

Manilla Central School



Stage 4 Assessment Schedule 2024



I BEGIN

Cover Art by Addison Buffett and Mr Galloway

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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.

Principal:	Mr Shane Kelly
Deputy Principal:	Mrs Rachael Ferguson
Head Teacher Secondary Studies:	Miss Alyssa Nott
Stage Adviser:	Mr Timothy Rowe

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 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.

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 processes and 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 under the 'Current Assessment Tasks', 'Stage 4' tabs.
- A hard copy must be submitted with any oral tasks or presentations.
- 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, NESA Coordination and Head Teacher make the decision and inform the student and inform the student and Classroom Teacher within ten school days from receipt of appeal.

**APPLICATION – ILLNESS/MISADVENTURE/EXTENSION/
APPEAL REQUEST FORM**

This form must be collected from the Head Teacher Secondary Studies on first day of return from absence OR for application of extension, at least a week before the task is due.

The completed form is to be returned to the Head Teacher Secondary Studies the following day.

Student Name: _____

Date task received: _____

Subject: _____

Year: _____

Task for which you are seeking special consideration:

Date task originally due:

Nature of application (circle)

- ☐ Illness
- ☐ Misadventure
- ☐ Extension
- ☐ Appeal

Provide details of and reasons for your request

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 _____

New Date/Outcome

Date informed of decision - Student

HT Secondary Studies

Original – NESA Coordinator, Copies to HT Sec Studies, CRT, Student

Manilla Central School

Student Appeal Application

Reason for Appeal

Please attach additional paperwork if more space is required.

Student signature

Parent signature

Date

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 – NESA Coordinator, Copies to HT Sec Studies, CRT 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 in Sentral. NESA Co-ordinator 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 Sec Studies and sent home.

Student does not submit task. **Subject Teacher** reports to **HT Sec Studies**, who 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.

Under post compulsory age

Post compulsory age

Repeat the course under a Pathways option

Expulsion from that course or even the school



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



Sunday, 28 January 2024

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

Dear

I am writing to advise you that your son, _____ is in danger of not meeting the requirements for satisfactory completion of the Stage 5 course in PDHPE.

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

The NSW Education Standards Authority (NESA) 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. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

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 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, NESA requires the principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESA; 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 NESA 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

NESA 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.

ABN 182 461 982 66



Education

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: _____

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
	20%	20/10/2023	Organise a time with Mrs _____ to complete the task to the best of their ability.	10/11/2023

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

Curriculum _____ - Head Teacher _____ - Principal



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



Sunday, 28th January 2024
00029693

MANILLA
2346

Dear

Re: - Year 11

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: PDHPE.

I am concerned that this result could affect _____ ; satisfactory completion of this course. You should be aware that failure to complete all assessment tasks means that a student may not complete the course satisfactorily.

Yours sincerely

Curriculum _____ - Head Teacher _____
Principal

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 examination.
- Students may not bring anything to the exam other than equipment allowable for that examination.
- No student is allowed to leave the examination room before the end of the time set down for the examination.
- 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 YONDR pouch 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.
- In case of sickness, a student will not be allowed to re-enter the examination room after leaving.

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, and student will receive a 0 mark for the examination.

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.

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.

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:
 - Learning Context
 - Indicated Performance Grade against curriculum outcomes
 - Commitment to Learning levels
 - Teacher Comment
 - Assessment Rank
- Additionally, whole school performance is also reported against the following areas:
 - Attendance
 - Extracurricular activities

FORMATIVE ASSESSMENT PROCEDURES

- Manilla Central School's formative assessment procedures are under review to reflect best practice.

PARENT TEACHER EVENINGS

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

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 soft skills, 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 model.

A GLOSSARY OF KEYWORDS

The following glossary has been developed by NESA 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>.

2024 STAGE 4 ASSESSMENT OVERVIEW

2024 ASSESSMENT CALENDAR											
	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"> Maths #1 	<ul style="list-style-type: none"> English #1 Language #1 PDHPE #1 Ag #1 (Sem 1) Food #1 (Sem 1) Industrial Tech #1 (Sem 1) 	<ul style="list-style-type: none"> Ag #2 (Sem 1) 	
Term 2			<ul style="list-style-type: none"> Computers #1 Art #1 	Quarantine Revision Week	Half-Yearly Exams <ul style="list-style-type: none"> History #2 Maths #2 Science #2 Food #2 (Sem 1) 	<ul style="list-style-type: none"> Ag #3 (Sem 1) Food #3 (Sem 1) 	<ul style="list-style-type: none"> Industrial Tech #2 (Sem 2) 	<ul style="list-style-type: none"> PDHPE #2 	<ul style="list-style-type: none"> English #2 Language #2 		
Term 3				<ul style="list-style-type: none"> Art #2 		<ul style="list-style-type: none"> Science #3 	<ul style="list-style-type: none"> Maths #3 Industrial Tech #1 (Sem 2) 	<ul style="list-style-type: none"> English #3 Geography #1 PDHPE #3 	<ul style="list-style-type: none"> Language #3 Ag #1 (Sem 2) Food #1 (Sem 2) 	<ul style="list-style-type: none"> Ag #2 (Sem 2) 	
Term 4		<ul style="list-style-type: none"> Computers #2 Industrial Tech #2 (Sem 2) Art #3 	Quarantine Revision Week	Yearly Exams <ul style="list-style-type: none"> English #4 Geography #2 Maths #4 PDHPE #4 Science #4 Food #2 (Sem 2) 	<ul style="list-style-type: none"> Ag 3 (Sem 2) Food 3 (Sem 2) 						

ENGLISH

STAGE 4 ENGLISH ASSESSMENT OUTLINE 2024				
Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
Task 1	Multimodal Task	<i>EN4-URB-01, EN4-ECA-01, EN4-ECB-01</i>	25%	Term 1 Week 9
Task 2	Essay	<i>EN4-RVL-01, EN4-URA-01, EN4-ECA-01, EN4-ECB-01</i>	25%	Term 2 Week 9
Task 3	Creative Task	<i>EN4-URA-01, EN4-ECA-01, EN4-ECB-01</i>	25%	Term 3 Week 8
Task 4	Yearly Exam	<i>EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-ECA-01</i>	25%	Term 4 Week 4

NESA Syllabus Documentation: <https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview>

Stage 4 English Scope and Sequence 2024

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	Content	Heroes										
	Outcomes	EN4-RVL-01, EN4-URB-01, EN4-ECA-01, EN4-ECB-01										
	Assessment									Multimodal Task (25%) EN4-URB-01, EN4-ECA-01, EN4-ECB-01		
Term 2	Content	Theme: Trials and Tribulations										
	Outcomes	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-ECA-01										
	Assessment									Essay (25%) EN4-RVL-01, EN4-URA-01, EN4-ECA-01, EN4-ECB-01		
Term 3	Content	Introduction to Drama										
	Outcomes	EN4-URA-01, EN4-URB-01										
	Assessment									Creative Task (25%) EN4-URA-01, EN4-ECA-01, EN4-ECB-01		
Term 4	Content	Genre: Fantasy + Fairytales										
	Outcomes	EN4-URA-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01										
	Assessment				Yearly Exam (25%) EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-ECA-01							

NESA English Syllabus: <https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/overview>

GEOGRAPHY

STAGE 4 GEOGRAPHY ASSESSMENT OUTLINE 2024

Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
Task 1	Research Task	<i>GE4-1, GE4-2, GE4-7, GE4-8</i>	50%	Term 3 Week 8
Task 2	Yearly Examination	<i>GE4-3, GE4-4, GE4-5, GE4-6</i>	50%	Term 4 Week 4

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

Stage 4 Geography Scope and Sequence

2024

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 3	Content	Landscapes and Landforms										
	Outcomes	GE4-1, GE4-2, GE4-4, GE4-5, GE4-7, GE4-8										
	Assessment								Research Task (50%) GE4-1, GE4-2, GE4-7, GE4-8			
Term 4	Content	Interconnections										
	Outcomes	GE4-2, GE4-3, GE4-4, GE4-5, GE4-6, GE4-7										
	Assessment				Yearly Examination (50%) GE4-3, GE4-4, GE4-5, GE4-6							

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

HISTORY

STAGE 4 HISTORY ASSESSMENT OUTLINE 2024

Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
Task 1	Research Task	<i>HT4-2, HT4-8, HT4-9, HT4-10</i>	50%	Term 1 Week 7
Task 2	Half- Yearly Examination	<i>HT4-2, HT4-4, HT4-5, HT4-6, HT4-7</i>	50%	Term 2 Week 5

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

Stage 4 History Scope and Sequence

2024

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	Content	Depth Study 1: Investigating the Ancient Past				Depth Study 4: The Western and Islamic World – Medieval Europe						
	Outcomes	<i>HT4-1, HT4-5, HT4-6, HT4-8, HT4-9, HT4-10</i>				<i>HT4-3, HT4-5, HT4-8, HT4-9, HT4-10</i>						
	Assessment							Research Task (50%) <i>HT4-3, HT4-8, HT4-9, HT4-10</i>				
Term 2	Content	Depth Study 6: Expanding Contacts – Aboriginal and Indigenous Peoples, Colonisation and Contact History					Depth Study 5: The Asia-Pacific World – Japan under the Shoguns					
	Outcomes	<i>HT4-2, HT4-3, HT4-4, HT4-6, HT4-7, HT-10</i>					<i>HT4-2, HT4-4, HT4-5, HT4-6, HT4-7</i>					
	Assessment					Half-Yearly Examination (50%) <i>HT4-2, HT4-4, HT4-5, HT4-6, HT4-7</i>						

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

STAGE 4 FRENCH ASSESSMENT OUTLINE 2024				
Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
Task 1	Creative Task	<i>ML4-CRT-01</i>	30%	Term 1 Week 9
Task 2	Research Task	<i>ML4-CRT-01, ML4-UN-01</i>	40%	Term 2 Week 9
Task 3	Creative Task	<i>ML4-CRT-01</i>	30%	Term 3 Week 9

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

Stage 4 French Scope and Sequence

2024

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	Content	Identity: This is Me! & Friends for Life										
	Outcomes	ML4-INT-01, ML4-UND-01, ML4-CRT-01										
	Assessment									Creative Task (30%) ML4-CRT-01		
Term 2	Content	What are we eating?										
	Outcomes	ML4-INT-01, ML4-UND-01, ML4-CRT-01										
	Assessment									Research Task (40%) ML4-UND-01, ML4-CRT-01		
Term 3	Content	Let's go to town!										
	Outcomes	ML4-INT-01, ML4-UND-01, ML4-CRT-01										
	Assessment									Creative Task (30%) ML4-CRT-01		
Term 4	Content	The holidays are here!										
	Outcomes	ML4-INT-01, ML4-UND-01, ML4-CRT-01										
	Assessment											

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

MATHEMATICS

STAGE 4 MATHEMATICS ASSESSMENT OUTLINE 2024

Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
Task 1	Open Book in-class task	<i>MAO-WM-1, MA4-INT-C-01, MA4-FRC-C-01</i>	25%	Term 1 Week 8
Task 2	Formal Examination	<i>MAO-WM-1, MA4-INT-C-01, MA4-FRC-C-01, MA4-IND-C-01</i>	25%	Term 2 Week 5
Task 3	Assignment	<i>MAO-WM-1, MA4-PYT-C-01, MA4-LEN-C-01, MA4-ARE-C-01</i>	25%	Term 3 Week 7
Task 4	Formal Examination	<i>MAO-WM-1, MA4-LEN-C-01, MA4-ARE-C-01, MA4-VOL-C-01, MA4-ANG-C-01</i>	25%	Term 4 Week 4

NESA Mathematics syllabus: <https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k-10-2022/overview>

Stage 4 Mathematics Scope and Sequence

2024

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	Content	Computations with integers					Fractions, decimals and percentages					
	Outcomes	MAO-WM-1, MA4-INT-C-01					MAO-WM-1, MA4-FRC-C-01					
	Assessment								Open Book In-Class Test (25%) MAO-WM-1, MA4-INT-C-01, MA4-FRC-C-01			
Term 2	Content	Indices					Right-angled triangles (Pythagoras' Theorem)					
	Outcomes	MAO-WM-1, MA4-IND-C-01					MAO-WM-1, MA4-PYT-C-01					
	Assessment					Half-Yearly Exam (25%) MAO-WM-1, MA4-INT-C-01, MA4-FRC-C-01, MA4-IND-C-01						
Term 3	Content	Length			Area			Volume				
	Outcomes	MAO-WM-1, MA4-LEN-C-01			MAO-WM-1, MA4-ARE-C-01			MAO-WM-1, MA4-VOL-C-01				
	Assessment							Assignment (25%) MAO-WM-1, MA4-PYT-C-01, MA4-LEN-C-01, MA4-ARE-C-01				
Term 4	Content	Angle relationships					Properties of geometrical figures					
	Outcomes	MAO-WM-1, MA4-ANG-C-01					MAO-WM-1, MA4-GEO-C-01					
	Assessment				Yearly Exam (25%) MAO-WM-1, MA4-LEN-C-01, MA4-ARE-C-01, MA4-VOL-C-01, MA4-ANG-C-01							

NESA Mathematics syllabus: <https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k-10-2022/overview>

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)

STAGE 4 PDHPE ASSESSMENT OUTLINE 2024				
Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
Task 1	Story Design	<i>PD4-1, PD4-2, PD4-3</i>	30%	Term 1 Week 9
Task 2	Board Game	<i>PD4-6, PD4-7, PD4-9</i>	20%	Term 2 Week 8
Task 3	Practical Journal	<i>PD4-3, PD4-4, PD4-8</i>	20%	Term 3 Week 8
Task 4	Practical Assessment	<i>PD4-4, PD4-5, PD4-11</i>	30%	Term 4 Week 4

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

Stage 4 PDHPE Scope and Sequence

2024

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

SCIENCE

STAGE 4 SCIENCE ASSESSMENT OUTLINE 2024				
Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
Task 1	Practical Portfolio	<i>SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-9WS</i>	20%	Term 1 Week 7
Task 2	Half-Yearly Examination	<i>SC4-14LW, SC4-10PW, SC4-11PW, SC4-7WS, SC4-9WS</i>	20%	Term 2 Week 5
Task 3	Student Research Project	<i>SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-9WS, SC4-16CW, SC4-17CW</i>	30%	Term 3 Week 6
Task 4	Yearly Examination	<i>SC4-7WS, SC4-9WS, SC4-16CW, SC4-17CW, SC4-14LW, SC4-15LW</i>	30%	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 4 Science Scope and Sequence

2024

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week11
Term 1	Content	Introduction to Science Skills				Living Things and Plants						
	Outcomes	SC4WS outcomes				SC4-4WS, SC4-7WS, SC4-14LW (SCLS-17LW)						
	Assessment							Prac Portfolio (20%) SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-9WS				
Term 2	Content	Forces				Particles and Mixtures						
	Outcomes	SC4-9WS, SC4-10PW, SC4-11PW (SCLS4-12PW)				SC4-4WS, SC4-WS6, SC4-16CW, SC4-17CW (SCLS-22CW)						
	Assessment					Half-Yearly Exams (20%) SC4-14LW, SC4-10PW, SC4-11PW, SC4-7WS, SC4-9WS						
Term 3	Content	SRP	Particles and Mixtures		Growth and Development							
	Outcomes	SC4-WS all outcomes	SC4-4WS, SC4-WS6, SC4-16CW, SC4-17CW		SC4-14LW, SC4-15LW, SC4-WS9 (SCLS-18LW)							
	Assessment						SRP (30%) SC4-16CW, SC4-17CW, SC4-WS all outcomes					
Term 4	Content	Chemicals at Home				Space						
	Outcomes	SC5-5WS, SC4-16CW, SC4-17CW (SCLS-22CW, SCLS-23CW)				SC4-12ES, SC4-WS7.2, SC4-WS8 (SCLS-14ES)						
	Assessment				Yearly Exams (30%) SC4-7WS, SC4-9WS, SC4-16CW, SC4-17CW, SC4-14LW, SC4-15LW							

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 2024				
Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
Semester One				
Task 1	Practical Assessment	TE4-2DP, TE4-3DP, TE4-5AG	30%	Term 1 Week 9
Task 2	Design Folio	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG	40%	Term 1 Week 10
Task 3	Research Task	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG	30%	Term 2 Week 6
Semester Two				
Task 1	Practical Assessment	TE4-2DP, TE4-3DP, TE4-5AG	30%	Term 3 Week 9
Task 2	Design Folio	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG	40%	Term 3 Week 10
Task 3	Research Task	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG	30%	Term 4 Week 5

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

Stage 4 Agriculture Scope and Sequence

2024

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1		Semester One										
	Content	Chicken and Vege										
	Outcomes	TE4-1D, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO, TE4-10TS										
	Assessment									Practical (30%) TE4-2DP, TE4-3DP, TE4-5AG	Design Folio (40%) TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG	
Term 2	Content	Chicken and Vege										
	Outcomes	TE4-1D, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO, TE4-10TS										
	Assessment						Research Task (30%) TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG					
Term 3		Semester Two										
	Content	Chicken and Vege										
	Outcomes	TE4-1D, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO, TE4-10TS										
	Assessment									Practical (30%) TE4-2DP, TE4-3DP, TE4-5AG	Design Folio (40%) TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG	
Term 4	Content	Chicken and Vege										
	Outcomes	TE4-1D, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO, TE4-10TS										
	Assessment					Research Task (30%) TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG						

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

TECHNOLOGY MANDATORY: COMPUTING STUDIES

STAGE 4 COMPUTING STUDIES

ASSESSMENT OUTLINE 2024

Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
Task 1	Project Task	<ul style="list-style-type: none"> TE4-10TS 	50%	Term 2 Week 3
Task 2	Portfolio Task	<ul style="list-style-type: none"> TE4-1DP, TE4-2DP 	50%	Term 4 Week 2

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

Stage 4 Computing Studies Scope and Sequence

2024

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	Content	Digital Citizen										
	Outcomes	TE4-10TS										
	Assessment											
Term 2	Content	Digital Citizen										
	Outcomes	TE4-10TS										
	Assessment			Project Task (50%) TE4-10DS								
Term 3	Content	Graphics and Multimedia										
	Outcomes	TE4-1DP, TE4-2DP										
	Assessment											
Term 4	Content	Graphics and Multimedia										
	Outcomes	TE4-1DP, TE4-2DP										
	Assessment		Portfolio Task (50%) TE4-1DP, TE4-2DP									

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

TECHNOLOGY MANDATORY: FOOD TECHNOLOGY

STAGE 4 FOOD TECHNOLOGY ASSESSMENT OUTLINE 2024				
Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
Semester One				
Task 1	Research Task	TE4-5AG	25%	Term 1 Week 9
Task 2	Practical Assessment	TE4-2DP	25%	Term 2 Week 5
Task 3	Design Folio	TE4-1DP, TE4-6FO	50%	Term 2 Week 6
Semester Two				
Task 1	Research Task	TE4-5AG	25%	Term 3 Week 9
Task 2	Practical Assessment	TE4-2DP	25%	Term 4 Week 4
Task 3	Design Folio	TE4-1DP, TE4-6FO	50%	Term 4 Week 5

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

Stage 4 Food Technology Scope and Sequence

2024

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1		Semester One										
	Content	Paddock to Plate - Poultry										
	Outcomes	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO										
	Assessment									Research Task (25%) TE4-5AG		
Term 2	Content	Paddock to Plate - Poultry										
	Outcomes	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO										
	Assessment					Practical Task (25%) TE4-2DP	Design Folio (50%) TE4-1DP, TE4-6FO					
Term 3		Semester Two										
	Content	Paddock to Plate - Poultry										
	Outcomes	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO										
	Assessment									Research Task (25%) TE4-5AG		
Term 4	Content	Paddock to Plate - Poultry										
	Outcomes	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO										
	Assessment				Practical Task (25%) TE4-2DP	Design Folio (50%) TE4-1DP, TE4-6FO						

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 2024				
Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
SEMESTER ONE				
Task 1	Practical Project	<i>TE4-2DP, TE4-9MA</i>	40%	Term 1 Week 9
Task 2	Design Portfolio and Practical Project	<i>TE4-1DP, TE4-2DP</i>	60%	Term 2 Week 7
SEMESTER TWO				
Task 3	Design Portfolio and Practical Project	<i>TE4-1DP, TE4-2DP</i>	60%	Term 3 Week 7
Task 4	Practical Project	<i>TE4-2DP, TE4-9MA</i>	40%	Term 4 Week 2

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

Stage 4 Industrial Technology Scope and Sequence

2024

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	Content	Engineered Systems										
	Outcomes	TE4-1DP, TE4-2DP, TE4-8EN										
	Assessment									Practical Project (40%) TE4-2DP, TE4-9MA		
Term 2	Content	Timber Construction										
	Outcomes	TE4-1DP, TE4-3DP										
	Assessment							Design Portfolio & Project (60%) TE4-1DP, TE4-2DP				
Term 3	Content	Timber Construction										
	Outcomes	TE4-1DP, TE4-3DP										
	Assessment							Design Portfolio & Project (60%) TE4-1DP, TE4-2DP				
Term 4	Content	Engineered Systems										
	Outcomes	TE4-1DP, TE4-2DP, TE4-8EN										
	Assessment		Practical Project (40%) TE4-2DP, TE4-9MA									

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

VISUAL ARTS

STAGE 4 VISUAL ARTS ASSESSMENT OUTLINE 2024

Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
Task 1A	Art Making: Drawing	4.1, 4.4, 4.6	20%	Term 2 Week 3
Task 1B	Art Criticism and Art History	4.8, 4.9	10%	
Task 2A	Art Making: Painting	4.2, 4.3, 4.9	20%	Term 3 Week 4
Task 2B	Art Criticism and Art History	4.7, 4.8, 4.9	10%	
Task 3A	Art Making: Photography	4.1, 4.4, 4.5, 4.6	20%	Term 4 Week 2
Task 3B	Art Criticism and Art History	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 Scope and Sequence

2024

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	Content	This is Art				Design Project: Zentangle				The Art of Drawing		
	Outcomes	4.1, 4.2, 4.3, 4.6				4.1, 4.3, 4.6				4.1, 4.2, 4.4, 4.6		
	Content	What is an Art?				Creative Ideas on Design				Writing and talking about: Da Vinci		
	Outcomes	4.7, 4.8				4.7, 4.8						
	Assessment											
Term 2	Content	The Art of Drawing				Landscape Painting						
	Outcomes	4.1, 4.3, 4.4, 4.6				4.2, 4.3, 4.4						
	Content	Writing and talking about: Da Vinci				Writing and talking about: Van Gogh						
	Outcomes	4.8, 4.9				4.7, 4.8, 4.9						
	Assessment			Drawing Task (30%) 4.1, 4.4, 4.6, 4.8, 4.9								
Term 3	Content	Landscape Painting				Photography: Composition and Framing						
	Outcomes	4.2, 4.3, 4.4				4.1, 4.4, 4.5, 4.6						
	Content	Van Gogh				Writing and talking about: famous photographs						
	Outcomes	4.7, 4.8, 4.9				4.7, 4.10						
	Assessment				Painting Task (30%) 4.2, 4.3, 4.4, 4.7, 4.8, 4.9							
Term 4	Content	Photography: Composition and Framing				Watercolour Project/Extended Photography						
	Outcomes	4.1, 4.4, 4.5, 4.6				4.1, 4.2, 4.3, 4.4, 4.5, 4.6						
	Content	Famous Photographs				Writing and talking about: Australian Landscape Watercolours						
	Outcomes	4.7, 4.10				4.7, 4.8, 4.10						
	Assessment		Photography Task (40%) 4.1, 4.4, 4.5, 4.6, 4.7, 4.10									