colour, Texture, Dynamics and Expressive Techniques | | | | | Concepts of Music – structure, duration, pitch, tone colour | | | | | |
| | Assessment | | | | | | | | | | | |
| | | | | | | | | | | | | |
| Term 2 | Year 7/8 | Progressive Rock | | | | | | | | | | |
| | | Concepts of Music – Dynamics & Expressive Techniques | | | | | Concepts of Music – structure, tone colour, technology, D&ET, pitch | | | | | |
| | Assessment | | | | | Composition (30%) 4.4; 4.5; 4.6 | | | | | | |
| | | | | | | | | | | | | |
| Term 3 | Year 7/8 | Different styles of Rock Music – Folk Protest Music | | | | | | | | | | |
| | | Concepts of Music – structure, tone colour, technology, D&ET, duration, pitch | | | | | Concepts of Music – structure, tone colour, technology, duration, D&ET, pitch, texture | | | | | |
| | Assessment | | | | | | | | Performance (40%) 4.1; 4.2; 4.3; 4.9 | | | |
| | | | | | | | | | | | | |
| Term 4 | Year 7/8 | Ukulele and/or keyboard | | | | | | | | | | |
| | | Concepts of Music – structure, tone colour, technology, D&ET, duration, pitch, texture | | | | | Concepts of Music – structure, tone colour, technology, D&ET, duration, pitch, texture | | | | | |
| | Assessment | | | | | Aural exam (30%) 4.7; 4.8; 4.10; 4.11; 4.12 | | | | | | |
| | | | | | | | | | | | | |

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)

STAGE 4 PDHPE ASSESSMENT OUTLINE 2022

| Component | Nature of assessment | Outcomes to be assessed | Weighting of task | Due date |
|---|----------------------|--|-------------------|------------------|
| Task 1 – Who am I in my world? | Story Design | <ul style="list-style-type: none"> • PD4-1 • PD4-2 • PD4-10 | 30% | Term 1 Week 9 |
| Task 2 – Street Smart and Savvy | Board Game | <ul style="list-style-type: none"> • PD4-6 • PD4-7 • PD4-9 | 20% | Term 2 Week 8 |
| Task 3 – Understanding Cultural Differences | Practical Journal | <ul style="list-style-type: none"> • PD4-3 • PD4-4 • PD4-8 | 20% | Term 3 Week 8 |
| Task 4 – Gym Fun | Practical Assessment | <ul style="list-style-type: none"> • PD4-4 • PD4-5 • PD4-11 | 30% | Term 4 Week 4 |

NESA PDHPE Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe>

STAGE 4 PDHPE

SCHOOL-BASED REPORTING 2022

| Component | Nature of Assessment | Due Date | Weighting of task |
|----------------------|--|------------------------------------|-------------------|
| Formal Assessment | <ul style="list-style-type: none">Task 1 – Story Design (30%)Task 2 – Board Game (20%)Task 3 – Practical Journal (20%)Task 4 – Practical Assessment (30%) | As per Stage 4 Assessment Schedule | 50% |
| Formative Assessment | Class Tasks (20%) | Each Semester | 50% |
| | Practical Lessons (20%) | | |
| | Overall Participation (10%) | | |
| TOTAL | | | 100% |

NESA PDHPE Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe>

Stage 4 PDHPE Scope and Sequence

2022

| | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | 11 |
|--------|------------|--|--------|--------|---|---|--------|--------|--|---|---------|----|
| Term 1 | Year 7/8 | Who am I in my world? (10 weeks) <i>PD4-1, PD4-2, PD4-3, PD4-9, PD4-10</i> | | | | | | | | | | |
| | | Team Challenges (10 weeks) <i>PD4-4, PD4-5, PD4-1</i> | | | | | | | | | | |
| | Assessment | | | | | | | | | Story Design (30%) <i>PD4-1, PD4-4, PD4-10</i> | | |
| | | | | | | | | | | | | |
| Term 2 | Year 7/8 | Street Smart and Savvy (10 weeks) <i>PD4-6, PD4-7, PD4-9</i> | | | | | | | | | | |
| | | Run, Jump, Throw (5 weeks) <i>PD 4-4, PD4-5, PD4-8, PD4-11</i> | | | | | | | | | | |
| | Assessment | | | | | | | | Board Game (20%) <i>PD4-6, PD4-7, PD4-9</i> | | | |
| | | | | | | | | | | | | |
| Term 3 | Year 7/8 | Understanding Cultural Differences (10 weeks) <i>PD4-1, PD4-3, PD4-4, PD4-8, PD4-10</i> | | | | | | | | | | |
| | | | | | | Operation Invasion (6 weeks) <i>PD4-4, PD4-5, PD4-11</i> | | | | | | |
| | Assessment | | | | | | | | Body Journal (20%) <i>PD4-3, PD4-4, PD4-8</i> | | | |
| | | | | | | | | | | | | |
| Term 4 | Year 7/8 | Gym Fun (4 weeks) <i>PD4-4, PD4-5, PD4-11</i> | | | | Summer Fun (7 weeks) <i>PD4-2, PD4-6, PD4-7, PD4-8</i> | | | | | | |
| | | Gymnastics <i>PD4-4, PD4-5, PD4-11</i> | | | | First Aid, Water and Road Safety (7 weeks) <i>PD4-2, PD4-6, PD4-7, PD4-8</i> | | | | | | |
| | Assessment | | | | Practical Assessment (30%) <i>PD4-4, PD4-5, PD4-11</i> | | | | | | | |
| | | | | | | | | | | | | |

SCIENCE

| STAGE 4 SCIENCE ASSESSMENT OUTLINE 2022 | | | | |
|--|--------------------------|---|-------------------|------------------|
| Component | Nature of assessment | Outcomes to be assessed | Weighting of task | Due date |
| Task 1 | Practical Portfolio | <ul style="list-style-type: none"> • SC4-6WS • SC4-7WS • SC4-9WS | 20% | Term 1 Week 7 |
| Task 2 | Half Yearly Examination | <ul style="list-style-type: none"> • SC4-14LW • SC4-16CW • SC4-9WS | 20% | Term 2 Week 7 |
| Task 3 | Student Research Project | <ul style="list-style-type: none"> • SC4-10PW • SC4-11PW • SC4-WS all outcomes | 30% | Term 3 Week 6 |
| Task 4 | Yearly Examination | <ul style="list-style-type: none"> • SC4-9WS • SC4-10PW • SC4-11PW • SC4-14LW • SC4-15LW | 30% | Term 4 Week 5 |

NESA Science Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science/science-7-10-2018>

STAGE 4 SCIENCE
SCHOOL-BASED REPORTING 2022

| Component | Nature of Assessment | Due Date | Weighting of task |
|----------------------|---|------------------------------------|-------------------|
| Formal Assessment | <ul style="list-style-type: none"> Task 1: Practical Portfolio (30%) Task 2: Half-Yearly Examination (20%) Task 3: SRP (30%) Task 4: Yearly Examination (20%) | As per Stage 4 Assessment Schedule | 50% |
| Formative Assessment | Participation in Practical Work (50%) | Semesterly | 50% |
| | Bookmarking (50%) | Semesterly | |
| TOTAL | | | 100% |

NESA Science Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science/science-7-10-2018>

Stage 4 Science Scope and Sequence

2022

| | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|------------|---|--|--------|--|---|---|--|--|--------|---------|---------|
| Term 1 | Year 7/8 | Introduction to Science Skills (4 weeks) <i>(SC4-WS outcomes)</i> | | | | Living Things and Plants (6 weeks) <i>SC4-WS4, WS7.1, SC4-14LW (SCLS-22CW)</i> | | | | | | |
| | Assessment | | | | | | | 7/8 Practical Portfolio 20% <i>SC4-6WS, SC4-7WS, SC4-9WS</i> | | | | |
| | | | | | | | | | | | | |
| Term 2 | Year 7/8 | Particles and Mixtures (7 weeks) <i>SC4-WS6, SC4-16CW (SCLS-22CW)</i> | | | | | | | Forces (5 weeks) <i>SC4-10PW, SC4-11PW (SCLS4-12PW)</i> | | | |
| | Assessment | | | | | | | 7 - 10 Exams 20% <i>SC4-14LW, SC4-16CW, SC4-9WS</i> | | | | |
| | | | | | | | | | | | | |
| Term 3 | Year 7/8 | Forces (5 weeks) <i>SC4-10PW, SC4-11PW</i> | Growth and Development (7 weeks) <i>SC4-14LW, SC4-15LW, SC4-WS9 (SCLS-18LW)</i> | | | | | | | | | |
| | Assessment | | | | | | 7/8 SRP 30% <i>SC4-10PW, SC4-11PW, SC4-WS all outcomes</i> | | | | | |
| | | | | | | | | | | | | |
| Term 4 | Year 7/8 | Chemicals at Home (6 weeks) <i>SC4-16CW, SC4-17CW (SCLS-22CW, SCLS-23CW)</i> | | | | | | Space (5 weeks) <i>SC4-12ES, SC4-WS7.2, SC4-WS8 (SCLS-14ES)</i> | | | | |
| | Assessment | | | | VALID8 External Testing <i>SC4 outcomes</i> | 7 - 10 Exams 30% <i>SC4-9WS, SC4-10PW, SC4-11PW, SC4-14LW, SC4-15LW</i> | | | | | | |
| | | | | | | | | | | | | |

NESA Science Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science/science-7-10-2018>

TECHNOLOGY MANDATORY: AGRICULTURE

| STAGE 4 AGRICULTURE ASSESSMENT OUTLINE 2022 | | | | |
|--|--|--|-------------------|------------------------------|
| Component | Nature of assessment | Outcomes to be assessed | Weighting of task | Due date |
| Task 1 Practical Assessment | Student will demonstrate practical skills learnt throughout the course with regards to Poultry and Vegetable production | <ul style="list-style-type: none"> • TE4-2DP • TE4-3DP • TE4-5AG | 25% | Term 1 and Term 3 Week 9 |
| Task 2 Design Folio | Students will maintain a folio of their vegetable production throughout the semester including; garden design, requirements, ongoing maintenance and harvesting records. | <ul style="list-style-type: none"> • TE4-1DP • TE4-2DP • TE4-3DP • TE4-5AG | 25% | Term 1 and Term 3 Week 10 |
| Task 3 Research task | Research the legal and ethical requirements of raising chickens: Caged eggs vs Free range eggs | <ul style="list-style-type: none"> • TE4-1DP • TE4-2DP • TE4-3DP • TE4-5AG | 25% | Term 2 and Term 4 Week 5 |
| Task 4 Practical Observations | Students will be assessed on their participation, initiative and efforts of the practical aspects of the course. | <ul style="list-style-type: none"> • TE4-1DP • TE4-6FO • TE4-10TS | 25% | Ongoing |

NESA Technology Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies>

STAGE 4 AGRICULTURE
SCHOOL-BASED REPORTING 2022

| Component | Nature of Assessment | Due Date | Weighting of task |
|----------------------|---|------------------------------------|-------------------|
| Formal Assessment | <ul style="list-style-type: none"> Task 1: Practical Assessment (25%) Task 2: Design Folio (25%) Task 3: Research Task (25%) Task 4: Practical Observations (25%) | As per Stage 4 Assessment Schedule | 50% |
| Formative Assessment | Participation in Practical Work (25%) | Semesterly | 50% |
| | Completion of Theory Activities (25%) | Semesterly | |
| TOTAL | | | 100% |

NESA Technology Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies>

Stage 4 Agriculture Scope and Sequence 2022

| | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|------------|---|--------|--------|--------|---|--------|--------|--------|--|---|---------|
| Term 1 | Year 7/8 | Agriculture and Food Technologies: Chicken and Vege (20 weeks) <i>TE4-1D, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO, TE4-10TS</i> | | | | | | | | | | |
| | Assessment | | | | | | | | | <i>Practical (25%) TE4-2DP TE4-3DP TE4-5AG</i> | <i>Design Folio (25%) TE4-1DP TE4-2DP TE4-3DP TE4-5AG</i> | |
| | | | | | | | | | | | | |
| Term 2 | Year 7/8 | Agriculture and Food Technologies: Chicken and Vege (20 weeks) <i>TE4-1D, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO, TE4-10TS</i> | | | | | | | | | | |
| | Assessment | | | | | Research Task (25%) <i>TE4-1DP TE4-2DP TE4-3DP TE4-5AG</i> | | | | | | |
| | | Practical Observations (25%) | | | | | | | | | | |
| | | <i>TE4-1DP, TE4-6FO, TE4-10TS</i> | | | | | | | | | | |
| | | | | | | | | | | | | |
| Term 3 | Year 7/8 | Agriculture and Food Technologies: Chicken and Vege (21 weeks) <i>TE4-1D, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO, TE4-10TS</i> | | | | | | | | | | |
| | Assessment | | | | | | | | | <i>Practical (25%) TE4-2DP TE4-3DP TE4-5AG</i> | <i>Design Folio (25%) TE4-1DP TE4-2DP TE4-3DP TE4-5AG</i> | |
| | | | | | | | | | | | | |
| Term 4 | Year 7/8 | Agriculture and Food Technologies: Chicken and Vege (21 weeks) <i>TE4-1D, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO, TE4-10TS</i> | | | | | | | | | | |
| | Assessment | | | | | Research Task (25%) <i>TE4-1DP TE4-2DP TE4-3DP TE4-5AG</i> | | | | | | |
| | | Practical Observations (25%) | | | | | | | | | | |
| | | <i>TE4-1DP, TE4-6FO, TE4-10TS</i> | | | | | | | | | | |

TECHNOLOGY MANDATORY: COMPUTING STUDIES

STAGE 4 COMPUTING STUDIES ASSESSMENT OUTLINE 2022

| Component | Nature of assessment | Outcomes to be assessed | Weighting of task | Due date |
|------------------------------------|----------------------|--|-------------------|------------------|
| Task 1 Digital Citizen Task | Project Task | <ul style="list-style-type: none"> TE4-10TS | 50% | Term 2 Week 4 |
| Task 2 Multimedia/Graphics Task | Portfolio Task | <ul style="list-style-type: none"> TE4-1DP TE4-2DP | 50% | Term 4 Week 4 |

NESA Technology Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies>

STAGE 4 COMPUTING STUDIES
SCHOOL-BASED REPORTING 2022

| Component | Nature of Assessment | Due Date | Weighting of task |
|----------------------|--|------------------------------------|-------------------|
| Formal Assessment | <ul style="list-style-type: none"> Task 1: Digital Citizen Task (50%) Task 2: Multimedia/Graphics Task (50%) | As per Stage 4 Assessment Schedule | 50% |
| Formative Assessment | Completion of Class Tasks (30%) | Semesterly | 50% |
| | Participation in Activities (20%) | Semesterly | |
| TOTAL | | | 100% |

NESA Technology Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies>

Stage 4 Computing Studies Scope and Sequence

2022

| | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|--------|------------|---|--------|--------|--|--------|--------|--------|--------|--------|---------|---------|
| Term 1 | Year 7/8 | Digital Citizen (20 weeks) <i>TE4-10TS</i> | | | | | | | | | | |
| | Assessment | | | | | | | | | | | |
| | | | | | | | | | | | | |
| Term 2 | Year 7/8 | Digital Citizen (20 weeks) <i>TE4-10TS</i> | | | | | | | | | | |
| | Assessment | | | | Project (50%) TE4-10TS | | | | | | | |
| | | | | | | | | | | | | |
| Term 3 | Year 7/8 | Graphics and Multimedia (21 weeks) <i>TE4-1DP, TE4-2DP</i> | | | | | | | | | | |
| | Assessment | | | | | | | | | | | |
| | | | | | | | | | | | | |
| Term 4 | Year 7/8 | Graphics and Multimedia (21 weeks) <i>TE4-1DP, TE4-2DP</i> | | | | | | | | | | |
| | Assessment | | | | Portfolio (50%) <i>TE4-1DP</i> <i>TE4-2DP</i> | | | | | | | |
| | | | | | | | | | | | | |

NESA Technology Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies>

TECHNOLOGY MANDATORY: FOOD TECHNOLOGY

| STAGE 4 TECHNOLOGY MANDATORY: FOOD ASSESSMENT SCHEDULE 2022 | | | | |
|--|----------------------|-------------------------|-------------------|--------------------|
| Component | Nature of assessment | Outcomes to be assessed | Weighting of task | Due date |
| Task 1 Agricultural research task | Research questions | TE4-5AG | 25% | Term 1/3 Week 9 |
| Task 2 Practical assessment | Practical assessment | TE4-2DP | 25% | Term 2/4 Week 4 |
| Task 3 Design folio | Design folio | TE4-1DP, TE4-6FO | 50% | Term 2/4 Week 5 |

NESA Technology Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies>

STAGE 4 TECHNOLOGY MANDATORY: FOOD
SCHOOL-BASED REPORTING 2022

| Component | Nature of Assessment | Due Date | Weighting of task |
|----------------------|---|------------------------------------|-------------------|
| Formal Assessment | <ul style="list-style-type: none"> Task 1: Research Task (25%) Task 2: Practical Task (25%) Task 3: Design Folio (50%) | As per Stage 4 Assessment Schedule | 50% |
| Formative Assessment | Practical Participation (100%) | Weekly | 50% |
| TOTAL | | | 100% |

NESA Technology Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies>

| Stage 4 Technology Mandatory: Food | | | | | | | | | | |
|------------------------------------|------------|---|--------|---|---|--------|--------|--------|--|---------|
| 2022 | | | | | | | | | | |
| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| SEMESTER ONE: | | | | | | | | | | |
| Term 1 | Food | Paddock to Plate - Poultry (20 weeks) <i>TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO</i> | | | | | | | | |
| | Assessment | | | | | | | | Research Task (25%) <i>TE4-5AG</i> | |
| SEMESTER TWO: | | | | | | | | | | |
| Term 2 | Food | Paddock to Plate - Poultry (20 weeks) <i>TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO</i> | | | | | | | | |
| | Assessment | | | Practical Task (25%) <i>TE4-2DP</i> | Design Folio (25%) <i>TE4-1DP,TE4-6FO</i> | | | | | |
| SEMESTER TWO: | | | | | | | | | | |
| Term 3 | Food | Paddock to Plate - Poultry (20 weeks) <i>TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO</i> | | | | | | | | |
| | Assessment | | | | | | | | Research Task (25%) <i>TE4-5AG</i> | |
| SEMESTER TWO: | | | | | | | | | | |
| Term 4 | Food | Paddock to Plate - Poultry (20 weeks) <i>TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO</i> | | | | | | | | |
| | Assessment | | | Practical Task (25%) <i>TE4-2DP</i> | Design Folio (25%) <i>TE4-1DP,TE4-6FO</i> | | | | | |

NESA Technology Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies>

TECHNOLOGY MANDATORY: INDUSTRIAL TECHNOLOGY

| STAGE 4 TECHNOLOGY MANDATORY: INDUSTRIAL ASSESSMENT OUTLINE 2022 | | | | |
|--|--------------------------------------|---------------------------|-------------------|------------------|
| Component | Nature of assessment | Outcomes to be assessed | Weighting of task | Due date |
| SEMESTER ONE | | | | |
| Task 1 | Teacher Observation | TE4-3DP, TE4-9MA | 20% | Ongoing |
| Task 2 | Practical Project | TE4-1DP, TE4-2DP, TE4-8EN | 40% | Term 1 Week 9 |
| Task 3 | Design Portfolio & Practical Project | TE4-1DP, TE4-3DP, TE4-9MA | 40% | Term 2 Week 8 |
| SEMESTER TWO | | | | |
| Task 1 | Teacher Observation | TE4-3DP, TE4-9MA | 20% | Ongoing |
| Task 2 | Design Portfolio & Practical Project | TE4-1DP, TE4-3DP, TE4-9MA | 40% | Term 3 Week 9 |
| Task 3 | Practical Project | TE4-1DP, TE4-2DP, TE4-8EN | 40% | Term 4 Week 4 |

NESA Technology Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies>

**STAGE 4 TECH MANDATORY
SCHOOL-BASED REPORTING 2022**

| Component | Nature of Assessment | Due Date | Weighting of task |
|--|--|------------------------------------|-------------------|
| Common Assessment Tasks | <ul style="list-style-type: none">Design Portfolio & Practical Project (40%)Practical Project (40%)Teacher Observation (20%) | As per Stage 4 Assessment Schedule | 50% |
| In-Class Components (each semester) | Participation in Practical Work (15%) | Semesterly | 50% |
| | Bookwork/Worksheets (15%) | | |
| | WHS Compliance (20%) | | |
| TOTAL | | | 100% |

NESA Technology Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies>

| STAGE 4 TECHNOLOGY MANDATORY: Industrial Tech 2022 | | | | | | | | | | | | |
|---|------------|--|--------|--------|---|--------|--------|--|--------|--|---------|---------|
| | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
| Term 1 | Stage 4 | Engineered Systems <i>TE4-1DP, TE4-2DP, TE4-8EN</i> | | | | | | | | | | |
| | Assessment | | | | | | | | | Practical Project 40% <i>TE4-1DP, TE4-2DP, TE4-8EN</i> | | |
| Term 2 | Stage 4 | Timber Construction <i>TE4-1DP, TE4-3DP</i> | | | | | | | | | | |
| | Assessment | | | | | | | Design Portfolio (40%) <i>TE4-1DP, TE4-3DP, TE4-9MA</i> | | | | |
| Term 3 | Stage 4 | Timber Construction <i>TE4-1DP, TE4-3DP</i> | | | | | | | | | | |
| | Assessment | | | | | | | | | Design Portfolio & Project (40%) <i>TE4-1DP, TE4-3DP, TE4-9MA</i> | | |
| Term 4 | Stage 4 | Engineered Systems <i>TE4-1DP, TE4-2DP, TE4-8EN</i> | | | | | | | | | | |
| | Assessment | | | | Practical Project (40%) <i>TE4-1DP, TE4-2DP, TE4-8EN</i> | | | | | | | |

NESA Technology Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies>

VISUAL ARTS

STAGE 4 VISUAL ARTS ASSESSMENT OUTLINE 2022

| Component | Nature of assessment | Outcomes to be assessed | Weighting of task | Due date |
|---------------------------------------|---|-------------------------|-------------------|------------------|
| Task 1A Drawing Practical Task | Art making | 4.1, 4.4, 4.6 | 20% | Term 2 Week 4 |
| Task 1B Drawing Theory Task | Art Criticism and Art History Written responses and/or class presentation | 4.8, 4.9 | 10% | |
| Task 2A Painting Task | Art making | 4.2, 4.3, 4.4 | 20% | Term 3 Week 4 |
| Task 2B Theory Task | Art Criticism and Art History Written responses and/or class presentation | 4.7, 4.8, 4.9 | 10% | |
| Task 3A Photography Task | Art making | 4.1, 4.4, 4.5, 4.6 | 20% | Term 4 Week 4 |
| Task 3B Photography Theory Task | Art Criticism and Art History Written responses and/or class presentation | 4.7, 4.10 | 20% | |

NESA Visual Arts Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts>

STAGE 4 VISUAL ARTS
SCHOOL-BASED REPORTING 2022

| Component | Nature of Assessment | Due Date | Weighting of task |
|----------------------|--|------------------------------------|-------------------|
| Formal Assessment | <ul style="list-style-type: none"> Task 1: Drawing (30%) Task 2: Painting (30%) Task 3: Photography (40%) | As per Stage 4 Assessment Schedule | 50% |
| Formative Assessment | Art Journal (30%) | Semesterly | 50% |
| | Participation in Activities (20%) | Semesterly | |
| TOTAL | | | 100% |

NESA Visual Arts Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts>

Stage 4 Visual Art Scope and Sequence

2022

| | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | 11 |
|--------|------------------|---|--------|--------|---|---|--------|--------|--------|--|---------|----|
| Term 1 | Making | Introduction to Art Making (4 weeks) <i>4.1, 4.2, 4.3, 4.6</i> | | | | Zentangle (4 weeks weeks) <i>4.1, 4.3, 4.6</i> | | | | The Art of Drawing <i>4.1, 4.4, 4.6</i> | | |
| | Critical History | What is Art? <i>4.7, 4.8</i> | | | | Creative Ideas on Design (4 weeks) <i>4.7. 4.8.</i> | | | | Da Vinci <i>4.8, 4.9</i> | | |
| | Assessment | | | | | | | | | | | |
| | | | | | | | | | | | | |
| Term 2 | Making | The Art of Drawing (5 weeks) <i>4.1, 4.4, 4.6</i> | | | Painting: Monochrome Landscapes (9 weeks) <i>4.2, 4.3, 4.4</i> | | | | | | | |
| | Critical History | Da Vinci <i>4.8, 4.9</i> | | | Van Gogh <i>4.7, 4.8, 4.9</i> | | | | | | | |
| | Assessment | | | | Drawing (30%) <i>4.1, 4.4, 4.6, 4.8, 4.9</i> | | | | | | | |
| | | | | | | | | | | | | |
| Term 3 | Making | Painting (9 weeks) <i>4.2, 4.3, 4.4</i> | | | Photography: Composition and Framing (9 weeks) <i>4.1, 4.4, 4.5, 4.6</i> | | | | | | | |
| | Critical History | Van Gogh <i>4.7, 4.8, 4.10</i> | | | Famous Photographs <i>4.7, 4.10</i> | | | | | | | |
| | Assessment | | | | Painting (30%) <i>4.2, 4.3, 4.4, 4.7, 7.8, 4.9</i> | | | | | | | |
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| Term 4 | Making | Photography (9 weeks) <i>4.1, 4.4, 4.5, 4.6</i> | | | Extension and Consolidation: Watercolour or Photography <i>Watercolour Outcomes: 4.2, 4.3, 4.4, 4.6</i> <i>Photography Outcomes: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6</i> | | | | | | | |
| | Critical History | Famous Photographs <i>4.7, 4.10</i> | | | Australian Landscape Watercolours <i>4.7, 4.8, 4.10</i> | | | | | | | |
| | Assessment | | | | Photography (40%) <i>4.1, 4.4, 4.5, 4.6, 4.7, 4.10</i> | | | | | | | |
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