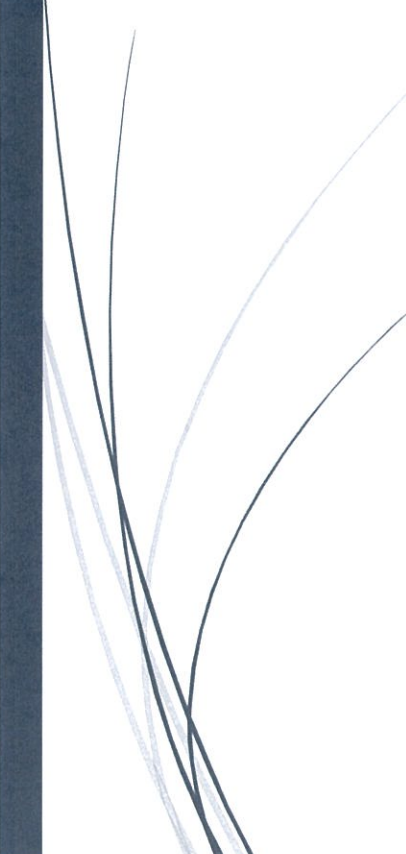




STAGE 5

ASSESSMENT and REPORTING
PROCEDURES
2022/2023



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INTRODUCTION

NESA

The award of the Record of School Achievement (RoSA) is made on the basis of a student's performance in class and through school-based assessment tasks. Assessment tasks are a part of the formal teaching and learning programs we deliver to your child.

Each school has to develop an Assessment Program for every Year 10 course. In practical terms, this means that the school is required to:

- inform students of assessment requirements in each course;
- set tasks that will measure student performance in each specified component of the course and focus on outcomes;
- specify the assessment weighting for each task;
- keep records of each student's performance on each task and;
- provide students with information on their progress.

Schools are required to provide an Assessment Grade based on student achievement in each course studied in Year 10.

The Assessment Grade will be based on achievement measured throughout the course and will encompass performance in all syllabus objectives and outcomes, except those relating to values and attitudes.

The Year 10 assessment program not only contributes to students' rankings in courses they study, but also provides students and parents with an idea of the relative ability of students and their capacity to work over a period of time towards achievements in a wide range of objectives.

NSW Education Standards Authority (NESA) has set requirements for both schools and for students. This booklet contains the Assessment Policy, Procedures and Course Assessment Schedules for Year 10 students beginning their assessment programs for 2022/2023 at Oberon High School.

Students need to ensure that they have read and understood the requirements so that they are aware of their responsibilities and those of the school with regard to assessment.

This handbook is a useful guide for all students and parents/carers – it can assist them to effectively plan ahead and take responsibility for managing their own learning in 2022/2023.

Mr Craig Luccarda

Principal

NSW Education Authority Standards requirements – for the award of Record of School Achievement



Stage 4 comprises Years 7 and 8; Stage 5 comprises Years 9 and 10. Both stages lead to the Record of School Achievement (RoSA), and the Principal must sign off that each student has completed all mandatory components.

The NSW school curriculum is organised into key areas of learning as required by the Education Reform Act 1990. There are eight secondary school key learning areas.

- English
- Mathematics
- Science
- Languages
- Technologies
- Creative Arts
- Human Society and its Environment
- Personal Development, Health and Physical Education

It is mandatory for all students in Years 7 -10 to study courses in each of the key learning areas at some stage.

To attain a RoSA, students must complete the mandatory curriculum requirements for Years 7-10 in each key learning area. This includes:

- Completing all assessment tasks
- Completing all homework tasks
- Completing all class work
- Participating in class activities
- Participating in practical activities and excursions
- Applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course.

The RoSA is a credential that students either achieve or do not achieve. It is not a credential that you pass or fail with a mark out of 100 like an assessment task. Each student will see on their transcript the grade achieved for each course. If a student has been given a non award in a course this will be listed on the transcript.

The RoSA is not a credential that students automatically receive as a hard copy in the mail or via email. The credential remains with NESA until the student requests a copy of the document. It is then made available to the student.

Academic Requirements for all students

Any student who is not participating satisfactorily, not completing classwork as required or not completing assessment tasks as necessary will be counselled by the class teacher before referral to the Head Teacher. Letters of concern or a phone call will subsequently be sent if the student does not show improvement. If the concern is spread across several courses the Deputy Principal may then intervene.

1. Attendance

- Students are expected to attend a minimum of **85%** of all classes – this is essential to achieve course outcomes, cover the content of each course and enable accurate assessment of effort and participation in a course.
- Students must explain every absence from school and must apply for exemption (with evidence) for absences from school when there are exceptional circumstances.
- Students must check with all teachers regarding work missed due to absence and what they need to do to catch up. The Year Adviser can assist students and parents when students are on extended leave or preparing for this circumstance.
- Periods of extended leave must be approved by the Principal. The student is required to maintain a satisfactory level of course work whilst absent and must negotiate with course coordinators in regard to assessment tasks that are scheduled during their time of absence.
- Any student who is not participating satisfactorily due to extensive absences will first be counselled by the teacher then the Head Teacher. Ultimately the student will be referred to the Learning and Support Team and the Deputy Principal for assessment and potentially be placed on an attendance monitoring program.

2. Application and Sustained Effort

Students have a responsibility to:

- Demonstrate sustained diligence and effort in each course and participate in all lessons constructively.
- Familiarise themselves with the school's '**Assessment Procedures**' and any course information provided to them by the school.
- Contact the teacher and/or Head Teacher to obtain the task notification if they are absent on the day an assessment task notification is issued.
- Complete all assigned work, including every assessment task, to demonstrate through effort and achievement, that they have met the requirements of the course.
- Be present for, and hand in, all assessment tasks on the required date as specified in the assessment notification/schedule.
- Ensure that any questions about marks, grades or comments awarded for an individual piece of work are resolved at the time the work is returned to the student.
- Maintain the integrity and confidentiality of all assessment tasks.

- Ensure the work is their own and follows the malpractice guidelines outlined in this handbook.

3. Achieved some or all of the course outcomes

Students demonstrate this by:

- Completing assigned work, practical requirements, formal assessment tasks and examinations and
- Displaying application and sustained effort and
- Attending more than 85% of all classes

Strategies to assist student achievement in assessment tasks

A consistent application of this procedure will provide increased support of student success with their assessment tasks.

To assist a consistent application:

- Regular teacher collaboration at a faculty and whole school level.
- Year group presentations to students on assessment support and expectations.
- The assessment procedures are clearly available on the school's website to assist in keeping students and parents informed.
- Class teachers conduct introductory lessons with students leading them through scope and sequences, related assessment tasks and expectations of student participation.
- All tasks are clearly identified in course scope and sequences and assessment schedules.
- Use of the "my student" dashboard to assist in keeping students and parents informed.
- Deliberate focus on celebration and recognition of student success through commendation system.
- Life skills outcomes can be met in a number of ways in consultation with parents, students and other significant individuals, as outlined in the student's individual education plan.

Notification of assessment tasks

Assessment tasks for Year 7-10 are prepared on the school's agreed notification of assessment proforma and are issued to the students as early as possible prior to a task; at least a minimum of two weeks notice.

These notifications of assessments should:

- Clearly indicate the outcomes which are being assessed, the value of the task, the nature of the task, due date and marking guideline.
- Be included on the Millennium calendar.
- Be discussed by the class teacher when distributed to reinforce approach and expectations.

Supporting submission of tasks

Expectations of students for successful completion of assessment tasks:

- Plan for their tasks using the assessment schedules.
- Refer to the assessment notifications and seek a copy if they were absent at the time of distribution.
- Seek further guidance from teachers asking questions that enable a deeper understanding of task requirements.
- Complete all assessment tasks on time.
- Submit their own work, making a genuine and serious attempt.
- Complete each assessment task to the best of their ability.
- Ensure that any questions they have about the marks, grades or comments awarded for an individual piece of work are resolved at the time the work is handed back.
- Reflect on teacher feedback to develop strategies to improve in future tasks.
- Work without hindering the learning and work of other students irrespective of the type of task.
- Access assistance through the Learning and Support Team if extra support is needed with assessment tasks completion.
- Use scaffolds provided such as ALARM and TEEL. These scaffolds are taught in class and provided to assist students in structuring responses. Students achieve greater success if scaffolds are utilised appropriately.

TEEL Writing Scaffold

The **TEEL structure** provides an effective way of organising a paragraph. **TEEL** stands for Topic sentence, Explanation, Evidence, and Link.

Students are guided through the use of this scaffold in class and it will improve written responses if used effectively.

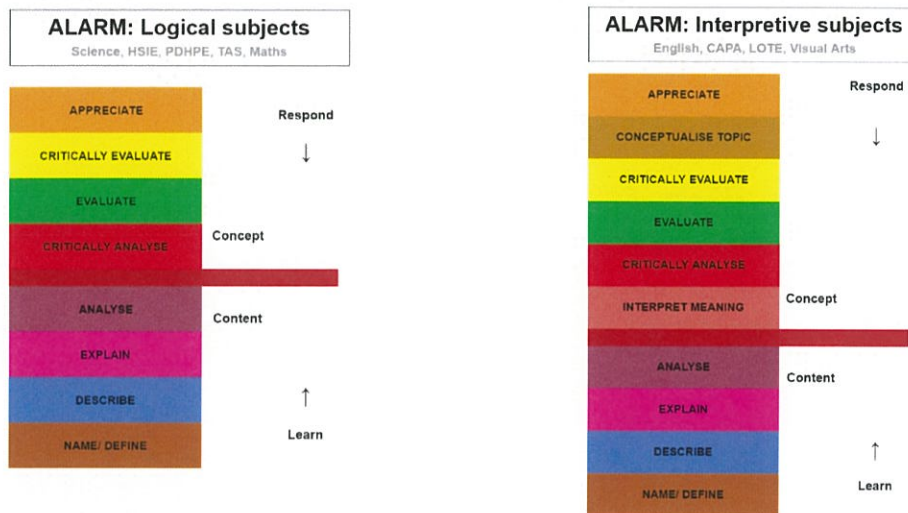
<p>Topic sentence – introduces the paragraph</p> <ul style="list-style-type: none"> • States the main idea of the paragraph • Uses key words from the topic
<p>Explanation – what do you mean by that?</p> <ul style="list-style-type: none"> • Explains what you mean by the topic sentence • Gives more detail about the idea
<p>Example/Evidence – what makes you say that?</p> <ul style="list-style-type: none"> • Proof/evidence from the text (quotes) and/or facts, statistics • Supports the argument you have made
<p>Link – Why is all that important?</p> <ul style="list-style-type: none"> • Explains how the example links to the main idea • Closes the argument • May link to the next paragraph

ALARM – A Learning and Response Matrix

The **ALARM** model has been created to support students responding to assessment task questions. The matrix builds on levels of thinking skills that must be demonstrated in assessment tasks across all courses. For example Identify requires one word or short answer whereas Evaluate question requires a complex assessment of impact.

Every student should be able to complete identify or describe or explain questions. Most students should be able to do analyse questions, and some should be able to effectively respond to evaluate questions.

The ALARM model is structured slightly different dependent courses (subjects) learning requirements.



Life Skills Assessment

Learning outcomes are identified through a collaborative curriculum planning process for students accessing a life skills course. Collaboration is between students, parents/carers, teachers, learning support staff and any other significant individuals such as SLSOs and professional health care providers working with the student.

Assessment should provide opportunities for students to demonstrate achievement in relation to their selected outcomes. Assessment can occur in a range of situations or environments such as the school and wider community.

Student assessment could include any or all of the following:

- Students monitoring and reflecting on their own learning
- Teacher observation during teaching and learning and/or work samples
- Alternative assessment tasks specifically designed to assess selected life skills outcomes.

Life skills students are assessed against defined life skills outcomes. They will still be expected asked to participate in active learning and be required to complete assessment tasks appropriate for their program of study. Life skills students may work in a fully supportive environment, be integrated with mainstream students

or a combination of both. Achievement of outcomes in the life skills program for each student will be reported on during the school reporting periods along with all other students.

Modified Assessment Tasks for students with an Individual Education Plan (IEP)

Students identified by the Learning Support Team as requiring modified assessment tasks on their IEP are provided with a modified assessment task that reflects the learning outcomes of the course. The modified assessment task must consider the individual learning needs of the student and be developed in collaboration with learning support staff and/or MC staff. Modifications to assessment tasks may include but are not limited to:

- scaffolding and additional resources
- alternative layout and language of assessment task instructions
- focus on specific elements of ALARM appropriate for their abilities
- alternative ways to submit tasks
- reader or writer for formal written tasks to assist completion

Absent When an Assessment Task Is Issued

It is a **student's** responsibility to check what work has been missed whilst they were absent and to catch up on that work. The same condition applies if a student is absent when an Assessment Task is issued. Students may not be entitled to any automatic extension of time for the task, if you were absent on the day a task was issued.

Students who have had a prolonged absence must discuss the exceptional circumstance with their teacher or if need be the Head Teacher to determine how to satisfy the requirements of the task(s) in question. The Year Advisor and/or the Deputy Principal may also be involved in this discussion as a prolonged absence is likely to have an impact on a range of courses.

Absent on the day an Assessment Task is due

All assessment tasks must be submitted on or before the published due date. However, a student may negotiate with the teacher and if needed the Head Teacher before the due date for an extension or an alternative submission/completion date. As part of this process the Renegotiation of Assessment Task proforma or Extension of Assessment Task Date proforma must be completed appropriately. If an extension is not negotiated, the task will be deemed not submitted/completed on time for the purposes of assessment. Notwithstanding the following:

- If a student is on unexpected legitimate leave (eg sick) the day an assessment task is to be submitted, they should submit the task on the day they return.
- If a student is suspended they may submit the work on the first day they return, however, as all students have access to "mystudentdashboard.com" tasks can be submitted from home as part of the suspension process.

- All students have access to the same “mystudentdashboard.com” and gmail, therefore, prolonged absences need not be an inhibitor for assessment task (or general work) submission. This will be part of the planning carried out between the school and home in such circumstances.
- If a student is absent for a prolonged period of time and completion of work and assessment tasks is not feasible then teachers will give the student an estimate for each task missed. This process will be based on completed tasks and maintaining the relative rank of the student to other students.

Non-Serious Attempts of Assessment Tasks

Students must make a serious attempt at all assessment tasks. Students failing to make a serious attempt will be **required to resubmit/resit** that assessment task. A non-serious attempt may include:

- a student who shows little or no thought or effort in their task.
- a student completing the task to a minimal standard that does not reflect their capacity.
- a student who refuses to complete the task.
- a student who treats the task with disrespect and damages the task material.
- a student who submits written material or images of an inappropriate nature as part of the assessment task.
- a student who by word or action acts inappropriately in completing an assessment task requiring non-written communication.
- a student who interferes with the completion of an assessment task by another student whether it be by disruptive behaviour or causing damage to the other student’s material will be treated as if they have made a non-serious attempt whether they have completed their task appropriately or not.

The teacher, in consultation with the Head Teacher and/or Deputy Principal, will decide the outcome of the non-serious attempt in relation to the allocation of marks or a grade. The awarding of a zero mark is a possibility and is at the discretion of the staff members involved in assessing the behaviour of the student(s) involved.

Negotiation For An Extension

Occasionally there are special circumstances where a student cannot submit an assessment task in by the set time due to unexpected illness or for an exceptional circumstance. If parents are aware of an assessment task being due on the day of absence they should contact the school and make the teacher of the course aware of the difficulty. If the absence is going to be prolonged they should discuss this further with the Year Advisor or Deputy Principal.

Students will be expected to submit their assessment task on the first day they return to school to avoid the follow up procedure by the class teacher and possibly Head Teacher.

For missed in-class assessment tasks, examinations or practical tasks, parents/carers should contact the school explaining the reasons for the absence. The student will be expected to complete the task or exam on the first opportunity for that course. Students may be asked to complete the existing assessment task or complete an alternative assessment task. Alternatively, an estimate based on the student's previous performance in the course may be used where completion of the tasks become impractical.

This will ultimately be determined by the Head Teacher of the course in consultation with the Deputy Principal when reviewing the student's situation, task completion history and current class rank.

Late submission of an Assessment Task

All students are encouraged to hand in work on time to demonstrate achievement of the outcomes of the course.

What happens if a student does not complete an assessment task?

- The class teacher will negotiate a new date for submission. The class teacher will determine appropriate time and consequences (if necessary). This may be during recess and/or lunch times until the work is completed.
- If the task is still not submitted, a referral to the Head Teacher will result.
- A letter and/or phone call to notify parents and ask for assistance will occur.
- A Millennium entry recording missed /late task will be made by the class teacher.
- A report comment and unsatisfactory Learning Profile relating to the importance of meeting deadlines will be included.
- Assessment tasks that are late will attract a zero mark unless there is a justifiable exceptional circumstance. Late tasks must be completed/submitted irrespective of the zero mark to satisfy the outcomes of the course.

**better late
than never,
but never late
is better ;)**

Consistently not submitting assessment tasks by due dates could result in the student not satisfying course requirements to a level commensurate with their ability. It will also impact their reportable achievement on the following semester based report.

End of Semester Examinations

Students in Stage 5 complete formal examinations at the end of each semester in courses that deem it necessary to do so. Examination weeks are highlighted on individual assessment schedules with all courses setting examinations within the agreed whole school examination weeks.

- Examinations are held in general classrooms during a normal period or double period for that course. Formal examinations are not held in the gymnasium until students are in Stage 6.
- Students will receive an official examination timetable prior to the examination weeks allowing students to prepare.
- Students will receive a set of examination rules with the timetable. Students must comply with these rules in all examinations. Students who do not comply with the rules will be subject to the procedures within this booklet that deal with malpractice.

Defining Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others or places other students at a disadvantage. **It includes, but is not limited to:**

- Copying someone else's work in part or in whole and presenting it as one's own.
- Using material directly from books, journals, CDs or the Internet without reference to the source.
- Building on the ideas of another person without reference to the source.
- Buying, stealing or borrowing another person's work and presenting it as one's own.
- Submitting work to which another person, such as a parent, coach or subject expert has contributed substantially.
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- Breaching school examination rules.
- Not making a genuine effort with an assessment task.
- Assisting another student to engage in malpractice.



Issues of malpractice need to be:

- Investigated by the teacher and Head Teacher of the respective course who will provide the student(s) with an opportunity to address the issue.
- The Head Teacher will consult with the Deputy Principal to deliberate a course of action and communicate this to the student and the student's parents.
- If the malpractice is proven, a penalty, including **consideration of a zero mark**, will be given appropriate to the seriousness of the issue.

Technology and assessment tasks

Many assessment tasks submitted by students are prepared using technology and are either printed or uploaded for submission. Unfortunately, technology fails or breaks down at the most inopportune times. Faulty equipment, including printing issues are **not** an acceptable excuse for late submission. To assist students in the utilisation of technology, the following guidelines should be considered:

- Complete work early as this enables appropriate measures to be taken in the event of equipment failure.
- Back-up files regularly.
- Submit work using the Hapara learning platform as advised by your teacher
- Print out copies of drafts and keep them while the assignment is in progress.
- Bring a copy of the file to school by saving on a cloud, email or on a USB.

Assessment Task Marking guideline

Assessment tasks are designed to assess a range of areas including (but not a finite list) student knowledge and understanding, ability to apply information, capacity to analyse or evaluate or their ability to problem solve. In providing feedback to students about how they have performed in the assessment task teachers include a marking guideline which students have as part of the task being distributed.

Marking guidelines are known by many names including marking scheme and marking rubric. No matter the name they are all designed to inform students how the task will be marked. It also guides teachers in marking student work across different classes that have completed the same task. It is important that there is consistency in marking to ensure integrity to assessing student achievement.

Marking guidelines should be easy to follow and clearly explain how marks will be distributed. They may vary in structure from course to course, however, they have the same purpose. The size of the marking guideline varies depending on the complexity of the task and the number of outcomes being assessed in the task.

It is very important that students look at the marking guideline before they start and talk to their teacher if they are unsure how to use it as part of completing the task as a whole.

The following is a **portion** of a marking guideline from a Drama task. This section is marked out of 10 and relates to one or more of the report outcomes.

Costume Design (5.3.1, 5.3.2, LS3.2, LS3.3)

E Limited 1-2	D Basic 3-4	C Satisfactory 5-6	B Well Developed 7-8	A Sophisticated 9-10
Presents one costume design. The costume designs are only partial or irrelevant to the director's vision. The costumes may be coloured, do not meet the minimum 300mm height and do not contain support material. The costume designs are not mounted.	Presents one or two costume designs. The costume designs are only partially realised and partially convey the director's vision. The costumes may be coloured, do not meet the minimum 300mm height and do not contain support material. The costume designs are not mounted.	Presents two costume designs. The costume designs present a superficial interpretation of the play and vary in consistency, unity and appropriateness . The costume designs reflect some of the director's vision. The costumes may be coloured, may meet the minimum 300mm height and may contain support material. The costume designs may or may not be mounted.	Presents two costume designs for two different characters. The costume designs contain some originality, imagination, unity and flair . The costume designs communicate the director's vision. The costumes may be coloured, meet the minimum 300mm height and may contain support material. The costume designs are mounted .	Presents two costume designs for two different characters. The costume designs are insightful, original, imaginative and unified . The costume designs clearly communicate the director's vision. The costumes are coloured, meet the minimum 300mm height and contain support material. The costume designs are mounted .

The grades in the marking guideline are comparable in nature to the grades in the final report.

It is important that students are fully aware of what is being asked of them in the task. It is equally important that parents also understand so they can assist their child in comprehending how to achieve the highest mark of which they are capable. If you are unsure about any assessment task or are concerned about your child's ability to do their best, please contact the teacher or Head Teacher of the course.

Appeals Process

Appeals concerning assessment procedures may only be based on the assessment process. While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgement of a teacher

is not grounds for an appeal. When a student feels that a decision applied to their work is not consistent with the school's assessment procedures, they may appeal to the Head Teacher in the first instance. Where a student feels that the appeal to the Head Teacher has not been considered, they may appeal to the Deputy Principal to determine if:

- The weightings specified by the school in its assessment program were followed and conform with NESAs requirements as detailed in the syllabus.
- The procedures used to determine the final assessment marks conform with the issued assessment schedule.
- There are no computational or other clerical errors in the determination of the assessment mark.

Note: Where circumstances arise during an assessment task (in class) that adversely impact the ability of a student to complete the task to the best of their ability, an appeal will not be considered unless the concern is raised by the student at the time (or a parent the day following the task) and can be assessed prior to the marking of the task.

Non Award ('N' award or 'N' determination) process and consequences

Students studying a Stage 5 course must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. These expectations also apply to students undertaking one or more life skills courses.

A 'N' warning letter is issued to students who fail to complete assessment tasks, are not completing course work, or for poor attendance which is having an adverse effect on their progress. A 'N' warning letter will also be issued to students who do not apply themselves with diligence and sustained effort to set tasks and experiences provided in the course by the school.

If a student does not subsequently meet course requirements as detailed in the 'N' warning letter(s), then the Principal may give a 'N' warning for the course. This means that the student will receive no result in that course. For students to be deemed unsatisfactory, they will be given a minimum of two official 'N' warning letters. Students who are in jeopardy of not satisfactorily completing a course will be counselled by the class teacher and Head Teacher. If a student has "N' warning letters in more than one course will also be counselled by the Deputy Principal. Head Teacher and/or Deputy Principal intervention will lead to a phone call home and/or a meeting to determine how the student can redeem the work and negate the 'N' warning.

A student who is issued with a non award in a mandatory course will not be eligible for a RoSA. A student who is given a non award in an elective course retains eligibility for the RoSA provided that all other requirements are met. A student issued with a 'N' award for a course can appeal the decision through the Principal of the school.

Issuing a 'N' award is a significant step for the school to take. It generally impacts Year 10 students as they complete their RoSA pattern of study. However, as 200 hour courses run over two years the work completed each year is connected. Students who complete a 100 hour elective course in Year 10 cannot easily redeem any issue(s) in Year 10. This means that Year 10 students must work with diligence and sustained effort across the whole of Stage 5.

Allocation of a grade for the RoSA

Courses completed in Stage 5 that contribute to the award of the RoSA will be noted on the transcript with an achievement grade. This grade will be awarded to the student based on their performance in the course as assessed against course specific descriptors. The descriptors developed by NESAs describe increasing levels of achievement within an A to E scale for all course except Mathematics. Mathematics has a separate grading system as students are assessed in one of the three Mathematics levels.

Courses assessed over two years are termed 200 hour courses. Courses assessed for one year are termed 100 hour courses. Students may complete a 100 hour course in Year 9 or Year 10. Mandatory courses are all 200 hour whilst elective course can be studied as 200 hour or 100 hour.

In all cases the teacher of the course in consultation with the Head Teacher will use the school assessment to determine the appropriate grade for the student. The grade will be entered on the NESAs grade site and stored until the student requests a copy of their RoSA.

The table shows an excerpt from the English performance descriptors around student use of text. You can view the entire document for each course of the NESAs website.

Grade A	through close and wide study, responds to a comprehensive range of demanding, imaginative, factual and critical texts
Grade B	through close and wide study, responds to demanding, imaginative, factual and critical texts
Grade C	through close and wide study, responds to a range of imaginative, factual and critical texts
Grade D	demonstrates some ability to respond to a range of texts
Grade E	demonstrates some evidence of the ability to respond to a limited range of texts

Reporting

To inform students, parents and caregivers of student progress, the school issues Interim Reports within 4 weeks of students returning after summer break, Semester 1 reports towards the end of Term 2 and Semester 2 reports prior to roll over during Term 4.

Interim reports are designed to give parents an early snapshot of their child's progress. It does not provide for a comment and does not include any formal assessment advice. It is designed as a precursor for our first Parent-Teacher conference which is held in the middle of Term 1 each year.

Interim reports will provide parents with information on the following areas and an opportunity for staff to formally request an interview:

- Attendance in class
- Is responsible and organised
- Is respectful and cooperative
- Is engaged in class activities
- Satisfying course requirements

Formal reports for mainstream courses distributed each semester will be based on student performance in class and assessment tasks. They include:

1. Overall grade which is an average of all the grades achieved in the course outcomes shown on the report.

2. Grades for course outcomes based on results achieved by the student in assessment tasks assessing that particular outcome.

3. Learning and social profiles based on what students display to their teacher(s) in that course:

- Behaves in a polite and respectful manner
- Is responsible by being punctual and ready for class
- Works co-operatively and safely in classroom
- Actively involved in lessons
- Completes all set tasks by the due date
- Has a positive attitude towards self-improvement

The school uses an A to E reporting system as designated by the Department of Education. All assessment tasks have a marking guideline that indicates to students how they will be assessed. This guideline links marks achieved in the task to a corresponding grade. Tasks are designed to differentiate student performance with an 'A' being a significant achievement. As students progress through stages, achieving grades will become more difficult as expectations are raised.

The standard of achievement corresponding to each level of the grade scale is shown in the table below. The final grade for each report outcome corresponds to the accumulated assessment mark from several assessment tasks.

Outstanding Achievement	A	The student has 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.	85 to 100
High Achievement	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 in most situations.	70 to 84
Sound Achievement	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	55 to 69
Basic Achievement	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.	40 to 54
Limited Achievement	E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.	0 to 39

Formal reports for Life skills courses use a different reporting criteria as life skills students are assessed against life skills course outcomes using adjusted assessment practices.

Our school reports student achievement against course outcomes using the following terms; **Independent, Frequent, Occasional and Beginning.**

These terms indicate the degree or frequency to which the student demonstrates they can achieve the course outcome.

Independent: The student can complete a task independently, without assistance. The student maintains the skill or knowledge over time. The student generalises the skill or knowledge to new settings, people or materials.

Frequent: The student relies on partial prompts to complete a task. The student can regularly perform the skill or demonstrate knowledge. The student uses the skills or knowledge in a variety of familiar settings and situations.

Occasional: The student understands information, concept and/or can perform skill. The student often relies on physical or verbal assistance when participating in a task. The student has begun to demonstrate the skills in selected, familiar settings.

Beginning: The student has existing prior knowledge and/or necessary pre skills for the task. The student is beginning to participate in a task with maximum teacher assistance. The student uses skills and knowledge in a single setting.

Below is an example of these criteria being used to report on a student's progress:

Knowledge and Skills

Learning Areas	I	F	O	B
Articulate understanding through speaking, listening, reading, writing, viewing and representing			✓	
Use language to shape and make meaning according to purpose, audience and context				✓
Think in ways that are imaginative, creative, interpretive and critical			✓	
Express themselves and their relationships with others and their world				✓

I - Independent **F** - Frequent **O** - Occasional **B** - Beginning

The life skills report includes the same personal profiles as a mainstream report as the general attitudes and qualities for student success are the same for all students.

- Behaves in a polite and respectful manner
- Is responsible by being punctual and ready for class
- Works co-operatively and safely in classroom
- Actively involved in lessons
- Completes all set tasks by the due date
- Has a positive attitude towards self-improvement

Faculty information to follow:



ASSESSMENT SCHEDULE

AGRICULTURAL TECHNOLOGY

STAGE 5

The following assessment schedule is applicable to all students studying **Agriculture** 2022-2023.

Assessment Matrix/Weightings

Stage 5 100 hour 200 hour			Report Outcome 1: <i>Explains agricultural enterprises and systems</i>	Report Outcome 2: <i>Evaluates agricultural management and production</i>	Report Outcome 3: <i>Undertakes agricultural research and communication</i>	Report Outcome 4: <i>Apply safe and collaborative work practices</i>
			15%	35%	15%	35%
			5-1, 5-2, 5-3	5-4, 5-5, 5-6, 5-7, 5-8, 5-9, 5-10	5-11, 5-12	5-13, 5-14
Task 1: Investigation 5-4, 5-9, 5-11, 5-12, 5-14	20%	Out: T4 W8 In: T1 W5		5%	10%	5%
Task 2: Progress Exam 5-1 to 5-10, 5-13, 5-14	25%	Out: In T1 W11	5%	10%		10%
Task 3: Safe production 5-3 to 5-14	25%	Out: T2 W2 In: T2 W8	5%	5%	5%	10%
Task 4: Portfolio, Farm Diary and Reflection 5-1 to 5-10, 5-13, 5-14	30%	Out: T4 W7 In: T3 W7	5%	15%		10%



ASSESSMENT SCHEDULE

CHILD STUDIES

STAGE 5

The following assessment schedule is applicable to all students studying **Child Studies** in 2022-2023.

Assessment guidelines and components from NESAs	Weighting Year 9/10
Knowledge, understanding and skills	50%
Values and attitudes	50%

Assessment Matrix/Weightings

Stage 5 Year 9/10			Report Outcome 1: Knowledge, understanding and skills	Report Outcome 2: Values and attitudes
			50%	50%
			CS5-1, CS5-2, CS5-3, CS5-7, CS5-8, CS5-9	CS5-4, CS5-5, CS5-6, CS5-10, CS5-11, CS5-12
Task 1: Research Task CS5-2, CS5-5, CS5-8, CS5-11, CS5-12	25%	Out: T1 W6 In: T1 W8	10%	15%
Task 2: In-class Task CS5-2, CS5-3, CS5-4, CS5-5, CS5-8	25%	Out: T2 W5 In: T2 W7	15%	10%
Task 3: Journal CS5-1, CS5-4, CS5-5, CS5-7, CS5-9, CS5-10	30%	Out: T3 W6 In: T3 W8	15%	15%
Task 4: Exam CS5-1, CS5-2, CS5-3, CS5-4, CS5-5, CS5-6, CS5-7, CS5-8, CS5-9, CS5-10, CS5-11, CS5-12	20%	Out: T3 W8 In: T3 W10	10%	10%



ASSESSMENT SCHEDULE

COMMERCE

STAGE 5

The following assessment schedule is applicable to all students studying **Commerce 2022-2023**.

Assessment guidelines and components from NESAs	Weighting
Knowledge and understanding of consumer, financial, economic, business, legal, political and employment matters.	35%
Skills in decision-making and problem-solving in relation to consumer, financial, economic, business, legal, political and employment issues.	35%
Skills in effective research and communication	20%
Skills in working independently and collaboratively	10%

Assessment Matrix/Weightings

Stage 5 2023			Report Outcome 1: Knowledge and understanding of consumer, financial, economic, business, legal, political and employment matters	Report Outcome 2: Skills in decision-making and problem-solving in relation to consumer, financial, economic, business, legal, political and employment issues	Report Outcome 3: Skills in effective research and communication	Report Outcome 4: Skills in working independently and collaboratively
			35%	35%	20%	10%
			COM5-1, COM5-2, COM5-3	COM5-4, COM5-5, COM5-6	COM5-7, COM5-8	COM5-9
Task 1: Topic Test COM5-1, COM5-2 COM5-4	15%	Out: T1 W2 In: T1 W4	10%	5%		
Task 2: Topic Test COM5-1, COM5-3, COM5-4, COM5-5, COM5-6	25%	Out: T1 W11 In: T2 W2	10%	15%		
Task 3: Presentation COM5-7, COM5-8, COM5-9	30%	Out: T2 W5 In: T3 W4			20%	10%
Task 4: Final Exam COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6	30%	Out: T3 W9 In: T3 W10	15%	15%		



ASSESSMENT SCHEDULE

CRITICAL THINKING

STAGE 5

The following assessment schedule is applicable to all students studying **CRITICAL THINKING** 2022-2023.

Assessment guidelines and components from the syllabus	Stage 5
Can use critical thinking tools	25%
Communicates well considered ideas	25%
Applies critical thinking to real world issues	40%
Recognises the importance of critical thinking in society	10%

Assessment Matrix/Weightings

Stage 5			Report Outcome 1: Can use critical thinking tools	Report Outcome 2: Communicates well considered ideas	Report Outcome 3: Applies critical thinking to real world issues	Report Outcome 4: Recognises the importance of critical thinking in society
			25%	25%	40%	10%
			CT5-1, CT5-2	CT5-3, CT5-5	CT5-4, CT5-6	CT5-7
Task 1: Core journal CT5-1, CT5-2, CT5-3, CT5-5	20%	Out: T4 W7 In: T1 W6	15%	5%		
Task 2: Portfolio: recognising mis/information CT5-1, CT5-2, CT5-3, CT5-4, CT5-5, CT5-6, CT5-7	40%	Out: T1 W7 In T2 W8	5%	10%	20%	5%
Task 3: Presentation CT5-1, CT5-2, CT5-3, CT5-4, CT5-5, CT5-6, CT5-7	40%	Out: T3 W5 In: T3 W10	5%	10%	20%	5%



ASSESSMENT SCHEDULE

DRAMA

STAGE 5

The following assessment schedule is applicable to all students studying **Drama** in 2022-2023.

Assessment guidelines and components from NESAs	Weighting
Making	35%
Performing	35%
Appreciating	30%

Assessment Matrix/Weightings

Stage 5 Year 9 and 10			<i>Report Outcome 1:</i> Making drama that explores a range of imagined and created situations in a collaborative drama and theatre environment	<i>Report Outcome 2:</i> Performing devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience	<i>Report Outcome 3:</i> Appreciating the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience
			35%	35%	30%
			5.1.1, 5.1.2, 5.1.3, 5.1.4	5.2.1, 5.2.2, 5.2.3	5.3.1, 5.3.2, 5.3.3
Task 1: Group Performance 5.1.2, 5.1.3, 5.2.1, 5.2.3, 5.3.3	30%	Out: T4 W9 In: T1 W7	10%	15%	5%
Task 2: Script/Video 5.1.1, 5.1.3, 5.1.4, 5.2.2, 5.3.2	25%	Out: T1 W9 In: T2 W3	15%	5%	5%
Task 3: Performance 5.1.1, 5.1.3, 5.2.1, 5.2.2	25%	Out: T2 W8 In: T3 W5	10%	15%	
Task 4: Yearly Examination 5.3.1, 5.3.2, 5.3.3	20%	Out: T3 W5 In: T3 W10			20%



ASSESSMENT SCHEDULE

ENGLISH

STAGE 5

The following assessment schedule is applicable to all students studying **ENGLISH** 2022-2023.

Assessment guidelines and components from NESA	Stage 5
1 (A): Communicates through speaking, listening, reading, writing, viewing and representing	25%
2 (B): Uses language to shape and make meaning according to purpose, audience and context	25%
3 (C): Thinks in ways that are imaginative, creative, interpretive and critical	20%
4 (D): Expresses themselves and their relationships with others and their world	20%
5 (E): Learns and reflects on their learning through their study of English.	10%

Assessment Matrix/Weightings

Stage 5 Year 9 and 10			Report Outcome 1: Communicates through speaking, listening, reading, writing, viewing & representing	Report Outcome 2: Uses language to shape & make meaning according to purpose, audience & context	Report Outcome 3: Thinks in ways that are imaginative, creative, interpretive & critical	Report Outcome 4: Expresses themselves & their relationships with others & their world	Report Outcome 5: Learns & reflects on their learning through their study of English
			25%	25%	20%	20%	10%
			EN5-1A, EN5-2A	EN5-3B, EN5-4B	EN5-5C, EN5-6C	EN5-7D, EN5-8D	EN5-9E
Task 1: Novel Study Text Responses EN5-1A, EN5-3B EN5-5C	20%	Out: T4 W8 In: T1 W3	10%	5%	5%		
Task 2: Composition Task EN5-4B, EN5-5C, EN5-6C, EN5-7D	20%	Out: T1 W5 In: T1 W11		5%	5%	10%	
Task 3: Portfolio EN5-1A, EN5-5C, EN5-9E	25%	Out: T1 W1 In: T2 W2	10%		5%		10%
Task 4: Multimodal Presentation EN5-2A, EN5-3B, EN5-4B, EN5-8D	25%	Out: T2 W8 In: T3 W5	5%	10%		10%	
Task 5: Literacy Skills EN5-4B, EN5-5C	10%	Out: T4 W8 In: T3 W8		5%	5%		



ASSESSMENT SCHEDULE

FOOD TECHNOLOGY

STAGE 5

The following assessment schedule is applicable to all students studying **Food Technology** 2022-2023.

Students must undertake a range of practical experiences that occupy the majority of the course time. Students must study between 3 to 8 different focus areas (dependent on if students complete 100 or 200 hours of study). Focus areas may be taught individually, concurrently, or integrated	Weighting Year 2022-2023
<i>Holistic Task: Observation Task</i>	35% (whole year)
<i>Food Selection and Health (Unit 1)</i>	15%
<i>Food for Special Needs (Unit 2)</i>	15%
<i>Feeding the Masses (Unit 3)</i>	15%
<i>End of Year Examination</i>	20%

Assessment Matrix/Weightings

Stage 5 Semester 1 2022- 2023 Tasks			Report Outcome 1: <i>Hygiene and Safety</i>	Report Outcome 2: <i>Properties and Processing of Food</i>	Report Outcome 3: <i>Nutrition and Food Choices</i>	Report Outcome 4: <i>Research and Communication</i>	Report Outcome 5: <i>Research and Development of Food Solutions</i>	Report Outcome 6: <i>Society and Relationship with Food</i>
			20%	20%	20%	10%	10%	20%
			<i>FT 5-1, FT 5-2</i>	<i>FT 5-3, FT 5-4, FT 5-5</i>	<i>FT 5-6, FT 5-7</i>	<i>FT 5-8, FT 5-9</i>	<i>FT 5-10, FT 5-11</i>	<i>FT 5-12, FT 5-13</i>
Task 1: Holistic Observation Insert relevant outcomes assessed	35%	Out: T 4 W6 In: T 4 W1	10%	11%	5%	3%	3%	3%
Task 2: Food Selection and Health Insert relevant outcomes assessed	15%	Out: T4 W 8 In: T1 W 4			7%			8%
Task 3: Food for Special Needs Insert relevant outcomes assessed	15%	Out: T 1 W7 In: T 2 W3	5%		3%	4%	3%	
Task 4: Feeding the Masses Insert relevant outcomes assessed	15%	Out: T2 10 In: T3 W5		4%		3%	4%	4%
Task 5: Yearly Examination Insert relevant outcomes assessed	20%	Out: T3 W9 In: T3 W10	5%	5%	5%			5%



ASSESSMENT SCHEDULE

GEOGRAPHY

STAGE 5

The following assessment schedule is applicable to all students studying **Geography** in 2022-2023.

Assessment guidelines and components from NESAs	Weighting
Knowledge and understanding of the features and characteristics of places and environments across a range of scales as well as interactions between people, places and environments.	70%
Applies geographical tools for geographical inquiry and develops skills to acquire, process and communicate geographical information.	30%

Assessment Matrix/Weightings

Stage 5 Year 9 and 10			<i>Report Outcome 1:</i> Knowledge and understanding of the features and characteristics of places and environments across a range of scales.	<i>Report Outcome 2:</i> Knowledge and understanding of interactions between people, places and environments.	<i>Report Outcome 3:</i> Apply geographical tools for geographical inquiry	<i>Report Outcome 4:</i> Develops skills to acquire, process and communicate geographical information
			30%	40%	15%	15%
			GE5-1, GE5-2,	GE5-3, GE5-4, GE5-5, GE5-6	GE5-7	GE5-8
Task 1: Topic Test GE5-1, GE5-2, GE5-6, GE5-8	25%	Out: T1 W2 In: T1 W4	5%	10%		10%
Task 2: End of Course Exam GE5-1, GE5-2, GE5-3, GE5-5, GE5-6, GE5-7	40%	Out: T1 W9 In: T1 W11	15%	20%	5%	
Task 3: Classwork Mark GE5-1, GE5-2, GE5-3, GE5-4, GE5-7, GE5-8	35%	Out: T4 W7 In: T2 W2	10%	10%	10%	5%



ASSESSMENT SCHEDULE

HISTORY

STAGE 5

The following assessment schedule is applicable to all students studying **History** in 2022-2023.

Assessment guidelines and components from NESA	Weighting
Develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia. Students also develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia.	40%
Develop skills to undertake the process of historical inquiry.	40%
Develop skills to communicate their understanding of history.	20%

Assessment Matrix/Weightings

Stage 5 Year 9 and 10			<i>Report Outcome 1:</i> Knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia as well as an understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia.	<i>Report Outcome 2:</i> Skills in undertaking the process of historical inquiry	<i>Report Outcome 3:</i> Skills in communicating an understanding of history.
			40 %	40%	20%
			HT5-1, HT5-2, HT5-3, HT5-4	HT5-5, HT5-6, HT5-7, HT5-8	HT5-9, HT5-10
Task 1: Research Task HT5-3, HT5-5, HT5-8, HT5-9, HT5-10	30%	Out: T2 W9 In: T3 W1	10%	10%	10%
Task 2: End of Course Exam HT5-1, HT5-2, HT5-4, HT5-5, HT5-6, HT5-7	40%	Out: T3 W9 In T3 W10	20%	20%	
Task 3: Class Work HT5-1, HT5-4, HT5-7, HT5-8, HT5-9, HT5-10	30%	Out: T2 W5 In: T3 W10	10%	10%	10%



ASSESSMENT SCHEDULE

INDUSTRIAL TECHNOLOGY - METALS 100HR

STAGE 5

The following assessment schedule is applicable to all students studying **Industrial Technology Metal** 2022-2023.

Assessment guidelines and components from NESAs	Weighting First 100Hrs	Weighting Second 100Hrs
Core Module 1	100hrs	
Fabrication and Machining Modules		100hrs

Assessment Matrix/Weightings

Core Module First 100Hrs			RO 1	RO 2	RO 3	RO 4	RO 5	RO 6	RO 7
			10%	20%	10%	20%	10%	10%	20%
			IND5-1	IND5-2, IND5-3	IND5-4	IND5-5, IND5-6	IND5-7	IND5-8	IND5-9, IND5-10
Task 1: Hand Tools Unit IND-1, IND-2, IND-3, IND-4 ,IND-5,IND-7 IND-8	20%	Out T4 W6 In T1 W5	2%	6%	2%	6%	2%	2%	
Task 2: Sheet Metal Fabrication Unit IND-1, IND-2, IND-3, IND-4 ,IND-5 ,IND-7, IND-8, IND-9	20%	Out T1 W6 In T2 W5	2%	4%	2%	4%	2%	2%	4%
Task 3: Welding Fabrication Unit IND-1, IND-2, IND-3, IND-4 ,IND-5 IND-6, ,IND-7, IND-8, IND-9, IND-10	30%	Out T2 W6 In T2 W5	3%	8%	3%	4%	3%	3%	6%
Task 4: Machining Unit IND-1, IND-2, IND-3, IND-4 ,IND-5 IND-6, ,IND-7, IND-8, IND-9, IND-10	30%	Out T3 W6 In T4 W3	3%	2%	3%	6%	3%	3%	10%



ASSESSMENT SCHEDULE

INDUSTRIAL TECHNOLOGY - METALS 200HR

STAGE 5

The following assessment schedule is applicable to all students studying **Industrial Technology Metal** 2022-2023.

Assessment guidelines and components from NESA	Weighting First 100Hrs	Weighting Second 100Hrs
Core Module 1	100hrs	
Fabrication and Machining Modules		100hrs

Fabrication and Machining Modules Second 200Hrs			RO 1	RO 2	RO 3	RO 4	RO 5	RO 6	RO 7
			10%	20%	10%	20%	10%	10%	20 %
			IND5-1	IND5-2, IND5-3	IND5-4	IND5-5, IND5-6	IND5-7	IND5-8	IND5-9, IND5-10
Task 1: Machining UnitT IND-1, IND-2, IND-3, IND-4 ,IND-5, IND-8	20%	Out T 4 W6 In T1 W5	2%	5%	3%	6%	2%	2%	
Task 2: Major Project Planning Unit IND-1, IND-2, IND-3, IND-4 ,IND-5 ,IND-7, IND-8, IND-9, IND-10	30%	Out T1 W6 In T1 W10	4%	5%	4%	6%	3%	2%	6%
Task 3: Major Project Unit IND-1, IND-2, IND-3, IND-4 ,IND-5 IND-6, ,IND-7, IND-8, IND-9, IND-10	40%	Out T2 W5 In T3 W5	2%	8%	2%	8%	3%	5%	12%
Task 4: Engineering Project IND-1, IND-2, IND-3, IND-4, ,IND-7, IND-8	10%	Out T3 W6 In T 4 W3	2%	2%	1%		2%	1%	2%



ASSESSMENT SCHEDULE

INDUSTRIAL TECHNOLOGY TIMBER – FIRST 100HRS

STAGE 5

The following assessment schedule is applicable to all students studying **Industrial Technology Timber** 2022-2023.

Assessment guidelines and components from NESAs	Weighting First 100 Hrs	Weighting Second 200Hrs
Core Module 1	100 Hrs	
Core Module 2		100 Hrs

Assessment Matrix/Weightings

First 100 Hrs			Report Outcome 1:	Report Outcome 2:	Report Outcome 3:	Report Outcome 4:	Report Outcome 5:	Report Outcome 6:	Report Outcome 7:
			10%	20%	10%	20%	10%	10%	20%
			IND5-1	IND5-2,5-3	IND5-4	IND5-5,5-6	IND5-7	IND5-8	IND5-9,5-10
Task 1: Mantel Clock Project IND5-1,IND5-2,IND5-3 IND5-4,IND5-5, IND5-6 IND5-7, IND5-8	20%	Out: T4 W6 In: T1 W5	2%	6%	2%	6%	2%	2%	
Task 2: Toolbox Unit IND5-1,IND5-2,IND5-3,IND5-4,IND5-7, IN5-8,IND5-9, IND5-10	20%	Out: T1 W6 In: T2 W4	2%	4%	2%		2%	2%	8%
Task 3: Carved Bowl Unit IND5-1,IND5-2,IND5-3, IND5-4,IND5-5, IND5-6,IND5-7, IN5-8	30%	Out: T2 W5 In: T3 W2	5%	8%	3%	8%	3%	3%	
Task 4: Small End Table Unit IND5-1, IND5-2, IND5-3, IND5-4, IND5-5,IND5-6, IN5-7, IND5-8, IND5-9, IND5-10	30%	Out: T3 W3 In: T4 W2	1%	2%	3%	6%	3%	3%	12%



ASSESSMENT SCHEDULE

INDUSTRIAL TECHNOLOGY TIMBER -SECOND 200HRS

STAGE 5

The following assessment schedule is applicable to all students studying **Industrial Technology Timber** 2022-2023.

Assessment guidelines and components from NESA	Weighting First 100 Hrs	Weighting Second 200Hrs
Core Module 1	100 Hrs	
Core Module 2		100 Hrs

Assessment Matrix/Weightings

Second 200Hrs			Report Outcome 1:	Report Outcome 2:	Report Outcome 3:	Report Outcome 4:	Report Outcome 5:	Report Outcome 6:	Report Outcome 7:
			10%	20%	10%	20%	10%	10%	20%
			IND5-1	IND5-2,5-3	IND5-4	IND5-5,5-6	IND5-7	IND5-8	IND5-9,5-10
Task 1: Mantel Clock Project IND5-1, IND5-2, IND5-3, IND5-5, IND5-6, IND5-7, IND5-8	20%	Out: T4 W6 In: T1 W8	2%	5%		9%	2%	2%	
Task 2: Phone Holder Design Unit IND5-1, IN5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10	30%	Out: T1 W6 In: T2 W4	2%	5%	4%	6%	3%	2%	8%
Task 3: MAJOR PROJECT Table Design UNIT IND5-1, IN5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10	40%	Out: T2 W7 In: T4 W2	3%	5%	6%	5%	3%	6%	12%
Task 4: EXAMINATION IND5-1, IND5-2, IND5-3, IND5-7	10%	Out: T3 W9 In: T3 W10	3%	5%			2%		



ASSESSMENT SCHEDULE

INFORMATION SOFTWARE TECHNOLOGY

STAGE 5

The following assessment schedule is applicable to all students studying **Information Software and Technology 2022-2023**.

Assessment guidelines and components from NESA	Weighting First 100Hrs	Weighting Second 100Hrs
All Core content plus a minimum of two option topics. Core must be combined in projects with option topics	100hrs	
		100Hrs

Assessment Matrix/Weightings

Stage 5 Rotation 1			RO 1	RO 2	RO 3	RO 4	RO 5
			20%	30%	20%	10%	20%
			5.1.1,5.1.2	5.2.1,5.2.2, 5.2.3	5.3.1,5.3.2	5.4.1	5.5.1,5.5.2, 5.5.3
Task 1: Connected via a network 5.1.1,5.2.1,5.2.2, 5.3.2, 5.4.1	20%	Out: T4 W6 In: T4 W10	5%	5%	5%	5%	
Task 2: Data Driven Innovation 5.1.1,5.1.2, 5.2.1,5.2.2,5.2.3, 5.3.2, 5.5.1,5.5.2, 5.5.3	20%	Out: T1 W 2 In: T1 W6	5%	5%	5%		5%
Task 3: Creating a Digital Game 5.1.1,5.1.2, 5.2.1,5.2.2,5.2.3,5. 3.1, 5.3.2, 5.5.1,5.5.2,5.2.3	30%	Out: T1 W 6 In: T2 W9	5%	10%	10%		5%
Task 4: Managing A Group project 5.1.1,5.1.2, 5.2.1,5.2.2,5.2.3, 5.4.1 5.5.1,5.5.2,5.2.3	30%	Out T2 W10 In: T3 W 10	5%	10%		5%	10%



ASSESSMENT SCHEDULE

MATHEMATICS

STAGE 5.1

The following assessment schedule is applicable to all students studying **5.1 MATHEMATICS** in 2022-2023.

Assessment guidelines and components from NESA	Weighting
<i>Working Mathematically</i>	25%
<i>Number and Algebra</i>	25%
<i>Measurement and Geometry</i>	25%
<i>Statistics and Probability</i>	25%

Assessment Matrix/Weightings

Stage 5.1 Year 9/10			Report Outcome 1: <i>Working Mathematically</i>	Report Outcome 2: <i>Number and Algebra</i>	Report Outcome 3: <i>Measurement and Geometry</i>	Report Outcome 4: <i>Statistics and Probability</i>
			25%	25%	25%	25%
			MA5.1-1WM, MA5.1-2WM, MA5.1-3WM	MA5.1-4NA, MA5.1-5NA, MA5.1-6NA, MA5.1-7NA,	MA5.1-8MG, MA5.1-9MG, MA5.1-10MG, MA5.1-11MG	MA5.1-12SP, MA5.1-13SP
Task 1: Linear and Non-Linear Relationships MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-6NA, MA5.1-7NA	25%	Out: T1 W8 In: T1 W10	10%	15%		
Task 2: Financial Maths and Area MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-4NA, MA5.1-8MG	25%	Out: T2 W4 In: T2 W6	5%	10%	10%	
Task 3: Probability MA5.1-13SP	25%	Out: T3 W2 In: T3 W4				25%
Task 4: Trigonometry MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-10MG	25%	Out: T3 W8 In: T3 W10	10%		15%	



ASSESSMENT SCHEDULE

MATHEMATICS

STAGE 5.2

The following assessment schedule is applicable to all students studying **5.2 MATHEMATICS** in 2022-2023.

Assessment guidelines and components from NESA	Weighting
<i>Working Mathematically</i>	25%
<i>Number and Algebra</i>	25%
<i>Measurement and Geometry</i>	25%
<i>Statistics and Probability</i>	25%

Assessment Matrix/Weightings

			Report Outcome 1: <i>Working Mathematically</i>	Report Outcome 2: <i>Number and Algebra</i>	Report Outcome 3: <i>Measurement and Geometry</i>	Report Outcome 4: <i>Statistics and Probability</i>
			25%	25%	25%	25%
Stage 5.2 Year 9/10			MA5.2-1WM, MA5.2-2WM, MA5.2-3WM	MA5.2-4NA, MA5.2-5NA, MA5.2-6NA, MA5.2-7NA, MA5.2-8NA, MA5.2-9NA, MA5.2-10NA	MA5.2-11MG, MA5.2-12MG, MA5.2-13MG, MA5.2-14MG	MA5.2-15SP, MA5.2-16SP, MA5.2-17SP
Task 1: Equations and Linear Relationships MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-8NA, MA5.2-9NA	25%	Out: T1 W7 In: T1 W9	10%	15%		
Task 2: Single and Bivariate Data MA5.2-15SP, MA5.2-16SP	25%	Out: T2 W7 In: T2 W9				25%
Task 3: Properties of Geometrical Figures MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-14MG	25%	Out: T3 W2 In: T3 W4	10%		15%	
Task 4: Trigonometry, Financial Maths MA5.2-1WM, MA5.2-2SM, MA5.2-4NA, MA5.2-13MG	25%	Out: T3 W8 In: T3 W10	5%	10%	10%	



ASSESSMENT SCHEDULE

MATHEMATICS

STAGE 5.3

The following assessment schedule is applicable to all students studying **5.3 MATHEMATICS** in 2022- 2023.

Assessment guidelines and components from NESA	Weighting
<i>Working Mathematically</i>	25%
<i>Number and Algebra</i>	25%
<i>Measurement and Geometry</i>	25%
<i>Statistics and Probability</i>	25%

Assessment Matrix/Weightings

Stage 5.3 Year 9/10			Report Outcome 1: Working Mathematically	Report Outcome 2: Number and Algebra	Report Outcome 3: Measurement and Geometry	Report Outcome 4: Statistics and Probability
			25%	25%	25%	25%
			MA5.3-1WM, MA5.3-2WM, MA5.3-3WM	MA5.3-4NA – MA5.3-12NA	MA5.3-13MG – MA5.3-15MG	MA5.3-16SP, MA5.3-17SP
Task 1: Surds, Indices and Algebra MA5.3-1WM, MA5.3-3WM, MA5.3-5NA, MA5.3-6NA	15%	Out: T4 W8 In: T4 W10	5%	10%		
Task 2: Equations and Linear Relationships MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-7NA, MA5.3-8NA	25%	Out: T1 W5 In T1 W7	10%	15%		
Task 3: Trigonometry and Pythagoras MA5.3-1WM, MA5.3-15MG	30%	Out: T2 W8 In: T2 W10	5%		25%	
Task 4: Data MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-18SP, MA5.3-19SP	30%	Out: T3 W7 In T3 W9	5%			25%



ASSESSMENT SCHEDULE

PDHPE

STAGE 5

The following assessment schedule is applicable to all students studying **PDHPE** in 2022-2023.

Assessment guidelines and components from NESAs	Weighting Year 9/10
<i>Health, Wellbeing and Relationships</i>	30%
<i>Movement, Skill and Performance</i>	40%
<i>Healthy, Safe and Active Lifestyles</i>	30%

Assessment Matrix/Weightings

Stage 5 Year 9/10			<i>Report Outcome 1: Health, Wellbeing and Relationships</i>	<i>Report Outcome 2: Movement, Skill and Performance</i>	<i>Report Outcome 3: Healthy, Safe and Active Lifestyles</i>
			30%	40%	30%
			<i>PD5-1, PD5-2, PD5-3, PD5-9, PD5-10</i>	<i>PD5-4, PD5-5, PD5-11</i>	<i>PD5-2, PD5-6, PD5-7, PD5-8</i>
Task 1: Research Task PD5-1, PD5-2, PD5-3, PD5-8	15%	Out: T1 W4 In: T1 W8	5%		10%
Task 2: Observation PD5-4, PD5-5, PD5-6, PD5-7, PD5-11	20%	Out: T4 W6 In: T2 W2		15%	5%
Task 3: Research Task PD5-2, PD5-6, PD5-9, PD5-10	15%	Out: T3 W4 In: T3 W6	10%		5%
Task 4: Yearly Examination PD5-1 – PD5-11	30%	Out: T3 W8 In: T3 W10	15%	10%	5%
Task 5: Observation PD5-4, PD5-5, PD5-8, PD5-11	20%	Out: T4 W6 In: T4 W1		15%	5%



ASSESSMENT SCHEDULE

PHOTOGRAPHY AND DIGITAL MEDIA

STAGE 5

The following assessment schedule is applicable to all students studying **Photography and Digital Media** 2022-2023.

Assessment guidelines and components from NESAs	Weighting First 100Hrs or Yr 9	Weighting Second 100Hrs or Yr 10
Armaking <i>Students will develop knowledge, understanding and skills to make informed photographic and digital works with increasing range, depth, skill and autonomy.</i>	40%	40%
Critical & Historical Studies <i>Students will develop knowledge, understanding and skills to appreciate and construct a range of different interpretations of photographic and digital works.</i>	40%	40%
Maximising Interest <i>A portion of time should be used to maximise the interests of students and teachers in any of the above aspects of content.</i>	20%	20%

Assessment Matrix/Weightings

First year/100Hrs			Report Outcome 1: Making	Report Outcome 2: Critical & Historical Studies
			60 %	40 %
			5. 1-6	5. 7-10
Task 1: Research Assignment 5.10	15 %	Out: T1 W6 In: T1 W10		15%
Task 2: Body of Work 1 5.2, 5.3, 5.4	25 %	Out: T4 W6 In: T1 W9	25%	
Task 3: Body of Work 2 5.1, 5.5, 5.6	35 %	Out: T2 W1 In: T3 W10	35%	
Task 4: Exam 5.7, 5.8, 5.9	25 %	Out: T3 W6 In: T3 W9		25%
Second year/200Hrs			Report Outcome 1: Making	Report Outcome 2: Critical & Historical Studies
			60 %	40 %
			5. 1-6	5. 7-10
Task 1: Artist Statement 5.9, 5.10..	15 %	Out: T1 W6 In: T1 W10		15%
Task 2: Body of Work 3 5.2, 5.3, 5.4.	25 %	Out: T4 W6 In: T1 W9	25%	
Task 3: Body of Work 4 5.1, 5.5, 5.6.	35 %	Out: T2 W1 In: T3 W10	35%	
Task 4: Exam 5.7, 5.8, 5.9	25 %	Out: T3 W6 In: T3 W9		25%



ASSESSMENT SCHEDULE

PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)

STAGE 5

The following assessment schedule is applicable to all students studying **PASS** in 2022-2023.

Assessment guidelines and components from NESAs	Weighting Year 9/10
Knowledge and understanding	30%
Skills	40%
Values and attitudes	30%

Assessment Matrix/Weightings

Stage 5 Year 9/10			<i>Report Outcome 1: Knowledge and understanding</i>	<i>Report Outcome 2: Skills</i>	<i>Report Outcome 3: Values and attitudes</i>
			30%	40%	30%
			PASS5-3, PASS5-4	PASS5-7, PASS5-8, PASS5-9, PASS5-10	PASS5-1, PASS5-2, PASS5-5, PASS5-6
Task 1: Research Task PASS5-1, PASS5-2, PASS5-3, PASS5-4	25%	Out: T1 W3 In: T1 W6	15%		10%
Task 2: Practical Observation PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10	20%	Out: T4 W6 In: T2 W2		15%	5%
Task 3: Research Task PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10	25%	Out: T3 W1 In: T3 W5		15%	10%
Task 4: Yearly Examination PASS5-1, PASS5-2, PASS5-3, PASS5-4, PASS5-7, PASS5-10	30%	Out: T3 W8 In: T3 W10	15%	10%	5%



ASSESSMENT SCHEDULE

SCIENCE

STAGE 5

The following assessment schedule is applicable to all students studying **Science** 2022-2023.

Assessment guidelines and components from NESA	Weighting Stage 5
Students demonstrate the ability to recall and apply scientific knowledge: 10PW, 11PW, 12ES, 13ES, 14LW, 15LW, 16CW, 17CW, 18CW, 19CW	50%
Students demonstrate the ability to plan, conduct and record collected data from scientific investigations 4WS, 5WS, 6WS	20%
Students demonstrate the ability to process and analyse data to identify trends and draw conclusions to solve scientific problems 7WS, 8WS	20%
Students demonstrated the ability to communicate ideas using scientific language 9WS	10%

Assessment Matrix/Weightings

Stage 5 Year 9 and 10 Semester 1			Report Outcome 1: Know and Apply	Report Outcome 2: Plan and Conduct	Report Outcome 3: Analyse and Solve	Report Outcome 4: Communicate
			50%	20%	20%	10%
			10PW, 11PW, 12ES, 13ES, 14LW, 15LW, 16CW, 17CW, 18CW, 19CW	4WS, 5WS, 6WS	7WS, 8WS	9WS
Task 1: Infographic 14LW, 15LW, 9WS	20%	Out: T4 W8 In: T4 W10	15%			5%
Task 2: Open Book Test 10PW, 11PW, 16CW, 17CW, 4WS, 5WS, 6WS, 7WS, 8WS	25%	Out: T1W10 In T2 W2	15%	5%	5%	
Task 3: Term Test 12ES, 13ES, 7WS, 8WS	30%	Out: T2 W7 In: T2 W9	20%		10%	
Task 4: Student Research Project (SRP) 4WS, 5WS, 6WS, 9WS	25%	Out: T3 W5 In: T3 W9		15%	5%	5%



ASSESSMENT SCHEDULE

VISUAL ARTS

STAGE 5

The following assessment schedule is applicable to all students studying **Visual Arts** 2022-2023.

Assessment guidelines and components from NESAs	Weighting First 100Hrs or Yr 9	Weighting Second 100Hrs or Yr 10
Artmaking <i>Students will develop knowledge, understanding and skills to make informed artworks with increasing range, depth, skill and autonomy.</i>	40%	40%
Critical & Historical Studies <i>Students will develop knowledge, understanding and skills to appreciate and construct a range of different interpretations of Art.</i>	40%	40%
Maximising Interest <i>A portion of time should be used to maximise the interests of students and teachers in any of the above aspects of content.</i>	20%	20%

Assessment Matrix/Weightings

First 100Hrs or Yr 9			Report Outcome 1: Artmaking	Report Outcome 2: Critical & Historical Studies
			60 %	40 %
			5. 1-6	5. 7-10
Task 1: Artwork Analysis 5.9, 5.10	15 %	Out: T1 W2 In: T1 W5		15%
Task 2: Body of Work 1 5.2, 5.3, 5.4	30 %	Out: T4 W6 In: T1 W9	30%	
Task 3: Body of Work 2 5.1, 5.5, 5.6	30 %	Out: T2 W1 In: T3 W9	30%	
Task 4: Take Home Exam 5.7, 5.8, 5.9	25 %	Out: T3 W6 In: T3 W9		25%
Second 100Hrs or Yr 10			Report Outcome 1: Artmaking	Report Outcome 2: Critical & Historical Studies
			60 %	40 %
			5. 1-6	5. 7-10
Task 1: Essay 5.9, 5.10	20 %	Out: T1 W2 In: T1 W5		20%
Task 2: Body of Work 3 5.2, 5.3, 5.4	30 %	Out: T4 W6 In: T1 W9	30%	
Task 3: Body of Work 4 5.1, 5.5, 5.6	30 %	Out: T2 W1 In: T3 W9	30%	
Task 4: In Class Exam 5.7, 5.8, 5.9	20 %	Out: T3 W6 In: T3 W9		20%