



STAGE 5 YEAR 9

ASSESSMENT and REPORTING PROCEDURES 2021/2022



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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 2021/2022 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 2021/2022.

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.

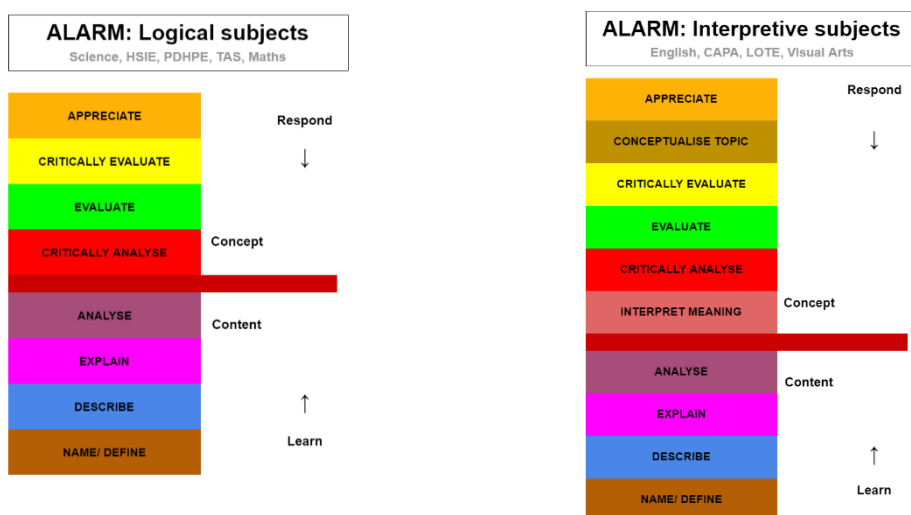
<p>Topic sentence – introduces the paragraph</p> <ul style="list-style-type: none"> • States the main idea of the paragraph • Uses key words from the topic
<p>Explanation – what do you mean by that?</p> <ul style="list-style-type: none"> • Explains what you mean by the topic sentence • Gives more detail 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 ask 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 NESA's 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.

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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.

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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:



AGRICULTURE ASSESSMENT SCHEDULE

The following assessment schedule is applicable to all students studying Agricultural Technology in 2021-22.

NESA does not have mandatory weightings for course components in Stage 5 Agriculture.

Report Statement	Syllabus outcomes
Explain the use of, and interactions between, agricultural enterprises and systems that use plants and animals to produce food, fibre and other derivatives	5-1, 5-2, 5-3
Evaluate the effective management of sustainable production and marketing practices that are environmentally and socially responsible	5-4, 5-5, 5-6, 5-7, 5-8, 5-9, 5-10
Undertake agricultural research and communicate using a range of technologies	5-11, 5-12
Apply safe and collaborative work practices in agricultural contexts	5-13, 5-14

Assessment Matrix/Weightings

100 hrs / 200 hrs			Report Outcome 1: Interactions	Report Outcome 2: Production	Report Outcome 3: Research and Communication	Report Outcome 4: Work
			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: Beef Safe	15%	Out: T4 W7 In: T1 W10		5%		10%
Task 2: A big problem	20%	Out: T2 W1 In: T2 W9	5%	5%	10%	
Task 3: Show and Tell	15%	Out: T4 W6 In: T3 W8		5%	5%	5%
Task 4: Yearly Exam	30%	T2 W9 or W10	10%	10%		10%
Task 5: Observation	20%	Out: T4 W6 In: T4 W1		10%		10%



CHILD STUDIES ASSESSMENT SCHEDULE

The following assessment schedule is applicable to all students studying Child Studies here in 2021-22.

Assessment guidelines and components from NESA	Weighting
Knowledge, understanding and skills	50%
Values and attitudes	50%

Assessment Matrix/Weightings

Yr 9 and Yr 10 First 100 hours and second 100 hours combined			<i>Report Outcome 1:</i> Knowledge, understanding and skills	<i>Report Outcome 2:</i> 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 CS5-1, CS5-2, CS5-5, CS5-7, CS5-8, CS5-9, CS5-11, CS5-12	25%	Out: Term 1 Week 6 In: Term 1 Week 8	15%	10%
Task 2: In-class Task CS5-1, CS5-2, CS5-5, CS5-6, CS5-7, CS5-8, CS5-10, CS5-11	25%	Out: Term 2 Week 5 In: Term 2 Week 7	10%	15%
Task3: Practical Task CS5-2, CS5-4, CS5-5, CS5-8, CS5-9	25%	Out: Term 3 Week 2 In: Term 3 Week 4	10%	15%
Tas4: In-class Task CS5-2, CS5-3, CS5-6, CS5-7, CS5-8, CS5-9, CS5-12	25%	Out: Term 3 Week 8 In: Term 3 Week 10	15%	10%



COMMERCE ASSESSMENT SCHEDULE

The following assessment schedule is applicable to all students studying Commerce in 2021-22

<u>Component</u>	<u>Weighting</u>
Knowledge of Contemporary Consumer, Business, Financial and Legal Issues	40%
Development of Decision Making and Problem-Solving Skills	30%
Development of Effective Research and Communication Skills	20%
Individual and Collaborative Work Practices	10%

Assessment Schedule

100/200 Hour			<i>Report Outcome 1:</i> Knowledge of Contemporary Consumer, Business, Financial and Legal Issues	<i>Report Outcome 2:</i> Development of Decision Making and Problem-Solving Skills	<i>Report Outcome 3:</i> Development of Effective Research and Communication Skills	<i>Report Outcome 4:</i> Individual and Collaborative Work Practices
			COM5-1, COM5-2, COM5-3	COM5-4, COM5-5, COM5-6	COM5-7, COM5-8	COM5-9
			40%	30%	20%	10%
Task 1: Quiz 1, 2, 5, 8	25%	Out: T1, W2 In: T1, W4	15%	5%	5%	
Task 2: Research Task 4, 5, 6, 7, 9	35%	Out: T2, W5 In: T3, W4		15%	10%	10%
Task 2: Exam 1, 2, 3, 4, 6, 8	40%	Out: T3, W7 In: T3, W9	25%	10%	5%	



DRAMA ASSESSMENT SCHEDULE

The following assessment schedule is applicable to all students studying DRAMA in 2021-22.

Assessment guidelines and components from NESA	Weighting
<i>Making</i>	35%
<i>Performing</i>	35%
<i>Appreciating</i>	30%

Assessment Matrix/Weightings

Stage 5 Drama			<i>Report Outcome 1:</i> Knowledge, understanding and skills, individually and collaboratively, through making drama that explores a range of imagined and created situations in a collaborative drama and theatre environment.	<i>Report Outcome 2:</i> Knowledge, understanding and skills, individually and collaboratively, through 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> Knowledge, understanding and skills, individually and collaboratively through 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	30%	Out: T4, Wk9 In: T1, Wk8	10%	20%	-
Task 2: Production Elements 5.1.1, 5.1.3, 5.1.4, 5.3.2	25%	Out: T1, Wk9 In: T2, Wk5	15%	-	10%
Task 3: Monologue Performance 5.1.2, 5.1.3, 5.2.1, 5.2.2	25%	Out: T2, Wk8 In: T3, Wk5	10%	15%	
Task 4: Yearly Examination 5.3.1, 5.3.2, 5.3.3	20%	Out: T3, Wk5 In: T3, Wk10	-	-	20%



ENGLISH ASSESSMENT SCHEDULE

The following assessment schedule is applicable to all students studying English in 2021-22

Component	Weighting
A - Communicates through speaking, listening, reading, writing, viewing and representing	20%
B - Uses language to shape and make meaning according to purpose, audience and context	25%
C - Thinks in ways that are imaginative, creative, interpretive and critical	25%
D - Expresses themselves and their relationships with others and their world	20%
E - Learns and reflects on their learning through their study of English	10%
TOTAL	100%

Assessment Schedule

Stage 5			Report Outcome 1: Communicates through speaking, listening, reading, writing, viewing and representing	Report Outcome 2: Uses language to shape and make meaning according to purpose, audience and context	Report Outcome 3: Thinks in ways that are imaginative, creative, interpretive and critical	Report Outcome 4: Expresses themselves and their relationships with others and their world	Report Outcome 5: Learns and reflects on their learning through their study of English
			EN5-1A, EN5-2A	EN5-3B, EN5-4B	EN5-5C, EN5-6C	EN5-7D, EN5-8D	EN4-9E
			20%	25%	25%	20%	10%
Task 1: Listening & Viewing EN5-3B, EN5-7D, EN5-8D	20%	Out: T4 W7 In: T4 W10	-	10%	-	10%	-
Task 2: Composition EN5-1A, EN5-2A, EN5-3B, EN5-5C, EN5-9E	30%	Out: T1 W3 In: T1 W9	10%	10%	5%	-	5%
Task 3: Presentation & Analysis EN5-1A, EN5-2A, EN5-5C, EN5-7D, EN5-8D	25%	Out: T2 W3 In: T2 W9	10%	-	10%	5%	-
Task 4: Exam EN5-4B, EN5-5C, EN5-6C, EN5-7D, EN5-8D, EN5-9E	25%	Out: T3 W7 In: T3 W9	-	5%	10%	5%	5%

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**FOOD TECHNOLOGY
ASSESSMENT SCHEDULE**

The following assessment schedule is applicable to all students studying Food Technology in 2021 - 2022.

Unit Assessment Weighting	Weighting %
<i>Unit 1 Food in Australia: Bush Tucker to Modern Cuisine</i>	15%
<i>Unit 2 Food for Special Occasions : Cake Decorating</i>	15%
<i>Unit 3 Food Trends in Australia : Trendy Foods</i>	15%
<i>Examination (Yearly)</i>	20%
<i>Overall Practical and Knowledge Based Mark (Yearly)</i>	35%

RO	Report Statement	Syllabus outcomes
1	Hygiene and Safety A student develops knowledge, understanding and skills related to food hygiene, and	FT 5-1: demonstrates hygienic handling of food to ensure a safe and appealing product FT 5-2: identifies, assesses and manages the risks of injury and WHS issues associated with the
2	Properties and Processing of Food A student develops knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality food	FT 5-3: describes the physical and chemical properties of a variety of foods FT 5-4: accounts for changes to the properties of food which occur during food processing, preparation and storage
3	Society and the Relationship with Food A student develops knowledge and understanding of nutrition and food consumption, and the consequences of food choices on health and the role of food in society.	FT 5-6: describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities FT 5-7: justifies food choices by analysing the factors that influence eating habits FT 5-12: examines the relationship between food, technology and society FT 5-13: evaluates the impact of activities related to food on the individual, society and the environment
4	Presentation and Communication A student develops skills in designing, producing and evaluating solutions for specific food purposes including researching, evaluating and communicating issues in relation to food.	FT 5-8: collects, evaluates and applies information from a variety of sources FT 5-9: communicates ideas and information using a range of media and appropriate terminology FT 5-10: selects and employs appropriate techniques and equipment for a variety of food-specific purposes FT 5-11: plans, prepares, presents and evaluates food solutions for specific purposes

Assessment Matrix/Weightings

Food Technology 2022			<i>RO 1</i>	<i>RO 2</i>	<i>RO 3</i>	<i>RO 4</i>
			FT 5-1, FT 5-2	FT 5-3, FT 5-4, FT 5-5.	FT 5-6, FT 5-7, FT 5-12, FT 5-13	FT 5-8, FT 5-9, FT 5-10, FT 5-11
Task 1: Holistic Unit FT 5-1, FT 5-2, FT 5-3, FT 5-4, FT 5-5, FT 5-6, FT 5-7, FT 5-12, FT 5-13	35%	Out:T4 Wk6 In: T3 Wk2	10.5%	13.5%	11%	*
Task 2: Food In Australia: Bush Tucker FT 5-6, FT 5-7, FT 5-12, FT 5-13, FT 5-8, FT 5-9, FT 5-10, FT 5-11	15%	Out: T4 Wk4 In: T1 Wk2	*	*	7%	8%
Task 3: Food For Special Occasions: Cake Decoration FT 5-1, FT 5-2 FT 5-8, FT 5-9, FT 5-10, FT 5-11	15%	Out: T1 Wk 6 In: T2 Wk 3	8%	*	*	7%
Task 4: Food Trends In Australia: Trendy Foods FT 5-3, FT 5-4, FT 5-5, FT 5-8, FT 5-9, FT 5-10, FT 5-11	15%	Out: T3 Wk2 In: T3 Wk 6	*	5%	*	10%
Task 5: Yearly Examination FT 5-1, FT 5-2, FT 5-3, FT 5-4, FT 5-5, FT 5-6, FT 5-7, FT 5-12, FT 5-13	20%	Yearly Examination Week Term 3/4	6.5%	6.5%	7%	*
		TOTAL	25%	25%	25%	25%



GEOGRAPHY ASSESSMENT SCHEDULE

The following assessment schedule is applicable to all students studying Geography here in 2021-22

Component	Weighting
Knowledge of Geographic features and characteristics	15%
Understand interactions between people, places and environments	25%
Managing contemporary Geographical challenges	30%
Applies geographical tools and skills	30%

Assessment Schedule

Sustainable Biomes Changing Places			<i>Report Outcome 1: Knowledge of Geographic features and characteristics</i>	<i>Report Outcome 2: Understand interactions between people, places and environments</i>	<i>Report Outcome 3: Managing contemporary Geographical challenges</i>	<i>Report Outcome 4: Applies geographical tools and skills</i>
			15 % GE5-1	25% GE5-2, GE5-3	30% GE5-4, GE5-5, GE5-6	30% GE5-7, GE5-8
Task 1: Quiz 1, 2, 3, 8	30%	Out: T1, W4 In: T1, W6	10%	15%		5%
Task 2: Research 3, 5, 7	30%	Out: T1, W9 In: T2, W4		5%	15%	10%
Task 3: End of Year Exam 1, 2, 5, 7, 8	40%	Out: T3, W7 In: T3, W9	5%	5%	15%	15%



HISTORY ASSESSMENT SCHEDULE

The following assessment schedule is applicable to all students studying History in 2021-22

Syllabus Components and Weightings from syllabus

Component	Weighting
Develop knowledge and understanding of ideas, movements, people and events that shaped the modern world and Australia.	40%
Understand the process of historical enquiry	40%
Develop skills to communicate their understanding of history	20%
TOTAL	100%

Assessment Schedule

			<i>Report Outcome 1: Knowledge & Understanding</i>	<i>Report Outcome 2: Inquiry Skills & Research</i>	<i>Report Outcome 3: Communication</i>
Movement of Peoples World War 1			HT5-1, HT5-2, HT5-3, HT5-4	HT5-5, HT5-6, HT5-7, HT5-8	HT5-9, HT5-10
<i>Weightings</i>			40%	40%	20%
Task 1: In-class Source Analysis 1, 2, 6	30%	Out: T1, W3 In: T1, W6	10%	20%	
Task 2: Inquiry Based Research 1, 4, 5, 6, 9, 10	30%	Out: T2, W2 In: T2, W5	10%	10%	10%
Task 3: End of Year Exam 1, 2, 4, 5, 7, 9	40%	Out: T3, W7 In: T3, W9	20%	10%	10%

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**INDUSTRIAL TECHNOLOGY ENGINEERING
ASSESSMENT SCHEDULE**

The following assessment schedule is applicable to all students studying Industrial Technology Engineering in 2021-2022.

Assessment guidelines and components from NESA	Weighting First 100Hrs	Weighting Second 100Hrs
Core module 1 - topic 1 and 2	100hrs	
200hr Course - Elective Modules		100hrs

RO	Report Statement	Syllabus outcomes
1	knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices	IND5-1
2	knowledge and skills in the design and production of practical projects	IND5-2, IND5-3
3	knowledge and understanding of the relationship between the properties of materials and their applications	IND5-4
4	skills in communicating ideas, processes and technical information with a range of audiences	IND5-5, IND5-6
5	ability to transfer knowledge and skills to other experiences	IND5-7
6	knowledge and understanding to critically evaluate manufactured products in order to become a discriminating consumer	IND5-8
7	knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment	IND5-9, IND5-10

Assessment Matrix/Weightings

Core Module 100Hr			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: Control Technology Using Mechanisms and Machines IND-1, IND-2, IND-3, IND-4 IND-5, IND-7, IND-8	20%	Out Wk 6 T4 In Wk 5 T 1	2%	6%	2%	6%	2%	2%	
Task 2: Structures Alternative Energy IND-1, IND-2, IND-3, IND-4, IND-5, IND-6, IND-7, IND-8, IND-9, IND-10	20%	Out Wk 6 T1 In Wk 5 T2	2%	4%	2%	4%	2%	2%	4%
Task 3: Transport Making things move IND-1, IND-2, IND-3, IND-4 IND-5, IND-6, IND-7, IND-8, IND-9, IND-10	30%	Out Wk 6 T 2 In Wk 5 T 3	3%	8%	3%	4%	3%	3%	6%
Task 4: Control Technology Mechanisms and Digital IND-1, IND-2, IND-3, IND-4 IND-5, IND-6, IND-7, IND-8, IND-9, IND-10	30%	Out Wk 6 T 3 In Wk 3 T 4	3%	2%	3%	6%	3%	3%	10%
	100%	TOTAL	10%	20%	10%	20%	10%	10%	20%

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Assessment Matrix/Weightings

Elective Module 200Hr			<i>RO 1</i>	<i>RO 2</i>	<i>RO 3</i>	<i>RO 4</i>	<i>RO 5</i>	<i>RO 6</i>	<i>RO 7</i>
			10%	20%	10%	20%	10%	10%	20%
			<i>IND5-1</i>	<i>IND5-2, IND5-3</i>	<i>IND5-4</i>	<i>IND5-5, IND5-6</i>	<i>IND5-7</i>	<i>IND5-8</i>	<i>IND5-9, IND5-10</i>
Task 1: Control Technology Using Mechanisms and Machines IND-1, IND-2, IND-3, IND-4, IND-5, IND-7, IND-8	20%	Out Wk 6 T4 In Wk 5 T1	2%	6%	2%	6%	2%	2%	
Task 2: Structures for Alternative Energy IND-1, IND-2, IND-3, IND-4, IND-5, IND-7, IND-8, IND-9	20%	Out Wk 6 T1 In Wk 5 T2	2%	4%	2%	4%	2%	2%	4%
Task 3: Transport Making things move IND-1, IND-2, IND-3, IND-4, IND-5, IND-6, IND-7, IND-8, IND-9, IND-10	30%	Out Wk 5 T2 In Wk 6 T2	3%	8%	3%	4%	3%	3%	6%
Task 4: Control Technology Digital IND-1, IND-2, IND-3, IND-4, IND-5, IND-6, IND-7, IND-8, IND-9, IND-10	30%	Out Wk 6 T3 In Wk 3 T4	3%	2%	3%	6%	3%	3%	10%
	100%	TOTAL	10%	20%	10%	20%	10%	10%	20%

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**INDUSTRIAL TECHNOLOGY METAL
ASSESSMENT SCHEDULE**

The following assessment schedule is applicable to all students studying Industrial Technology Metal in 2021-2022.

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

RO	Report Statement	Syllabus outcomes
1	knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices	IND5-1
2	knowledge and skills in the design and production of practical projects	IND5-2, IND5-3
3	knowledge and understanding of the relationship between the properties of materials and their applications	IND5-4
4	skills in communicating ideas, processes and technical information with a range of audiences	IND5-5, IND5-6
5	ability to transfer knowledge and skills to other experiences	IND5-7
6	knowledge and understanding to critically evaluate manufactured products in order to become a discriminating consumer	IND5-8
7	knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment	IND5-9, IND5-10

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-6, IND-7, IND-8	20%	Out Wk 6 T 4 In Wk 5 T 1	2%	6%	2%	6%	2%	2%	
Task 2: Sheet Metal Fabrication Unit IND-1, IND-2, IND-3, IND-4, IND-7, IND-8, IND-9, IND-10	20%	Out Wk 6 T 1 In Wk 5 T 2	2%	4%	2%		2%	2%	8%
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 Wk 6 T 2 In Wk 5 T 2	5%	8%	3%	8%	3%	3%	
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 Wk 6 T 3 In Wk 3 T 4	1%	2%	3%	6%	3%	3%	12%
	100	TOTAL	10%	20%	10%	20%	10%	10%	20%

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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-6, IND-7, IND-8	20%	Out Wk 6 T 4 In Wk 5 T 1	2%	5%		9%	2%	2%	
Task 2: Major Project Planning Unit IND-1, IND-2, IND-3, IND-4 ,IND-5 , IND-6, IND-7, IND-8, IND-9, IND-10	30%	Out Wk 6 T 1 In Wk 10 T 1	2%	5%	4%	6%	3%	2%	8%
Task3: 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 Wk 5 T 2 In Wk 5 T 3	3%	5%	6%	5%	3%	6%	12%
Task 4:: Engineering Project IND-1, IND-2, IND-3, IND-7,	10%	Out Wk 6 T 3 In Wk 3 T 4	3%	5%			2%		
	100	TOTAL	10%	20%	10%	20%	10%	10%	20%



INDUSTRIAL TECHNOLOGY TIMBER ASSESSMENT SCHEDULE

The following assessment schedule is applicable to all students studying Industrial Technology Timber in 2021 - 2022.

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

RO	Report Statement	Syllabus outcomes
1	knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices	IND5-1
2	knowledge and skills in the design and production of practical projects	IND5-2, IND5-3
3	knowledge and understanding of the relationship between the properties of materials and their applications	IND5-4
4	skills in communicating ideas, processes and technical information with a range of audiences	IND5-5, IND5-6
5	ability to transfer knowledge and skills to other experiences	IND5-7
6	knowledge and understanding to critically evaluate manufactured products in order to become a discriminating consumer	IND5-8
7	knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment	IND5-9, IND5-10

Assessment Matrix/Weightings

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: Model Car Unit IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	20%	Out: T4 Wk6 In: T1 Wk5	2%	6%	2%	6%	2%	2%	
Task 2: Toolbox Unit IND5-1, IND5-2, IND5-3, IND5-4, IND5-7, IND5-8, IND5-9, IND5-10	20%	Out: T1 Wk6 In: T2 Wk4	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, IND5-8	30%	Out: T2 Wk5 In: T3 Wk 2	5%	8%	3%	8%	3%	3%	
Task 4: Small End Table Unit IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10	30%	Out: T3 Wk3 In: T4 Wk 2	1%	2%	3%	6%	3%	3%	12%
TOTAL			10%	20%	10%	20%	10%	10%	20%

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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: Model Car Unit IND5-1, IND5-2, IND5-3, IND5-5, IND5-6, IND5-7, IND5-8	20%	Out: WK6, T4 In: WK5, T1	2%	5%		9%	2%	2%	
Task 2: Phone Holder Design Unit IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10	30%	Out: WK6, T1 In: WK4, T2	2%	5%	4%	6%	3%	2%	8%
Task3: MAJOR PROJECT Table Design UNIT IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10	40%	Out: WK7, T2 In:WK2, T4	3%	5%	6%	5%	3%	6%	12%
Task4:: EXAMINATION IND5-1, IND5-2, IND5-3, IND5-7	10%	EXAM Week	3%	5%			2%		
		TOTAL	10%	20%	10%	20%	10%	10%	20%



INFORMATION AND SOFTWARE TECHNOLOGY ASSESSMENT SCHEDULE

The following assessment schedule is applicable to all students studying Information and Software Technology in 2021 - 2022.

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

RO	Report Statement	Syllabus outcomes
1	Knowledge and understanding of a range of computer software and hardware	5.1.1,5.1.2
2	Use of problem solving and critical thinking to design creative solutions to real world problems.	5.2.1,5.2.2,5.2.3
3	Responsible and ethical attitude to software technology.	5.3.1,5.3.2
4	Knowledge and understanding of past, present and emerging technologies.	5.4.1
5	Effective communication skills and work practices relevant to working on software projects.	5.5.1,5.5.2,5.5.3

Assessment Matrix/Weightings

				RO 1	RO 2	RO 3	RO 4	RO 5
First 100Hrs				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
AT1: Connected via a network 5.1.1,5.2.1,5.2.2, 5.3.2, 5.4.1	20%	Out: T4 Wk6 In: T4 Wk10		5%	5%	5%	5%	
AT2: 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 Wk 1 In: T1 Wk 6		5%	5%	5%		5%
AT3: 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 Wk 6 In: T2 Wk 9		5%	10%	10%		5%
AT 4: Managing A Group project in Augmented Reality 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 Wk 10 In: T3 Wk 10		5%	10%		5%	10%
		TOTAL		20%	30%	20%	10%	20%

YEAR 9 2021/2022 ASSESSMENT and REPORTING PROCEDURES

Assessment Matrix/Weightings

Second 100Hrs			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	
AT1: Connected via a network 5.1.1,5.2.1,5.2.2, 5.3.2, 5.4.1	20%	Out:T4 Wk6 In: T4 Wk10	5%	5%	5%	5%		
AT2: 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	20%	Out: T1 Wk 1 In: T1 Wk 6	5%	5%	5%		5%	
AT3: Robotics and Embedded systems 5.1.1,5.1.2, 5.2.1,5.2.2,5.2.3,5.3.1,5.3.2, 5.4.1 5.5.1,5.5.2,5.2.3	30%	Out: T1 Wk 6 In: T2 Wk 9	5%	10%	10%		5%	
AT 4: Collaborative Project	30%	Out T2 Wk 10 In: T3 Wk 10	5%	10%		5%	10%	
			TOTAL	20%	30%	20%	10%	20%



MATHEMATICS – STAGE 5.1 ASSESSMENT SCHEDULE

The following assessment schedule is applicable to all students studying Mathematics (Stage 5.1) here in 2021- 2022.

Assessment guidelines and components from NESA	Weighting
Understanding, fluency and communication	50%
Problem solving, reasoning and justification	50%

Assessment Matrix/Weightings

Yr 9 & Yr 10			<i>Report Outcome 1:</i> Understanding, fluency and communication	<i>Report Outcome 2 :</i> Problem solving, reasoning and justification
			50%	50%
			<i>MA5.1-1WM, MA5.1-5NA, MA5.1-6NA, MA5.1-7NA, MA5.1-9MG, MA5.1-12SP, MA5.1-13SP</i>	<i>MA5.1-2WM, MA5.1-3WM, MA5.1-4NA, MA5.1-8MG, MA5.1-10MG, MA5.1-11MG</i>
Task 1: Linear Equations and Non-Linear Relationships MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-6NA, MA5.1-7NA	25%	Out: Term 1 Week 8 In: Term 1 Week 10	15%	10%
Task 2: Financial Mathematics and Area MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-4NA, MA5.1-8MG	25%	Out: Term 2 Week 4 In: Term 2 Week 6	10%	15%
Task 3: Probability and Geometry MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-13SP, MA5.1-11MG	25%	Out: Term 3 Week 3 In: Term 3 Week 5	15%	10%
Task 4: Right-Angled Triangles MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-10MG	25%	Out: Term 3 Week 8 In: Term 3 Week 10	10%	15%



MATHEMATICS – STAGE 5.2 ASSESSMENT SCHEDULE

The following assessment schedule is applicable to all students studying Mathematics (Stage 5.2) here in 2021- 2022.

Assessment guidelines and components from NESA	Weighting
Understanding, fluency and communication	50%
Problem solving, reasoning and justification	50%

Assessment Matrix/Weightings

Yr 9 & Yr 10		Report Outcome 1: Understanding, fluency and communication		Report Outcome 2 : Problem solving, reasoning and justification	
		50%		50%	
		MA5.2-1WM, MA5.2-6NA, MA5.2-7NA, MA5.2-8NA, MA5.2-9NA, MA5.2-10NA, MA5.2-15SP, MA5.2-16SP, MA5.2-17SP		MA5.2-2WM, MA5.2-3WM, MA5.2-4NA, MA5.2-5NA, MA5.2-11MG, MA5.2-12MG, MA5.2-13MG, MA5.2-14MG	
Task 1: Algebra, Equations and Linear Relationships MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-6NA, MA5.2-8NA, MA5.2-9NA	25%	Out: Term 1 Week 7 In: Term 1 Week 9	20%	5%	
Task 2: Area, Surface Area, Volume and Data MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-11MG, MA5.2-12MG, MA5.2-15SP	25%	Out: Term 2 Week 3 In: Term 2 Week 5	15%	10%	
Task 3: Properties of Geometrical Figures and Trigonometry MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-13MG, MA5.2-14MG	25%	Out: Term 3 Week 5 In: Term 3 Week 7	5%	20%	
Task 4: Financial Mathematics MA5.2-1WM, MA5.2-2WM, MA5.2-5NA	25%	Out: Term 3 Week 8 In: Term 3 Week 10	10%	15%	



MATHEMATICS – STAGE 5.3 ASSESSMENT SCHEDULE

The following assessment schedule is applicable to all students studying Mathematics (Stage 5.3) here in 2021- 2022.

Assessment guidelines and components from NESA	Weighting
Understanding, fluency and communication	50%
Problem solving, reasoning and justification	50%

Assessment Matrix/Weightings

Yr 9 & Yr 10		Report Outcome 1: Understanding, fluency and communication		Report Outcome 2 : Problem solving, reasoning and justification	
		50%		50%	
		MA5.3-1WM, MA5.3-5NA, MA5.3-6NA, MA5.3-7NA, MA5.3-8NA, MA5.3-9NA, MA5.3-10NA, MA5.3-11NA, MA5.3-12NA, MA5.3-14MG, MA5.3-18SP, MA5.3-19SP		MA5.3-2WM, MA5.3-3WM, MA5.3-4NA, MA5.3-13MG, MA5.3-14MG, MA5.3-15MG, MA5.3-16MG, MA5.3-17MG	
Task 1: Indices and Algebra MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-5NA, MA5.3-6NA	25%	Out: Term 4 Week 8 In: Term 4 Week 10	15%	10%	
Task 2: Equations and Linear Relationships MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-7NA, MA5.3-8NA	25%	Out: Term 1 Week 4 In: Term 1 Week 6	15%	10%	
Task 3: Probability, Trigonometry and Pythagoras MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-15MG, MA5.2-17SP	25%	Out: Term 2 Week 8 In: Term 2 Week 10	10%	15%	
Task 4: Volume, Rates and Ratios, Data MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-4NA, MA5.3-18SP	25%	Out: Term 3 Week 8 In: Term 3 Week 10	10%	15%	



PHOTOGRAPHY & DIGITAL MEDIA ASSESSMENT SCHEDULE

The following assessment schedule is applicable to all students studying Photography & Digital Media here in 2021-2022.

Assessment guidelines and components from NESA	Weighting First 100Hrs or Yr 9	Weighting Second 100Hrs or Yr 10
Artmaking <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 % 5. 1-6	40 % 5. 7-10
Task 1: Research Assignment 5.10	15 %	Out: T 1, W 6 In: T1, W 10	-	15%
Task 2: Body of Work 1 5.2, 5.3, 5.4	25 %	Out: T 4, W 6 In: T1, W 9	25%	-
Task 3: Body of Work 2 5.1, 5.5, 5.6	35 %	Out: T 2, W 1 In: T 3, W 10	35%	-
Task 4: Exam 5.7, 5.8, 5.9	25 %	Out: T 3, W 6 In: T 3, W 9	-	25%
Second year/200Hrs			Report Outcome 1: Making	Report Outcome 2: Critical & Historical Studies
			60 % 5. 1-6	40 % 5. 7-10
Task 1: Artist Statement 5.9, 5.10..	15 %	Out: T 1, W 6 In: T 1, W 10	-	15%
Task 2: Body of Work 3 5.2, 5.3, 5.4.	25 %	Out: T 4, W 6 In: T 1, W 9	25%	-
Task 3: Body of Work 4 5.1, 5.5, 5.6.	35 %	Out: T 2, W 1 In: T 3, W 10	35%	-
Task 4: Exam 5.7, 5.8, 5.9	25 %	Out: T 3, W 6 In: T 3, W 9	-	25%



PHYSICAL ACTIVITY AND SPORT STUDIES (PASS) ASSESSMENT SCHEDULE

The following assessment schedule is applicable to all students studying PASS here in 2021- 2022 (Cycle 1).

Assessment guidelines and components from NESA	Weighting
Knowledge and understanding	30%
Skills	40%
Values and attitudes	30%

Assessment Matrix/Weightings

Yr 9 and Yr10			Report Outcome 1: Knowledge and understanding	Report Outcome 2 : Skills	Report Outcome 3: Values and attitudes
			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: Term 1 Week 3 In: Term 1 Week 6	15%		10%
Task 2: Practical Observation PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10	20%	Out: Term 4 Week 6 In: Term 2 Week 2		15%	5%
Task 3: Research Task PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10	25%	Out: Term 3 Week 1 In: Term 3 Week 5		15%	10%
Task 5: Yearly Examination PASS5-1, PASS5-2, PASS5-3, PASS5-4, PASS5-7, PASS5-10	30%	Out: Term 3 Week 8 In: Term 3 Week 10	15%	10%	5%

YEAR 9 2021/2022 ASSESSMENT and REPORTING PROCEDURES



**PDHPE
ASSESSMENT SCHEDULE**

The following assessment schedule is applicable to all students studying PDHPE here in 2021-2022

Assessment guidelines and components from NESA	Weighting
Health, Wellbeing and Relationships	30%
Movement, Skill and Performance	40%
Healthy, Safe and Active Lifestyles	30%

Assessment Matrix/Weightings

Yr9 and Yr10			<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: Term 1 Week 4 In: Term 1 Week 8	5%		10%
Task 2: Observation PD5-4, PD5-5, PD5-6, PD5-7, PD5-11	20%	Out: Term 4 Week 6 In: Term 2 Week 2		15%	5%
Task 3: Research Task PD5-2, PD5-6, PD5-9, PD5-10	15%	Out: Term 3 Week 2 In: Term 3 Week 5	10%		5%
Task 4: Yearly Examination PD5-1 – PD5-11	30%	Out: Term 3 Week 8 In: Term 3 Week 10	15%	10%	5%
Task 5: Observation PD5-4, PD5-5, PD5-8, PD5-11	20%	Out: Term 4 Week 6 In: Term 4 Week 1		15%	5%



SCIENCE ASSESSMENT SCHEDULE

The following assessment schedule is applicable to all students studying Science here in 2021- 2022.

Assessment guidelines and components from NESA	Yr 9	Yr 10
<i>Knowledge and Application</i>	50%	50%
<i>Working Scientifically Skills</i>	50%	50%

Assessment Matrix/Weightings

			<i>Report Outcome 1: Recall and apply scientific knowledge</i>	<i>Report Outcome 2: Plan, conduct and record collected data from scientific investigations</i>	<i>Report Outcome 3: Analyse and evaluate data to justify conclusions and solve scientific problems</i>	<i>Report Outcome 4: Communicate ideas using scientific language</i>
			50%	15%	25%	10%
Stage 5A			10PW, 11PW, 12ES, 13ES, 14LW, 15LW, 16CW, 17CW, 18CW, 19CW	4WS, 5WS, 6WS	7WS, 8WS	9WS
Task 1: Depth Study Task	25%	Out: T1W 1 In: T1 W 8	5%	10%	5%	5%
Task 2: Half Yearly Examination	25%	Out: T2 W2 In: T2 W4	10%	5%	10%	-
Task 3: Second-hand Investigation	25%	Out: T2 W3 In: T2 W8	15%	-	5%	5%
Task 4: Yearly Examination	25%	Out: T3 W7	20%	-	5%	-

YEAR 9 2021/2022 ASSESSMENT and REPORTING PROCEDURES



**VISUAL ARTS
ASSESSMENT SCHEDULE**

The following assessment schedule is applicable to all students studying Visual Arts here in 2021- 2022.

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: T 1, W 2 In: T 1, W 5	-	15%
Task 2: Body of Work 1 5.2, 5.3, 5.4	30 %	Out: T 4, Wk 6 In: T 1, Wk 9	30%	-
Task 3: Body of Work 25.1, 5.5, 5.6	30 %	Out: T 2, W 1 In: T 3, Wk 9	30%	-
Task 4: Take Home Exam 5.7, 5.8, 5.9	25 %	Out: T 3, W 6 In: T 3, W 9	-	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: T 1, W 2 In: Term 1, Week 5	-	20%
Task 2: Body of Work 3 5.2, 5.3, 5.4	30 %	Out: T 4, W 6 In: T 1, W 9	30%	-
Task 3: Body of Work 4 5.1, 5.5, 5.6	30 %	Out: T 2, W 1 In: T 3, W 9	30%	-
Task 4: In Class Exam 5.7, 5.8, 5.9	20 %	Out: T 3, W 6 In: T 3, W 9		20%