

Manilla Central School



**Stage 5
Assessment
Schedule
2024**



I STRIVE

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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.

Principal:	Mr Shane Kelly
Deputy Principal:	Mrs Rachael Ferguson
Head Teacher Secondary Studies:	Miss Alyssa Nott
Stage Adviser:	Ms Janis Rodricks

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 study

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 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

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 5' 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 the assessment register at four points recognising receipt of: the notification of task, submission of the task and task returned with feedback.
- Students will be advised of their results for each assessment task.

GRADING AND ASSESSMENT POLICY

THE PROCEDURE FOR THE SUBMISSION OR PERFORMANCE OF ASSESSMENT TASKS

- Tasks must be submitted as stated on the assessment task on the due date.
- Students may submit tasks earlier when necessary (e.g. TAFE attendance, excursion etc.). They need to see the Head Teacher Secondary Studies to obtain a copy of the Application – Assessment Task Extension/Variation and discuss the reason for variation. The task must be handed to the classroom teacher of that subject or the Head Teacher Secondary Studies with a signed assessment form.
- It is the responsibility of the student to check the submission method detailed on the assessment notification, as this may vary including fieldwork, excursions, pieces of major work and in-school tasks. It may also include electronic submissions.
- Tasks cannot be delivered by friends, unless there are special circumstances negotiated with the Head Teacher Secondary Studies.
- Students on Work Experience must make arrangements to present work on or before the due date. Work Experience is not an excuse for late assessment tasks.
- All electronic devices must be switched off and in the student's bag during in-class assessment tasks. Any student who interacts with electronic devices during a task will be awarded zero. Parents will be notified via phone call and a zero letter.

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. Students will be required to complete the Application – Assessment Task Extension/Variation.
- 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.
- If a student is absent when a task is due, it must be handed in on the first day of return to school whether the student has the subject that day or not.

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.

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 the NESA-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.

INVALID OR UNRELIABLE TASKS

The task will be referred to a committee consisting of the Principal, Head Teacher Secondary Studies and Deputy Principal to make the decision on the validity and reliability of the task.

The Principal (or Principal's delegate) will inform the student/s, Head Teacher Secondary Studies and Classroom Teacher within ten school days from receipt of receiving the task.

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 the 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 a week prior to the task being due.



Head Teacher Secondary Studies interviews student and issues the appropriate 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 Secondary Studies 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 relevant documentation 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 Coordinator and Head Teacher Secondary Studies make the decision 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 HeadTeacher 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

'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 the HT completes Sentral N notification.

Head Teacher Secondary Studies discusses situation with the student and issues with appropriate paperwork. Discussion takes place regarding the process of submitting the task to meet requirements. Minutes of the meeting are recorded in Sentral. NESA Coordinator 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. Parents and students are emailed a copy of the letter with a read receipt by **Office Staff**.

Classroom 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. **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 HT 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. NESA Coordinator is informed.

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

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

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 SS and determine whether the 'N' determination will stand. A new review date may be set which is 15 days from the time of interview. Failure to meet this deadline will usually result in an 'N' determination for that subject.

Student continues with studies.

Under post compulsory

Post compulsory age

Repeat the course under a Pathways option

Expulsion from that course or even the school



MANILLA NSW 2346

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

Relieving Principal: Rachael Ferguson

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

Please detach this section and return to the school

Acknowledgement of Official Warning

I have received the letter dated 28/01/24 advising me that _____ is in danger of not meeting the course requirements for PDHPE.

I am aware that this is / is not 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 Year 11 courses.

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____

ABN 182 461 982 66



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, 28th January 2024
00029693

MANILLA
2346

Dear |

Re:

Re: Zero Mark for Assessment Task

I wish to inform you that | of Year 11 has been given a mark of zero in the following task: PDHPE.

I am concerned that this result could affect |'s 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

| - Head Teacher |
Curriculum | 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 Head Teacher Secondary Studies or NESA Coordinator will interview the student on his/her arrival. They 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 examinations.
- 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.
- Students should make sure that their name is on all answer sheets.
- 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 examination 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 mean the Discipline system has to be followed. Stage 5 students are not permitted mobile phones on site, as per school policy.
- 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 for that examination.
- 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 and Classroom Teacher will be notified, and the 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.

DISABILITY PROVISIONS

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

PROCEDURES FOR MARKING, RECORDING AND REPORTING

Assessment Tasks will be marked by classroom teachers and returned to students within a reasonable timeframe.

Students will receive written feedback using the marking guidelines supplied with the task's notification documentation.

Feedback will consist of:

- Task Total
- Task Rank
- Cumulative Rank
- Additional individualised feedback

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.

FORMATIVE ASSESSMENT PROCEDURES

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

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
 - Assessment Rank
 - Teacher Comment
- Additionally, whole school performance is also reported against the following areas:
 - Attendance
 - Extracurricular activities
- Students will complete a Student Voice comment that reflects upon their performance from the semester.

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.

PERSONALISED TRANSITION PLANNING

UP2NOW

Many employers and places of further education are interested in more than just academic results. The Up2Now website is a great place for secondary students to share information about their learning and extracurricular activities, and to capture personalise transition planning.

<https://up2now.net.au>

The website allows students to create an online portfolio, where they can present their broader learning, awards and achievements, community service and volunteering experience, showcase their artwork, and create resumes. Students can create multiple portfolios and export to PDF nor share a portfolio online with prospective employers or use it to access other education and training pathways.

Careers advisers and class teachers employed in schools can use up2now to work with students intending the leave school prior to their HSC.

See Mrs Jones our Careers Advisor to assist with accessing Up2Now and creating your online portfolio.

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>.

ENGLISH

STAGE 5 ENGLISH ASSESSMENT OUTLINE 2024				
Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
Task 1	Creative Task	<i>EN5-RVL-01, EN5-ECA-01, EN5-ECB-01</i>	25%	Term 1 Week 9
Task 2	Multi-Modal	<i>EN5-ECA-01, EN5-URA-01, EN5-URC-01, EN5-ECB-01</i>	25%	Term 2 Week 8
Task 3	Essay	<i>EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01</i>	25%	Term 3 Week 7
Task 4	Yearly Examination	<i>EN5-RVL-01, EN5-URB-01, EN5-URA-01, EN5-ECA-01</i>	25%	Term 4 Week 2

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

Stage 5 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	Week11
Term 1	Content	Our Beautiful Planet										
	Outcomes	EN5-RVL-01, EN5-URB-01, EN5-ECA-01, EN5-ECB-01										
	Assessment									Creative Task (25%) EN5-RVL-01, EN5-ECA-01, EN5-ECB-01		
Term 2	Content	Utopia and Dystopia										
	Outcomes	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01										
	Assessment								Multi-modal Task (25%) EN5-ECA-01, EN5-URA-01, EN5-URC-01, EN5-ECB-01			
Term 3	Content	Use Your Voice										
	Outcomes	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01, EN5-ECB-01										
	Assessment							Essay (25%) EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01				
Term 4	Content	'I Will Survive'										
	Outcomes	EN5-URA-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01										
	Assessment		Yearly Examination (25%) EN5-RVL-01, EN5-URB-01, EN5-URA-01, EN5-ECA-01									

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

GEOGRAPHY

STAGE 5 GEOGRAPHY ASSESSMENT OUTLINE 2024

Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
Task 1	Fieldwork	<i>GE5-1, GE5-5, GE5-7, GE5-8</i>	50%	Term 3 Week 8
Task 2	Yearly Examination	<i>GE5-1, GE5-3, GE5-5, GE5-6, GE5-8</i>	50%	Term 4 Week 2

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

Stage 5 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	Changing Places										
	Outcomes	GE5-2, GE5-3, GE5-5, GE5-7, GE5-8										
	Assessment								Fieldwork Task (50%) GE5-2, GE5-5, GE5-7, GE5-8			
Term 4	Content	Human Wellbeing										
	Outcomes	GE5-1, GE5-2, GE5-6, GE5-7, GE5-8										
	Assessment		Yearly Exam (50%) GE5-1, GE5-3, GE5-5, GE5-6, GE5-8									

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

HISTORY

STAGE 5 HISTORY ASSESSMENT OUTLINE 2024				
Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
Task 1	Research Task	<i>HT5-3, HT5-4, HT5-6, HT5-9, HT5-10</i>	50%	Term 1 Week 10
Task 2	Half-Yearly Examination	<i>HT5-1, HT5-2, HT5-3, HT5- 7, HT5-8</i>	50%	Term 2 Week 5

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

Stage 5 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 3: Australians at War – World War I and II										
	Outcomes	HT5.1, HT5.2, HT5.4, HT5.5, HT5.7, HT5.8, HT5.9, HT5.10										
	Assessment										Research Task (50%) HT5-3, HT5-4, HT5-6, HT5-9, HT5-10	
Term 2	Content	Depth Study 6 (School-Developed Topic): Australia in the Vietnam War era										
	Outcomes	HT5.1, HT5.3, HT5.4, HT5.6, HT5.7, HT5.9, HT5.10										
	Assessment					Half-Yearly Examination (50%) HT5-1, HT5-2, HT5-3, HT5-5, HT5-7, HT5-8						

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

MATHEMATICS

STAGE 5 MATHEMATICS

ASSESSMENT OUTLINE 2024

Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
Task 1	Written task	<i>MAO-WM-01, MA5-ARE-C-01, MA5-VOL-C-01</i>	25%	Term 1 Week 11
Task 2	Formal examination	<i>MAO-WM-01, MA5-ARE-C-01, MA5-VOL-C-01, MA5-ALG-C-01</i>	25%	Term 2 Week 5
Task 3	Written task	<i>MAO-WM-01, MA5-LIN-C-02</i>	25%	Term 3 Week 7
Task 4	Formal examination	<i>MAO-WM-01, MA5-ARE-C-01, MA5-VOL-C-01, MA5-ALG-C-01, MA5-EQU-C-01, MA5-IND-C-01, MA5-LIN-C-01, MA5-LIN-C-02</i>	25%	Term 4 Week 2

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

Stage 5 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	Area and Surface A						Volume A				
	Outcomes	MAO-WM-01, MA5-ARE-C-01						MAO-WM-01, MA5-VOL-C-01				
	Assessment											Assignment (25%) MAO-WM-01, MA5-ARE-C-01, MA5-VOL-C-01
Term 2	Content	Algebraic Techniques			Equations A				Indices A			
	Outcomes	MAO-WM-01, MA5-ALG-01			MAO-WM-01, MA5-EQU-C-01				MAO-WM-01, MA5-IND-C-01			
	Assessment					Examination (25%) MAO-WM-01, MA5-ARE-C-01, MA5-VOL-C-01, MA5-ALG-C-01						
Term 3	Content	Linear Relationships A				Non-Linear Relationships A						
	Outcomes	MAO-WM-01, MA5-EQU-C-01				MAO-WM-01, MA5-LIN-C-02						
	Assessment							Open Book In Class Test (25%) MAO-WM-01, MA5-LIN-C-02				
Term 4	Content	Data Analysis A and B										
	Outcomes	MAO-WM-01, MA5-DAT-C-01, MA5-DAT-C-02										
	Assessment		Examination (25%) MAO-WM-01, MA5-ARE-C-01, MA5-VOL-C-01, MA5-ALG-C-01, MA5-EQU-C-01, MA5-IND-C-01, MA5-LIN-C-01, MA5-LIN-C-02									

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

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)

STAGE 5 PDHPE ASSESSMENT OUTLINE 2024

Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
Task 1	ICT Task	<i>PD5-2, PD5-6, PD5-7, PD5-8, PD5-9</i>	30%	Term 1 Week 11
Task 2	Survival Kit	<i>PD5-2, PD5-6, PD5-7, PD5-8</i>	20%	Term 2 Week 9
Task 3	Teacher Observation	<i>PD5-4, PD5-5, PD5-6, PD5-9, PD5-11</i>	30%	Term 3 Week 8
Task 4	Formal Examination	<i>PD5-1, PD5-3, PD5-6, PD5-9</i>	20%	Term 4 Week 2

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

Stage 5 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	Week11
Term 1	Content	Eat, Sleep, Train Repeat										
	Outcomes	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	Content	Where's Your Head At										
	Outcomes	PD5-1, PD5-2, PD5-3, PD5-6, PD5-7, PD5-9										
	Content	Practice, Practice, Practice										
	Outcomes	PD5-1, PD5-4, PD5-5, PD5-8 PD5-11										
	Assessment									Survival Kit (20%) PD5-2, PD5-6, PD5-7, PD5-8		
Term 3	Content	R U OK?										
	Outcomes	PD5-2, PD5-6, PD5-9, PD5-10										
	Content	Lights! Camera! Action!										
	Outcomes	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	Content	The Next Chapter										
	Outcomes	PD5-1, PD5-2, PD5-8, PD5-9, PD5-10										
	Content	TEAM (Together Everyone Achieves More)										
	Outcomes	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 2024				
Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
Task 1	Individual Research Project (IRP)	SC5-WS4, SC5-WS5, SC5-WS6, SC5-WS7, SC5-WS8, SC5-WS9	30%	Term 1 Week 8
Task 2	Half-Yearly Examination	SC5-WS9, SC5-10PW, SC5-13ES, SC5-14LW	20%	Term 2 Week 5
Task 3	Skills Test	SC5-WS6, SC5-WS7, SC5-11PW	30%	Term 3 Week 6
Task 4	Yearly Examination	SC5-WS9, SC5-11PW, SC5-14LW, SC5-15LW, SC5-16CW, SC5-17CW	20%	Term 4 Week 2

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

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	Individual Research Project					Wave Motion					
	Outcomes	SC5-WS outcomes					SC5-10PW, SC5-4WS, SC5-6WS, SCLS-10PW					
	Assessment								IRP (30%) SC5-WS4, SC5-WS5, SC5-WS6, SC5-WS7, SC5-WS8, SC5-WS9			
Term 2	Content	Human Environmental Impact					Control and Co-ordination					
	Outcomes	SC5-5WS, SC5-14LW, SC5-13ES, SCLS-15ES, SCLS-21LW					SC5-14LW, SC5-15LW, SC5-7WS (SCLS-17LW)					
	Assessment					Half-Yearly Exam (20%) SC5-WS9, SC5-10PW, SC5-13ES, SC5-14LW						
Term 3	Content	Electricity							Chemical Reactions			
	Outcomes	SC5-11PW, SC5-6WS (SCLS-10PW, SCLS-11PW)										
	Assessment						Skills Test (30%) SC5-WS6, SC5-WS7, SC5-11PW					
Term 4	Content	Chemical Reactions					Earth History					
	Outcomes	SC5-16CW, SC5-17CW, SC5-WS7, SC5-WS6 (SCLS-23CW)					SC5-12ES, SC5-13ES, SC5-WS9 (SCLS-13ES, SCLS-14ES, SCLS-15ES, SCLS-16ES)					
	Assessment		Yearly Exam (20%) SC5-WS9, SC5-11PW, SC5-14LW, SC5-15LW, SC5-16CW, SC5-17CW									

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

ELECTIVE: AGRICULTURE

STAGE 5 AGRICULTURE ASSESSMENT OUTLINE 2024				
Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
Task 1	Poultry Research	AG5-7, AG5-8, AG5-9, AG5-12	20%	Term 2 Week 6
Task 2	Practical Skills	AG5-13, AG5-14	10%	Term 2 Week 9
Task 3	Pigs Research	AG5-2, AG5-3, AG5-4, AG5-5, AG5-7, AG5-8, AG5-9	15%	Term 3 Week 7
Task 4	Practical Skills	AG5-9, AG5-10, AG5-12 , AG5-13 , AG5-14	30%	Term 3 Week 10
Task 5	Yearly Exam	AG5-5, AG5-6, AG5-7, AG5-8, AG5-9	25%	Term 4 Week 2

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

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	Introduction to Agriculture					Veggies					
	Outcomes	AG5-1 , AG5-2, AG5-3, AG5-4, AG5-13, AG5-14					AG5-5, AG5-6, AG5-8, AG5-9 , AG5-11, AG5-12, AG5-13, AG5-14					
	Assessment											
Term 2	Content	Veggies		Layers/Broilers								
	Outcomes			AG5-7 , AG5-8 , AG5-9 , AG5-10 , AG5-12 , AG5-13 , AG5-14								
	Assessment						Poultry Research (20%) AG5-7, AG5-8, AG5-9, AG5-12			Practical Skills (10%) AG5-13, AG5-14		
Term 3	Content	Pigs								Pasture		
	Outcomes	AG5-7 , AG5-8 , AG5-9 , AG5-10 , AG5-12 , AG5-13 , AG5-14										
	Assessment							Research Assignment (15%) AG5-2, AG5-3, AG5-4, AG5-5, AG5-7, AG5-8, AG5-9			Practical Skills (30%) AG5-9, AG5-10, AG5-12 , AG5-13 , AG5-14	
Term 4	Content	Pasture										
	Outcomes	AG5-5, AG5-6, AG5-8, AG5-9 , AG5-11, AG5-12, AG5-13, AG5-14										
	Assessment		Yearly Examination (25%) AG5-5, AG5-6, AG5-7, AG5-8, AG5-9									

ELECTIVE: FOOD TECHNOLOGY

STAGE 5 FOOD TECHNOLOGY ASSESSMENT OUTLINE 2024				
Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
Task 1	Research and meal plan	<i>FT5-7, FT5-8, FT5-11</i>	25%	Term 2 Week 3
Task 2	Practical assessment	<i>FT5-1, FT5-5</i>	25%	Term 2 Week 5
Task 3	Research and report task	<i>FT5-6, FT5-8, FT5-12</i>	35%	Term 3 Week 8
Task 4	Practical assessment	<i>FT5-11</i>	15%	Term 4 Week 2

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

Stage 5 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	Content	Food Selection and Health										
	Outcomes	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										
	Assessment											
Term 2	Content	Food Selection and Health					Food Service and Catering					
	Outcomes						FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-10, FT5-11, FT5-12, FT5-13					
	Assessment			Research and Meal Plan (25%) FT5-7, FT5-8, FT5-11		Practical Assessment (25%) FT5-1, FT5-5						
Term 3	Content	Food Service and Catering					Food Equity					
	Outcomes											
	Assessment								Research and Report Task (35%) FT5-6, FT5-8, FT5-12			
Term 4	Content	Food Equity										
	Outcomes	FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13										
	Assessment		Practical Assessment (15%) FT5-11									

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

ELECTIVE: INDUSTRIAL TECHNOLOGY (METAL)

STAGE 5 INDUSTRIAL TECHNOLOGY (Metal)

ASSESSMENT OUTLINE 2024

Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
Task 1	Dustpan: Project + Folio	<i>IND5-2, IND5-3, IND5-5</i>	30%	Term 2 Week 2
Task 2	Egg Flip and Toasting Fork: Project and Folio	<i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8</i>	35%	Term 3 Week 2
Task 3	Camp BBQ: Project and Folio	<i>All IND-5 Outcomes</i>	35%	Term 3 Week 9

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

Stage 5 Industrial Technology: Metal 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	WHS & Dustpan										
	Outcomes	IND5-1, IND5-3, IND5-7, IND5-8										
	Assessment											
Term 2	Content	WHS & Dustpan		Egg Flip and Toasting Fork								
	Outcomes	IND5-2, IND5-3, IND5-4										
	Assessment		Project and Folio (30%) IND5-2, IND5-3, IND5-5									
Term 3	Content	Egg Flip and Toasting Fork		Camp BBQ								
	Outcomes			IND5-2, IND5-5, IND5-6, IND5-7, IND5-8								
	Assessment		Project and Folio (35%) IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-7							Project and Folio (35%) All IND5 outcomes		
Term 4	Content	Camp BBQ										
	Outcomes	IND5-2, IND5-5, IND5-6, IND5-7, IND5-8										
	Assessment											

ELECTIVE: INDUSTRIAL TECHNOLOGY (TIMBER)

STAGE 5 INDUSTRIAL TECHNOLOGY (Timber)

ASSESSMENT OUTLINE 2024

Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
Task 1	BBQ Tray: Project	<i>IND5-2, IND5-3, IND5-4, IND5-5</i>	30%	Term 2 Week 2
Task 2	Magazine Rack: Project and Folio	<i>IND5-1, IND5-2, IND5-3, IND5-5, IND5-7, IND5-8</i>	35%	Term 3 Week 2
Task 3	Jewellery Box: Project and Folio	<i>All IND-5 Outcomes</i>	35%	Term 3 Week 9

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

Stage 5 Industrial Technology: Timber 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	BBQ Tray											
	Outcomes	IND5-1, IND5-3, IND5-6											
	Assessment												
Term 2	Content	BBQ Tray		Magazine Rack									
	Outcomes	IND5-1, IND5-2, IND5-3, IND5-7											
	Assessment		Project and Folio (30%) IND5-2, IND5-3, IND5-4, IND5-5										
Term 3	Content	Magazine Rack		Jewellery Box									
	Outcomes			IND5-1, IND5-2, IND5-3, IND5-4, IND5-7									
	Assessment		Project and Folio (35%) IND5-1, IND5-2, IND5-3, IND5-5, IND5-7, IND5-8							Project and Folio (35%) All IND5 outcomes			
Term 4	Content	Jewellery Box											
	Outcomes	IND5-1, IND5-2, IND5-3, IND5-4, IND5-7											
	Assessment												

ELECTIVE: PHYSICAL ACTIVITY AND SPORT STUDIES (PASS)

STAGE 5 PASS

ASSESSMENT OUTLINE 2024

Component	Nature of assessment	Outcomes to be assessed	Weighting of task	Due date
Task 1	Journal	<i>PASS5-4, PASS5-6, PASS5-7</i>	30%	Term 1 Week 9
Task 2	Case Study	<i>PASS5-1, PASS5-5, PASS5-9</i>	20%	Term 2 Week 10
Task 3	Athlete Profiles	<i>PASS5-2, PASS5-3, PASS5-4</i>	30%	Term 3 Week 8
Task 4	Yearly Examination	<i>PASS5-1, PASS5-3, PASS5-10</i>	20%	Term 4 Week 2

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

Stage 5 PASS 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	Active Everyday										
	Outcomes	PASS5-4, PASS5-6, PASS5-7, PASS5-10										
	Assessment									Journal (30%) PASS5-4, PASS5-6, PASS5-7		
Term 2	Content	Sporting Champions: Born or Made?										
	Outcomes	PASS5-1, PASS5-5, PASS5-6, PASS5-9										
	Assessment										Case Study (20%) PASS5-1, PASS5-5, PASS5-9	
Term 3	Content	Sporting Identities										
	Outcomes	PASS5-2, PASS5-3, PASS5-4, PASS5-10										
	Assessment								Athlete Profiles (30%) PASS5-2, PASS5-3, PASS5-4			
Term 4	Content	Participating With Safety										
	Outcomes	PASS5-3, PASS5-5, PASS5-9, PASS5-10										
	Assessment		Yearly Examination (20%) PASS5-1, PASS5-3, PASS5-10									

ELECTIVE: VISUAL ARTS

STAGE 5 VISUAL ARTS ASSESSMENT OUTLINE 2024

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

Stage 5 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	Intro to Art		Title Page		Advanced Elements and Techniques						
	Outcomes	5.1, 5.7		5.1, 5.6		5.1, 5.2, 5.3, 5.6						
	Content	Art Room Rules Design Project		How to use an Art Journal		Elements of Art			Artist Study			
	Outcomes	5.1, 5.7		5.7		5.7, 5.8			5.7, 5.8			
	Assessment											
Term 2	Content	Advanced Elements and Techniques				An Eye on Perspective						
	Outcomes	5.1, 5.2, 5.3, 5.6				5.1, 5.4, 5.6						
	Content	Artist Study: Whiteley, Preston, Done, Coburn				Artist Study: Chuck Close, Da Vinci						
	Outcomes	5.7, 5.8, 5.9				5.7, 5.8, 5.9						
	Assessment			Advanced Elements (30%) 5.1, 5.2, 5.3, 5.6, 5.7, 5.8								
Term 3	Content	NAIDOC Week Art			Box Me In							
	Outcomes	5.2, 5.3, 5.5			5.2, 5.3, 5.5							
	Content				Artist Study: Edvard Munch							
	Outcomes				5.8, 5.9, 5.10							
	Assessment				Eye Drawing (30%) 5.1, 5.4, 5.6, 5.7, 5.9						Box Me In (40%) 5.2, 5.3, 5.5, 5.8, 5.9, 5.10	
Term 4	Content	Creations in Clay				Presentation Day Gallery						
	Outcomes	5.2, 5.3, 5.4, 5.6				5.1, 5.2, 5.3, 5.4, 5.5, 5.6						
	Content	Artist Study: Johnson Tsang, Christopher David White										
	Outcomes	5.7, 5.9										
	Assessment											

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