

Manilla Central School



Stage 5 Assessment Schedule 2022



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MANILLA CENTRAL SCHOOL CONTACTS

If you need to discuss any issues relating to Stage 5 assessment please contact the appropriate people listed below by calling the school on 6785 1184. If the issue relates to a particular course then the Head Teacher Secondary Studies is the person to speak to.

Rel. Principal:	Mrs Rachael Ferguson
Rel. Deputy Principal:	Ms Ariana Lawrence
Head Teacher Secondary Studies:	Ms Ariana Lawrence
Stage Adviser:	Miss Alyssa Nott
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 reports on student achievements in Stage 5 using A to E grades (or equivalent). There is no external examination.
- NESAs course performance descriptors for awarding grades A to E in Stage 5 courses are used to standardise results across the state.
- A to E (or equivalent) grades are also allocated to Stage 6 Preliminary (Year 11) courses
- In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2). The grade awarded is reported on the student's Record of School Achievement.

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 processed 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 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

NATURE AND PURPOSE OF RECORD OF SCHOOL ACHIEVEMENT ASSESSMENT

At the conclusion of Year 10 students may receive two types of accreditation:

- a. A school-based report, which is a record of the student's results based on the set assessable and class tasks
- b. A Record of School Achievement which shows:
A grade (A to E, N) for each subject sat for at the Record of School Achievement (RoSA) level.
(This is issued to students who are leaving school to take up work or further training at TAFE)

LATE SUBMISSION OF TASKS

Where there is no acceptable reason for late submission of an assessment task, 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

- Copying and non-original work: Unsatisfactory attempts, cheating and plagiarism (copying) will incur zero mark
- Where there is obvious evidence of copying, cheating or plagiarism, where outside sources are used but not acknowledged, this will incur a penalty as per School and Department of Education Policies and in consultation with the Deputy Principal and Principal. Parents/carers will be notified.

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

USE OF ELECTRONIC MEDIA

Students may be required, or may elect, to use electronic media in the preparation and/or presentation of assessment tasks. In such cases, it is important to ensure that:

1. Appropriate backup of material takes place regularly.
2. Hard copies of various drafts are kept.
3. Evidence of processes and content (e.g. research notes, copies of material used, bibliography etc.) is retained until after the task is due.

Failure of electronic equipment is not an adequate reason for the late submission or non-submission of a task. If a home-based printer fails, the task should be brought to school on a USB for printing. Electronic backup of material should prevent computer breakdowns from impacting upon the production of tasks. Another means for securing drafts of assessment tasks is by e-mailing a copy to oneself. Computers are widely available at school to assist with task preparation and presentation.

Tasks should always be prepared with adequate time to ensure presentation is accurate and complete.

**No consideration can be given to last-minute loss of work.
It is your responsibility to provide drafts and a backup copy**

NON-ATTEMPT OR NON-GENUINE ATTEMPT OF TASKS

The Head Teacher Secondary Studies, authorized by the Principal, will warn students in advance if they are in danger of not meeting the assessment requirements of a course.

It is the presumption of the school that all students will complete all tasks both assessable and non-assessable.

Failure to do this may result in the student not having met the requirements for the award of Year 10 RoSA.

Students must make a genuine attempt at the assessment tasks of each course studied.

A non-genuine attempt is when a student submits an assessment task, which demonstrates little thought, or effort, which is generally incomplete or which has been answered frivolously, and/or submits only the multiple choice and nothing else. A genuine attempt is the presentation of an assessment task which meets the requirements of the task set and which has been done to the best of the student's ability.

If, in the judgment of the class teacher and Head Teacher Secondary Studies, in conjunction with Assessment Coordinator, a student makes a non-genuine attempt at an assessment task, a penalty will be applied, as per School and Department of Education Policies and in consultation with the Principal. Parents/carers will be notified.

ASSESSMENT INFORMATION

RESPONSIBILITIES OF YEAR 9 & 10 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 9 & 10 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 Adviser 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**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 Year 12, Year 11 or Year 9 & 10 RoSA course. 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.

Classroom Teacher reports to **Head Teacher Secondary Studies** with a copy of the task and completes Sentral N notification.

Head Teacher Secondary Studies discusses situation with the student and issues with appropriate paperwork where appropriate. Discussion takes place regarding the process of submitting the task to meet requirements. Minutes of the meeting are recorded in Sentral. DP is informed.

NON SUBMISSION OF TASK – FIRST N WARNING IN A SUBJECT

Head Teacher Secondary Studies phones home and processes 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. Student returns the slip to acknowledge receipt of the letter.

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. **Classroom Teacher** prints Sentral log and places in Monitoring Folder

Student does not submit task. **Classroom Teacher** reports to **Head Teacher Secondary Studies**. **Head Teacher Secondary Studies** completes a 'N award' reminder letter to be sent home. Action is recorded on the log sheet and Sentral. **Classroom teacher** prints Sentral log and places in Monitoring Folder.

NON SUBMISSION OF TASK – SECOND N WARNING (in the same subject, new task)

Classroom Teacher reports to **Head Teacher Secondary Studies** with a copy of the task and completes Sentral N notification. **Head Teacher Secondary Studies** discusses situation with the student and issues with appropriate paperwork where appropriate. Discussion takes place regarding the process of submitting the task to meet requirements. Minutes of the meeting are recorded in Sentral. DP is informed.

=REPEAT OF PROCESS AS FOR FIRST WARNING

'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

Under post compulsory

Post compulsory age

Repeat the course under a Pathways option

Expulsion from that course or even the school

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

Student continues with studies



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
Wilga 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 mean the Discipline system has to be followed. Stage 5 students are not permitted mobile phones on site, as per school policy.

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 for that exam
- 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 5, reports are issued at the end of Semester 1 and Semester 2.

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>.

STAGE 5 ASSESSMENT OVERVIEW 2022

STAGE 5 ASSESSMENT CALENDAR 2022

	1	2	3	4	5	6	7	8	9	10	11
Term 1						<ul style="list-style-type: none"> History 1 Science 1 	<ul style="list-style-type: none"> English 1 Elective Hist 1 	<ul style="list-style-type: none"> Maths 1 	<ul style="list-style-type: none"> PASS 1 	<ul style="list-style-type: none"> PDHPE 1 PDM 1 Music 1 	
Term 2		<ul style="list-style-type: none"> Metal 1 Timber 1 	<ul style="list-style-type: none"> History 2 	<ul style="list-style-type: none"> Food 1 Visual Art 1 	<ul style="list-style-type: none"> Ag 1 	QUARANTINE REVISION WEEK	Junior Exam Week <ul style="list-style-type: none"> History 3 Maths 2 Science 2 Food 2 Elective Hist 2 PASS 3 	<ul style="list-style-type: none"> English 2 Ag 2 	<ul style="list-style-type: none"> PDHPE 2 Music 2 	<ul style="list-style-type: none"> PASS 2 PDM 2 	
Term 3		<ul style="list-style-type: none"> Metal 2 Timber 2 		<ul style="list-style-type: none"> Geog 1 Elective Hist 3 Visual Art 2 		<ul style="list-style-type: none"> English 3 Science 3 	<ul style="list-style-type: none"> PASS 3 	<ul style="list-style-type: none"> Maths 3 PDHPE 3 Music 3 	<ul style="list-style-type: none"> Ag 3 Food 3 	<ul style="list-style-type: none"> PDM 3 	
Term 4	<ul style="list-style-type: none"> Geog 2 Visual Art 3 		QUARANTINE REVISION WEEK	Junior Exam Week <ul style="list-style-type: none"> English 4 Geog 3 Maths 4 PDHPE 4 Science 4 Ag 4 Elective Hist 4 PASS 4 	<ul style="list-style-type: none"> Ag 5 Food 4 Metal 3 Timber 3 Music 4 						

ENGLISH

STAGE 5 ENGLISH ASSESSMENT OUTLINE 2022

Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
Task 1	Creative Task	<ul style="list-style-type: none"> • EN5-1A • EN5-2A • EN5-3B • EN5-5C 	25%	Term 1 Week 7
Task 2	Essay	<ul style="list-style-type: none"> • EN5-1A • EN5-3B • EN5-5C • EN5-6C • EN5-7D 	25%	Term 2 Week 8
Task 3	Multimedia Task and Reflection	<ul style="list-style-type: none"> • EN5-2A • EN5-4B • EN5-6C • EN5-8D • EN5-9E 	25%	Term 3 Week 5
Task 4	Yearly Examination	<ul style="list-style-type: none"> • EN5-1A • EN5-3B • EN5-4B • EN5-5C • EN5-6C 	25%	Term 4 Week 4

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

STAGE 5 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 Task (25%) Task 2: Essay (25%) Task 3: Multimedia Task and Reflection (25%) Task 4: Yearly Examination (25%) 	As per Stage 5 Assessment Schedule	50%
Formative Assessment	Class writing challenges (25%)	Semester 1	50%
	Research Tasks (25%)	Semester 1	
	Class writing challenges (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 5 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	Week 11	
Term 1	Year 9/10	Close Study of Text: Novel – Relationships (7 weeks) <i>EN5-1A, EN5-2A, EN5-4B, EN5-5C, EN5-7D</i>							It’s Gone Viral! (3 weeks) <i>EN5-1A, EN5-2A, EN5-4B, EN5-5C, EN5-7D</i>				
	Assessment							Creative Task (25%) <i>EN5-1A, EN5-2A, EN5-3B, EN5-5C</i>					
Term 2	Year 9/10	Modernising Shakespeare: Romeo and Juliet/The Tempest (7 weeks) <i>EN5-1A, EN5-3B, EN5-5C, EN5-6C, EN5-7D</i>							Utopia and Dystopia (8 weeks) <i>EN5-1A, EN5-2A, EN5-6C, EN5-7D, EN5-9E</i>				
	Assessment								Essay (25%) <i>EN5-1A, EN5-3B, EN5-5C, EN5-6C, EN5-7D</i>				
Term 3	Year 9/10	Utopia and Dystopia (8 weeks) <i>EN5-1A, EN5-2A, EN5-6C, EN5-7D, EN5-9E</i>					Use Your Voice: Speeches (9 weeks) <i>EN5-1A, EN5-2A, EN5-4B, EN5-6C</i>						
	Assessment					Multimedia Task and Reflection (25%) <i>EN5-2A, EN5-4B, EN5-6C, EN5-8D, EN5-9E</i>							
Term 4	Year 9/10	Use Your Voice: Speeches (9 weeks) <i>EN5-1A, EN5-2A, EN5-4B, EN5-6C</i>				Area of Study: The Journey Through Horror (7 weeks) <i>EN5-3B, EN5-5C, EN5-6C, EN5-8D</i>							
	Assessment					Yearly Exam (25%) <i>EN5-1A, EN5-3B, EN5-4B, EN5-5C, EN5-6C</i>							

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

GEOGRAPHY

STAGE 5 GEOGRAPHY ASSESSMENT OUTLINE 2022

Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
Task 1 Case Study	Research Task	<ul style="list-style-type: none">• GE5-3• GE5-4• GE5-7• GE5-8	35%	Term 3 Week 4
Task 2 Fieldwork	Collection of firsthand data	<ul style="list-style-type: none">• GE5-2• GE5-5• GE5-7• GE5-8	35%	Term 4 Week 1
Task 3 Yearly Examination	Formal examination	All outcomes	30%	Term 4 Week 4

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

STAGE 5 GEOGRAPHY
SCHOOL-BASED REPORTING 2022

Component	Nature of Assessment	Due Date	Weighting of task
Formal Assessment	<ul style="list-style-type: none">Task 1: Case Study (35%)Task 2: Fieldstudy (35%)Task 3: Yearly Examination (30%)	As per Stage 5 Assessment Schedule	50%
Formative Assessment	Class Tasks (35%)	Semester 1	50%
	Skills (15%)		
TOTAL			100%

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

Stage 5 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 9/10	Changing Places (10 weeks) <i>GE5.2, GE.5.3, GE5.5, GE5.7, GE5.8</i>										
	Assessment				Case Study (35%) <i>GE5-3, GE5-4, GE5-7, GE5-8</i>							
Term 4	Year 9/10	Human Wellbeing (11 weeks) <i>GE5.1, GE5.2, GE5.6, GE5.7, GE5.8</i>										
	Assessment	Fieldwork (35%) <i>GE5-2, GE5-5, GE5-7, GE5-8</i>			Yearly Exam (30%) <i>All outcomes</i>							

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

HISTORY

STAGE 5 HISTORY 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"> • HT5-1 • HT5-4 • HT5-7 • HT5-9 	30%	Term 1 Week 6
Task 2	Research Task	<ul style="list-style-type: none"> • HT5-3 • HT5-6 • HT5-9 • HT5-10 	30%	Term 2 Week 3
Task 3	Half-Yearly Exam	<ul style="list-style-type: none"> • HT5-2 • HT5-3 • HT5-6 • HT5-9 	40%	Term 2 Week 7

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

STAGE 5 HISTORY
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 (30%)Task 2: Research Task (30%)Task 3: Half-Yearly Examination (40%)	As per Stage 5 Assessment Schedule	50%
Formative Assessment	Written Tasks (35%)	Semester 1	50%
	Source Analysis (15%)		
TOTAL			100%

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

Stage 5 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 9/10	Depth Study 1: Making a Better World – The Industrial Revolution (10 weeks) <i>HT5.1, HT5.2, HT5.4, HT5.6, HT5.9, HT5.10</i>											
	Assessment						Source Analysis (30%) <i>HT5-1, HT5-4, HT5-7, HT5-9</i>						
Term 2	Year 9/10	CORE STUDY: Depth Study 3: Australians at War – World War 1 and 2 (10 weeks) <i>HT5.1, HT5.2, HT5.4, HT5.5, HT5.7, HT5.9, HT5.10</i>											
	Assessment			Research Task (30%) <i>HT5-3, HT5-6, HT5-9, HT5-10</i>				Half-Yearly Examination (40%) <i>HT5-2, HT5-3, HT5-7, HT5-9</i>					

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

MATHEMATICS

STAGE 5 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"> MA5.1-1WM MA5.2-1WM MA5.3-1WM MA5.2-2WM MA5.1-5NA MA5.2-6NA MA5.3-5NA MA5.2-8NA 	25%	Term 1 Week 8
Task 2 Semester 1 Examination	Formal examination	Outcomes to be advised when task is given to students	25%	Term 2 Week 7
Task 3 Measurement Planning Task	Written task	<ul style="list-style-type: none"> MA5.1-1WM MA5.2-1WM MA5.3-1WM MA5.2-2WM MA5.1-8MG MA5.2-11MG MA5.2-12MG MA5.2-13MG MA5.3-13MG MA5.3-15MG MA5.1-10MG 	25%	Term 3 Week 8
Task 4 Semester 2 Examination	Formal examination	Outcomes to be advised when task is given to students	25%	Term 4 Week 4

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

STAGE 5 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: Measurement Planning Task (25%) Task 4: Semester 2 Examination (25%) 	As per Stage 5 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 5 MATHS 5.1/5.2 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 9/10	Computations (5 weeks) MA5.1-9MG, MA5.1-1WM, MA5.1-2WM					Expressions, equations and inequalities (4 weeks) MA5.1-5NA, MA5.2-6NA				Data 1	
	Assessment								Number and Algebra Project (25%) MA5.1-1WM MA5.2-1WM MA5.2-2WM MA5.1-5NA MA5.2-6NA MA5.2-8NA			
Term 2	Year 9/10	Data 1 (4 weeks)	Data 2 (5 weeks) MA5.1-12SP, MA5.2-15SP, MA5.2-16SP							Measurement MA5.1-8MG, MA5.1-10MG		
	Assessment							Half-Yearly Exam (25%) TBA				
Term 3	Year 9/10	Measurement (7 weeks) MA5.1-8MG, MA5.1-10MG, MA5.2-11MG, MA5.2-12MG					Indicies and Surds (5 weeks) MA5.2-7NA					
	Assessment								Measurement Project (25%) MA5.1-1WM MA5.2-1WM MA5.2-2WM MA5.1-8MG MA5.2-11MG MA5.2-12MG MA5.2-13MG MA5.1-10MG			
Term 4	Year 9/10	Linear Relationships (5 weeks) MA5.2-9NA, MA5.1-6NA					Financial mathematics (6 weeks) MA5.1-4NA, MA5.2-4NA					
	Assessment				Yearly Exam (25%) TBA							

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

Stage 5 MATHS 5.2/5.3 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 9/10	Computation and Financial Mathematics (5 weeks) <i>MA5.2-2WM, 5.2-4NA</i>					Expressions, equations and inequalities (4 weeks) <i>MA5.3-5NA, MA5.2-6NA</i>				Data 1		
	Assessment								Number and Algebra Project (25%) <i>MA5.2-1WM MA5.3-1WM MA5.2-2WM MA5.2-6NA MA5.3-5NA MA5.2-8NA</i>				
Term 2	Year 9/10	Probability and Data Analysis (5 weeks) <i>MA5.2-12SP, MA5.2-17SP</i>					Trigonometry (5 weeks) <i>MA5.2-13MG, MA5.3-15MG</i>						
	Assessment							Half-Yearly Exam (25%) <i>TBA</i>					
Term 3	Year 9/10	Measurement (7 weeks) <i>MA5.2-11MG, MA5.2-12MG</i>					Indicies and Surds (5 weeks) <i>MA5.2-6NA, MA5.3-6NA</i>						
	Assessment								Measurement Project (25%) <i>MA5.2-1WM MA5.3-1WM MA5.2-2WM MA5.2-11MG MA5.2-12MG MA5.2-13MG MA5.3-13MG MA5.3-15MG</i>				
Term 4	Year 9/10	Linear Relationships (5 weeks) <i>MA5.3-8NA, MA5.2-9NA</i>					Quadratics and parabolas (6 weeks) <i>MA5.2-6NA, MA5.2-8NA, MA5.3-9NA</i>						
	Assessment				Yearly Exam (25%) <i>TBA</i>								

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)

STAGE 5 PDHPE ASSESSMENT OUTLINE 2022				
Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
Task 1 Eat, Sleep, Train, Repeat	ICT Task	<ul style="list-style-type: none"> • PD5-2 • PD5-6 • PD5-7 • PD5- 8 • PD5-9 	30%	Term 1 Week 10
Task 2 Where's Your Head At?	Design - Survival Kit	<ul style="list-style-type: none"> • PD5-2 • PD5-6 • PD5-7 • PD5- 8 	20%	Term 2 Week 9
Task 3 Lights! Camera! Action!	Teacher Observation	<ul style="list-style-type: none"> • PD5-4 • PD5-5 • PD5-6 • PD5- 9 • PD5-11 	30%	Term 3 Week 8
Task 4 Yearly Examination	Formal Examination	<ul style="list-style-type: none"> • PD5-1 • PD5-3 • PD5-6 • PD5- 9 	20%	Term 4 Week 4

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

STAGE 5 PDHPE			
SCHOOL-BASED REPORTING 2022			
Component	Nature of Assessment	Due Date	Weighting of task
Formal Assessment	<ul style="list-style-type: none">• Task 1 – ICT Task (30%)• Task 2 – Design (Survival Kit) (20%)• Task 3 – Teacher Observation(30%)• Task 4 – Yearly Examination (20%)	As per Stage 5 Assessment Schedule	50%
Formative Assessment	Class tasks	Each Semester	20%
	Practical		20%
	Overall participation		10%
TOTAL			100%

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

Stage 5 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 9/10	Eat, Sleep, Train, Repeat (11 Weeks) PD5-2, PD5-6, PD5-7, PD5-8, PD5-9										
	Assessment										ICT Task (30%) PD5-2, PD5-6, PD5-7, PD5- 8, PD5-9	
Term 2	Year 9/10	Where’s Your Head At? (10 Weeks) PD5-1, PD5-2, PD5-3, PD5-6, PD5-7, PD5-9										
		Practice, Practice, Practice (10 Weeks) PD5-1, PD5-4, PD5-5, PD5-8 PD5-11										
	Assessment									Design (Survival Kit) (20%) PD5-2, PD5-6, PD5-7, PD5- 8		
Term 3	Year 9/10	R U OK? (10 Weeks) PD5-2, PD5-6, PD5-9, PD5-10										
		Lights! Camera! Action! (10 Weeks) PD5-4, PD5-5, PD5-7, PD5-10, PD5-11										
	Assessment								Observation (30%) PD5-4, PD5-5, PD5-6, PD5- 9, PD5-11			
Term 4	Year 9/10	The Next Chapter (11 Weeks) PD5-1, PD5-2, PD5-8, PD5-9, PD5-10,										
		TEAM (Together Everyone Achieves More) (11 Weeks) PD5-3, PD5-4, PD5-5, PD5-10, PD5-11										
	Assessment				Yearly Exam (20%) PD5-1, PD5-3, PD5-6, PD5- 9							

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

SCIENCE

STAGE 5 SCIENCE ASSESSMENT OUTLINE 2022				
Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
Task 1	Individual Research Project	<ul style="list-style-type: none"> • SC5-WS4 • SC5-WS5, • SC5-WS6 • SC5-WS7 • SC5-WS8 • SC5-WS9 	30%	Term 1 Week 6
Task 2	Half-Yearly Examination	<ul style="list-style-type: none"> • SC5-WS9 • SC5-10PW • SC5-11PW • SC5-13ES • SC5-15LW 	20%	Term 2 Week 7
Task 3	Skills Test	<ul style="list-style-type: none"> • SC5-WS6 • SC5-WS7 • SC5-10PW • SC5-11PW 	30%	Term 3 Week 6
Task 4	Yearly Examination	<ul style="list-style-type: none"> • SC5-WS9 • SC5-10PW • SC5-14LW • SC5-15LW • SC5-16CW • SC5-17CW 	20%	Term 4 Week 4

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

STAGE 5 SCIENCE SCHOOL-BASED REPORTING 2022			
Component	Nature of Assessment	Due Date	Weighting of task
Formal Assessment	<ul style="list-style-type: none"> Task 1: Individual Research Project (30%) Task 2: Half-Yearly Examination (20%) Task 3: Skills Test (30%) Task 4: Yearly Examination (20%) 	As per Stage 5 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 5 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	11
Term 1	Year 9/10	Individual Research Project (5 weeks) <i>(SC5-WS outcomes)</i>					Wave Motion (5 weeks) <i>SC5-10PW, SC5-4WS, SC5-6WS (SCLS-10PW)</i>					
	Assessment						IRP (30%) <i>SC5-WS4, SC5-WS5, SC5-WS6, SC5-WS7, SC5-WS8, SC5-WS9</i>					
Term 2	Year 9/10	Human Environmental Impact (5 weeks) <i>WS5.1, SC4-15LW, SC4-13ES (SCLS-15ES, SCLS-21LW)</i>					Control and Coordination (5 weeks) <i>SC5-14LW, SC5-15LW, SC5-7WS (SCLS-17LW)</i>					
	Assessment						Half-Yearly Exam (20%) <i>SC5-WS9, SC5-10PW, SC5-11PW, SC5-13ES, SC5-15LW</i>					
Term 3	Year 9/10	Electricity (6 weeks) <i>SC5-10PW, SC5-11PW, SC5-6WS (SCLS-10PW, SCLS-11PW)</i>							Chemical Reactions (8 weeks) <i>SC5-16CW, SC5-17CW, WS7.1/2 (SCLS-23CW)</i>			
	Assessment						Skills Test (30%) <i>SC5-WS6, SC5-WS7, SC5-10PW, SC5-11PW</i>					
Term 4	Year 9/10	Chemical Reactions (8 weeks) <i>SC5-16CW, SC5-17CW, WS7.1/2</i>					Earth History (6 weeks) <i>SC5-12ES, SC5-13ES (SCLS-13ES, SCLS-14ES, SCLS-15ES, SCLS-16ES)</i>					
	Assessment				Yearly Exam (20%) <i>SC5-WS9, SC5-10PW, SC5-14LW, SC5-15LW, SC5-16CW, SC5-17CW</i>							

ELECTIVE: AGRICULTURE

STAGE 5 ELECTIVE: AGRICULTURE ASSESSMENT OUTLINE 2022

Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
Task 1 Poultry Management	Research Assignment	<ul style="list-style-type: none"> • AG5-7 • AG5-8 • AG5-9 • AG5-12 	20%	Term 2 Week 5
Task 2 Animal Husbandry	Practical Skills Assessment	<ul style="list-style-type: none"> • AG5-13 • AG5-14 	10%	Term 2 Week 8
Task 3 Pigs Assignment	Research Assignment	<ul style="list-style-type: none"> • AG5-2 • AG5-3 • AG5-4 • AG5-5 • AG5-7 • AG5-8 • AG5-9 	15%	Term 3 Week 9
Task 4 Yearly Examination	Formal examination	<ul style="list-style-type: none"> • AG5-5 • AG5-6 • AG5-7 • AG5-8 • AG5-9 	25%	Term 4 Week 4
Task 5 Cropping Trial	Practical Skills Assessment	<ul style="list-style-type: none"> • AG5-9 • AG5-10 • AG5-12 • AG5-13 • AG5-14 	30%	Term 4 Week 5

NESA Agriculture Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/agricultural-technology-2019>

STAGE 5 ELECTIVE: AGRICULTURE
SCHOOL-BASED REPORTING 2022

Component	Nature of Assessment	Due Date	Weighting of task
Formal Assessment	<ul style="list-style-type: none"> Task 1: Research Assignment (20%) Task 2: Practical Skills (10%) Task 3: Research Task (15%) Task 4: Yearly Examination (25%) Task 5: Practical Skills (30%) 	As per Stage 5 Assessment Schedule	50%
Formative Assessment	Participation in Practical Work (25%)	Semesterly	50%
	Completion of Theory Activities (25%)	Semesterly	
TOTAL			100%

NESA Agriculture Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/agricultural-technology-2019>

Stage 5 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	Theory	Introduction to Agriculture (5 weeks) <i>AG5-1 , AG5-2, AG5-3, AG5-4, AG5-13, AG5-14</i>					Veggies (7 weeks) <i>AG5-5, AG5-6, AG5-8, AG5-9 , AG5-11, AG5-12, AG5-13, AG5-14</i>						
	Assessment												
Term 2	Theory	Veggies (7 weeks) <i>as above</i>	Layers/Broilers (7 weeks) <i>AG5-7 , AG5-8 , AG5-9 , AG5-10 , AG5-12 , AG5-13 , AG5-14</i>										
	Assessment					Poultry Research Assignment (20%) <i>AG5-7, AG5-8, AG5-9, AG5-12</i>			Practical Skills (10%) <i>AG5-13, AG5-14</i>				
Term 3	Theory	Pigs (8 weeks) <i>AG5-7 , AG5-8 , AG5-9 , AG5-10 , AG5-12 , AG5-13 , AG5-14</i>								Pasture (12 weeks) <i>as below</i>			
	Assessment									Pigs Assignment (15%) <i>AG5-2, AG5-3, AG5-4, AG5-5, AG5-7, AG5-8, AG5-9</i>			
Term 4	Theory	Pasture (13 weeks) <i>AG5-5, AG5-6, AG5-8, AG5-9 , AG5-11, AG5-12, AG5-13, AG5-14</i>											
	Assessment				Yearly Examination (25%) <i>AG5-5, AG5-6, AG5-7, AG5-8, AG5-9</i>	Practical Skills (30%) <i>AG5-9, AG5-10, AG5-12 , AG5-13 , AG5-14</i>							

ELECTIVE: FOOD TECHNOLOGY

STAGE 5 ELECTIVE: FOOD TECHNOLOGY ASSESSMENT OUTLINE 2022				
Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
Task 1 Food selection and health	Research and meal plan	<ul style="list-style-type: none">• FT5-7• FT5-8• FT5-11	25%	Term 2 Week 4
Task 2 Practical assessment	Practical assessment	<ul style="list-style-type: none">• FT5-1• FT5-5	25%	Term 2 Week 7
Task 3 Food service and catering	Research and report task	<ul style="list-style-type: none">• FT5-6• FT5-8• FT5-12	35%	Term 3 Week 9
Task 4 Practical assessment	Practical assessment	<ul style="list-style-type: none">• FT5-11	15%	Term 4 Week 5

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

STAGE 5 ELECTIVE: FOOD TECHNOLOGY
SCHOOL-BASED REPORTING 2022

Component	Nature of Assessment	Due Date	Weighting of task
Formal Assessment	<ul style="list-style-type: none"> Task 1: Research and meal plan (25%) Task 2: Practical assessment (25%) Task 3: Research and report task (35%) Task 4: Practical assessment (15%) 	As per Stage 5 Assessment Schedule	50%
Formative Assessment	Practical skills (50%)	Weekly	50%
	Participation (50%)	Weekly	
TOTAL			100%

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

Stage 5 Food Technology - Jones

2022

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Content	Food Selection and Health (14 weeks) <i>FT5-1, FT 5-2, FT5-3, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13</i>									
	Assessment										
Term 2	Content	Food Selection and Health (14 weeks) <i>FT5-1, FT 5-2, FT5-3, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13</i>				Food Service and Catering (14 weeks) <i>FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-10, FT5-11, FT5-12, FT5-13</i>					
	Assessment				Research & meal plan 25% <i>FT5-7, FT5-8, FT5-11</i>			Practical assessment 25% <i>FT5-1, FT5-5</i>			
Term 3	Content	Food Service and Catering (14 weeks) <i>FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-10, FT5-11, FT5-12, FT5-13</i>								Food Equity (12 weeks)	
	Assessment									Research & report task 35% <i>FT5-6, FT5-8, FT5-12</i>	
Term 4	Content	Food Equity (12 weeks) <i>FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13</i>									
	Assessment					Practical assessment 15% <i>FT5-11</i>					

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

ELECTIVE: HISTORY

STAGE 5 ELECTIVE: HISTORY ELECTIVE ASSESSMENT OUTLINE 2022

Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
Task 1	Reflective Task	<ul style="list-style-type: none">• HTE5-1• HTE5-2• HTE5-6• HTE5-8• HTE5-9	25%	Term 1 Week 7
Task 2	Site Study	<ul style="list-style-type: none">• HTE5-1• HTE5-3• HTE5-5• HTE5-8	25%	Term 2 Week 7
Task 3	Research Task	<ul style="list-style-type: none">• HTE5-2• HTE5-3• HTE5-4• HTE5-7	25%	Term 3 Week 4
Task 4	Yearly Examination	<ul style="list-style-type: none">• HTE5-1• HTE5-4• HTE5-8• HTE5-9• HTE5-10	25%	Term 4 Week 4

NESA Syllabus at: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-elective-7-10-2019>

STAGE 5 ELECTIVE: HISTORY
SCHOOL-BASED REPORTING 2022

Component	Nature of Assessment	Due Date	Weighting of task
Formal Assessment	<ul style="list-style-type: none">Task 1: Reflective Task (25%)Task 2: Site Study (25%)Task 3: Research Task (25%)Task 4: Yearly Examination (25%)	As per Stage 5 Assessment Schedule	50%
Formative Assessment	Research Tasks (25%)	Semester 1	50%
	Source Work (25%)		
	Written Responses (25%)	Semester 2	
	Source Work (25%)		
TOTAL			100%

NESA Syllabus at: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-elective-7-10-2019>

Stage 5 ELECTIVE: 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 9/10	Portrayals of History (6 weeks) <i>HTE5-1, HTE5-2, HTE5-6, HTE5-7, HTE5-8</i>						Mayan Society & Chichen Itza <i>HTE5-1, HTE5-2, HTE5-3, HTE5-4, HTE5-6, HTE5-7, HTE5-8, HTE5-10</i>					
	Assessment						Reflective Task (25%) HTE5-1, HTE5-2, HTE5-6, HTE5-8, HTE5-9						
Term 2	Year 9/10	Mayan Society & Chichen Itza (10 weeks) <i>HTE5-1, HTE5-2, HTE5-3, HTE5-4, HTE5-6, HTE5-7, HTE5-8, HTE5-10</i>						Thematic Study: Genocides (8 weeks) <i>HTE5-1, HTE5-5, HTE5-6, HTE5-8, HTE5-9, HTE5-10</i>					
	Assessment						Site Study (25%) HTE5-1, HTE5-3, HTE5-5, HTE5-8						
Term 3	Year 9/10	Thematic Study: Genocides (8 weeks) <i>HTE5-1, HTE5-5, HTE5-6, HTE5-8, HTE5-9, HTE5-10</i>				Medieval and Early Modern Europe (9 weeks) <i>HTE4-1, HTE4-3, HTE4-4, HTE4-8, HTE4-10</i>							
	Assessment				Research Task (25%) HTE5-2, HTE5-3, HTE5-4, HTE5-7								
Term 4	Year 9/10	Medieval and Early Modern Europe <i>HTE4-1, HTE4-3, HTE4-4, HTE4-8, HTE4-10</i>			War and Peace (7 weeks) <i>HTE5-1, HTE5-5, HTE5-6, HTE5-8, HTE5-9, HTE5-10</i>								
	Assessment				Yearly Examination (25%) <i>HTE5-1, HTE5-4, HTE5-8, HTE5-9, HTE5-10</i>								

ELECTIVE: INDUSTRIAL TECHNOLOGY (METAL)

STAGE 5 ELECTIVE: INDUSTRIAL TECHNOLOGY (Metal) ASSESSMENT OUTLINE 2022

Component	Nature of assessment	<i>Outcomes to be assessed</i>	Weighting of task	Due date
Task 1 Dustpan	Project and Folio	All IND5 outcomes	30%	Term 2 Week 2
Task 2 Egg Flip and Toasting Fork	Project and Folio	All IND5 outcomes	35%	Term 3 Week 2
Task 3 Camp BBQ	Project and Folio	All IND5 outcomes	35%	Term 4 Week 5

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

STAGE 5 ELECTIVE: INDUSTRIAL TECHNOLOGY (Metal)**SCHOOL-BASED REPORTING 2022**

Component	Nature of Assessment	Due Date	Weighting of task
Formal Assessment	<ul style="list-style-type: none">Task 1: Dustpan (30%)Task 2: Egg Flip and Toasting Fork (35%)Task 3: Camp BBQ (35%)	As per Stage 5 Assessment Schedule	50%
Formative Assessment	Participation in Practical Work (15%)	Semesterly	50%
	WHS Compliance (20%)		
	Theory/worksheets (15%)		
TOTAL			100%

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

Stage 5 Industrial Tech: Metals 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 9/10	WHS & Dustpan (12 weeks) <i>IND5-1, IND5-3, IND5-7, IND5-8</i>										
	Assessment											
Term 2	Year 9/10	WHS & Dustpan <i>IND5-1, IND5-3, IND5-7, IND5-8</i>		Egg Flip & Toasting Fork (10 weeks) <i>IND5-2, IND5-3, IND5-4</i>								
	Assessment		Project & Folio (30%) <i>All IND-5 Outcomes</i>									
Term 3	Year 9/10			Camp BBQ (19 weeks) <i>IND5-2, IND5-5, IND5-6, IND5-7, IND5-8</i>								
	Assessment		Project & Folio (35%) <i>All IND-5 Outcomes</i>									
Term 4	Year 9/10	Camp BBQ (19 weeks) <i>IND5-2, IND5-5, IND5-6, IND5-7, IND5-8</i>										
	Assessment					Project & Folio (35%) <i>All IND-5 Outcomes</i>						

NESA Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019>

ELECTIVE: INDUSTRIAL TECHNOLOGY (TIMBER)

STAGE 5 ELECTIVE: INDUSTRIAL TECHNOLOGY (Timber) ASSESSMENT OUTLINE 2022

Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
Task 1 BBQ Tray	Project and Folio	All IND5 outcomes	30%	Term 2 Week 2
Task 2 Magazine Rack	Project and Folio	All IND5 outcomes	35%	Term 3 Week 2
Task 3 Jewellery Box	Project and Folio	All IND5 outcomes	35%	Term 4 Week 5

NESA Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019>

STAGE 5 ELECTIVE: INDUSTRIAL TECHNOLOGY (Timber)

SCHOOL-BASED REPORTING 2022

Component	Nature of Assessment	Due Date	Weighting of task
Formal Assessment	<ul style="list-style-type: none">Task 1: BBQ Tray (30%)Task 2: Magazine Rack (35%)Task 3: Jewellery Box (35%)	As per Stage 5 Assessment Schedule	50%
Formative Assessment	Participation in Practical Work (15%)	Semesterly	50%
	WHS Compliance (20%)		
	Theory/worksheets (15%)		
TOTAL			100%

NESA Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019>

Stage 5 Industrial Tech: Timber

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 5	BBQ Tray (10 weeks) <i>IND5-1, IND5-3, IND5-6</i>										
	Assessment											
Term 2	Stage 5	Magazine Rack (10 weeks) <i>IND5-1, IND5-2, IND5-3, IND5-7</i>										
	Assessment		Project & Folio (30%) <i>All IND-5 Outcomes</i>									
Term 3	Stage 5	Jewellery Box (21 weeks) <i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-7</i>										
	Assessment		Project & Folio (35%) <i>All IND-5 Outcomes</i>									
Term 4	Stage 5	Jewellery Box (21 weeks) <i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-7</i>										
	Assessment					Project & Folio (35%) <i>All IND-5 Outcomes</i>						

NESA Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019>

ELECTIVE: MUSIC

STAGE 5 ELECTIVE: MUSIC ASSESSMENT OUTLINE 2022

Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
Task 1 Music of a Culture – Fusion	Performance & Composition	<ul style="list-style-type: none"> • 5.1 • 5.2 • 5.3 • 5.4 • 5.5 • 5.6 	25%	Term 1 Week 10
Task 2 Rock Music	Performance & Composition	<ul style="list-style-type: none"> • 5.1 • 5.2 • 5.3 • 5.4 • 5.5 • 5.6 	25%	Term 2 Week 9
Task 3 Australian Art Music	Improvisation	<ul style="list-style-type: none"> • 5.1 • 5.2 • 5.3 • 5.4 • 5.5 • 5.6 	25%	Term 3 Week 8
Task 4 Aural examination	Listening exam	<ul style="list-style-type: none"> • 5.7 • 5.8 • 5.9 • 5.10 • 5.11 • 5.12 	25%	Term 4 Week 4

STAGE 5 ELECTIVE: MUSIC
SCHOOL-BASED REPORTING 2022

Component	Nature of Assessment	Due Date	Weighting of task
Formal Assessment	<ul style="list-style-type: none">• Task 1 – Performance & Composition (25%)• Task 2 – Performance & Composition (25%)• Task 3 – Improvisation (25%)• Task 4 – Aural examination (25%)	As per Stage 4 Assessment Schedule	50%
Formative Assessment	Class Tasks (20%)	Each Semester	50%
	Listening (20%)		
	Participation (10%)		
TOTAL			100%

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

Stage 5 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 9/10	Music of a Culture - Fusion (10 weeks) 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12										
	Assessment										Composition & Performance (25%) 5.1, 5.2, 5.3, 5.4, 5.5, 5.6	
Term 2	Year 9/10	Rock Music (10 weeks) 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12										
	Assessment									Composition & Performance (25%) 5.1, 5.2, 5.3, 5.4, 5.5, 5.6		
Term 3	Year 9/10	Australian Art Music (10 weeks) 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12										
	Assessment							Improvisation (25%) 5.1, 5.2, 5.3, 5.4, 5.5, 5.6				
Term 4	Year 9/10	Catch-up term OR revisit compulsory topic 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12										
	Assessment				Aural exam (25%) 5.7, 5.8, 5.9, 5.10, 5.11, 5.12							

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

ELECTIVE: PHYSICAL ACTIVITY AND SPORT STUDIES (PASS)

STAGE 5 ELECTIVE: PASS ASSESSMENT OUTLINE 2022

Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
Task 1 Active Everyday	Journal	<ul style="list-style-type: none">PASS5-4PASS5-6PASS5-7	20%	Term 1 Week 9
Task 2 Sporting Champions	Case Study	<ul style="list-style-type: none">PASS5-1PASS5-5PASS5-9	25%	Term 2 Week 10
Task 3 Sporting Identities	Athlete Profiles	<ul style="list-style-type: none">PASS5-2PASS5-3PASS5-4	25%	Term 3 Week 8
Task 4 Participating with Safety	Yearly Examination	<ul style="list-style-type: none">PASS5-1PASS5-10	30%	Term 4 Week 4

NESA Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/physical-activity-sports-studies-7-10-2019>

STAGE 5 ELECTIVE: PASS
SCHOOL-BASED REPORTING 2022

Component	Nature of Assessment	Due Date	Weighting of task
Formal Assessment	<ul style="list-style-type: none">Task 1 – Journal (20%)Task 2 – Case Study (25%)Task 3 – Athlete Profile (25%)Task 4 – Yearly Examination (30%)	As per Stage 5 Assessment Schedule	50%
Formative Assessment	Class tasks	Each Semester	20%
	Practical		20%
	Overall participation		10%
TOTAL			100%

NESA Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/physical-activity-sports-studies-7-10-2019>

Stage 5 PASS 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 9/10	Active Everyday (10 weeks) <i>PASS5-4, PASS5-6, PASS5-7, PASS5-10</i>										
	Assessment									Journal (30%) PASS5-4, PASS5-6, PASS5-7		
Term 2	Year 9/10	Sporting Champions: Born or Made? (10 weeks) <i>PASS5-1, PASS5-5, PASS5-6, PASS5-9</i>										
	Assessment										Case Study (30%) PASS5-1, PASS5-5, PASS5-9	
Term 3	Year 9/10	Sporting Identities (10 weeks) <i>PASS5-2, PASS5-3, PASS5-4, PASS5-10</i>										
	Assessment								Athlete Profiles (30%) <i>PASS5-2, PASS5-3, PASS5-4</i>			
Term 4	Year 9/10	Participating with Safety (11 weeks) <i>PASS5-3, PASS5-5, PASS5-9, PASS5-10</i>										
	Assessment				Yearly Exam (20%) PASS5-1 to PASS5-10							

NESA Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/physical-activity-sports-studies-7-10-2019>

ELECTIVE: PHOTOGRAPHY AND DIGITAL MEDIA

STAGE 5 ELECTIVE: PDM ASSESSMENT OUTLINE 2022				
Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
Task 1A Photography Techniques II Practical Task	PDM Making	5.1, 5.2, 5.4, 5.6	20%	Term 1 Week 10
Task 1B Artist Study 1	PDM Criticism and PDM History Written responses and/or class presentation	5.7, 5.10	10%	
Task 2A Photoshop Practical Task	PDM Making	5.1, 5.3, 5.6	20%	Term 2 Week 10
Task 2B Artist Study 2	PDM Criticism and PDM History Written responses and/or class presentation	5.8, 5.9	10%	
Task 3A Lighting Practical Task	PDM Making	5.1, 5.4, 5.6	20%	Term 3 Week 10
Task 3B Artist Study 3	PDM Criticism and PDM History Written responses and/or class presentation	5.8, 5.9, 5.10	20%	

NESA Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/photographic-and-digital-media-7-10>

STAGE 5 ELECTIVE: PDM
SCHOOL-BASED REPORTING 2022

Component	Nature of Assessment	Due Date	Weighting of task
Formal Assessment	<ul style="list-style-type: none">Task 1 – Photography Techniques (30%)Task 2 – Photoshop Practical Task (30%)Task 3 – Lighting Practical Task (40%)	As per Stage 5 Assessment Schedule	50%
Formative Assessment	Art Journal	Each Semester	30%
	Participation		20%
TOTAL			100%

NESA Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/photographic-and-digital-media-7-10>

Stage 5 PDM 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 9/10	Getting Started (3 weeks) 5.1, 5.4, 5.5			Back to Basics II (7 weeks) 5.1, 5.2, 5.4, 5.6							
		Course Overview (3 weeks) 5.7, 5.8			Concepts of Photography (7 weeks) 5.7, 5.10							
	Assessment										Photography Techniques (30%) 5.1, 5.2, 5.4, 5.6, 5.7, 5.10	
Term 2	Year 9/10	Photoshop Project (10 weeks) 5.1, 5.3, 5.6										
		Artist Study: Erik Johansson (10 weeks) 5.8, 5.9										
	Assessment										Photoshop (30%) 5.1, 5.3, 5.6, 5.8, 5.9	
Term 3	Year 9/10	Lighting (10 weeks) 5.1, 5.4, 5.6										
		Artist Study (10 weeks) 5.8, 5.9, 5.10										
	Assessment										Lighting (40%) 5.1, 5.4, 5.6, 5.8, 5.9, 5.10	
Term 4	Year 9/10	Photocopy Art (11 Weeks) 5.3, 5.5, 5.6										
		Artist Study: Pat Hill (11 weeks) 5.8, 5.9										
	Assessment											

ELECTIVE: VISUAL ARTS

STAGE 5 ELECTIVE: VISUAL ARTS ASSESSMENT OUTLINE 2022

Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
Task 1A Advanced Elements & Techniques Practical Task	Art making	5.1, 5.2, 5.3, 5.6	20%	Term 2 Week 4
Task 1B Artist Case Study 1	Art Criticism and Art History Written responses and/or class presentation	5.7, 5.8	10%	
Task 2A Eye Drawing Practical Task	Art Making	5.1, 5.4, 5.6	20%	Term 3 Week 4
Task 2B Artist Case Study 2	Art Criticism and Art History Written responses and/or class presentation	5.7, 5.9	10%	
Task 3A Box Me In Practical Task	Art making	5.2, 5.3, 5.5	20%	Term 4 Week 1
Task 3B Artist Case Study 3	Art Criticism and Art History Written responses and/or class presentation	5.8, 5.9, 5.10	20%	

NESA Visual Arts Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10>

STAGE 5 ELECTIVE: VISUAL ART
SCHOOL-BASED REPORTING 2022

Component	Nature of Assessment	Due Date	Weighting of task
Formal Assessment	<ul style="list-style-type: none">Task 1 – Advanced Elements & Techniques (30%)Task 2 – Eye Drawing (30%)Task 3 – Box Me In (40%)	As per Stage 5 Assessment Schedule	50%
Formative Assessment	Art Journal	Each Semester	30%
	Participation		20%
TOTAL			100%

NESA Visual Arts Syllabus: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10>

Stage 5 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	Week 11	
Term 1	Year 9/10	Intro to Art (2 weeks) 5.1, 5.7		Title Page (2 weeks) 5.1, 5.6		Advanced Elements and Techniques (10 weeks) 5.1, 5.2, 5.3, 5.6							
		Design Project (2 weeks) 5.1, 5.7		How to Use Art Journals (2 weeks) 5.7		Elements of Art & Artist Study (7 weeks) 5.7, 5.8							
	Assessment												
Term 2	Year 9/10	Advanced Elements and Techniques (10 weeks) 5.1, 5.2, 5.3, 5.6				An Eye on Perspective (6 weeks) 5.1, 5.4, 5.6							
		Artist Study; Whiteley, Preston, Done, Coburn (7 weeks) 5.7, 5.8				Artist Study: Chuck Close, Da Vinci (6 weeks) 5.7, 5.8, 5.9							
	Assessment				Advanced Elements (30%) 5.1, 5.2, 5.3, 5.6, 5.7, 5.8								
Term 3	Year 9/10	NAIDOC WEEK ART (2 weeks) 5.2, 5.3, 5.5		BOX ME IN (8 weeks) 5.2, 5.3, 5.5									
				Artist Study: Edvard Munch 5.8, 5.9, 5.10									
	Assessment				Eye Drawing (30%) 5.1, 5.4, 5.6, 5.7, 5.9								
Term 4	Year 9/10	Las Caux Caves (6 weeks) 5.2, 5.3, 5.4, 5.6						Presentation Day Gallery (5 weeks) 5.1, 5.2, 5.3, 5.4, 5.5, 5.6					
		Artist Study: Las Caux Caves (6 weeks) 5.7, 5.9											
	Assessment	Box Me In (40%) 5.2, 5.3, 5.5, 5.8, 5.9, 5.10											

