



Year 10 2022

School Assessment Procedures and Schedules

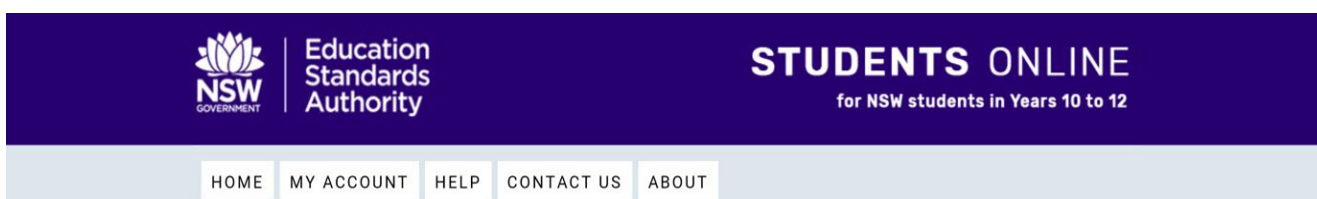
Striving for Excellence in a School that Cares

RoSA Assessment Information

This booklet is issued to all students of Muswellbrook High School, Term 1 2022. It has been prepared to provide students and their parents / carers with information on Record of School Achievement (RoSA) assessment of Year 10 courses. Every school is required by the NSW Education Standards Authority (NESA) to devise an Assessment Schedule for each course operating within the school, based on the current NESA syllabus documents and other advice from the NESA.

For each course studied, students are provided with an Assessment Schedule, showing tasks to be completed and their weightings. Students sign when they receive each course Assessment Schedule and when they receive this booklet.

Detailed information is available on the NESA website www.boardofstudies.nsw.edu.au



Students Online is your source for information about your study from Year 11 to the HSC.

Accessing the site - <https://studentsonline.nesa.nsw.edu.au/>

Students Online is developed and delivered by the NSW Education Standards Authority (NESA).

Activate your account

Year 10, 11 and 12 students in NSW are eligible for a Students Online account. Your school must submit an email for you to NESA for your account to be created. For most students the email address recorded will be your school email address – YOUR.NAME@education.nsw.gov.au

To activate your account, go to <https://studentsonline.nesa.nsw.edu.au/go/access/> then

- Select your school
- Enter your given name(s)
- Enter your family name
- Enter your date of birth

You will then be emailed an activation link. Click on the activation link, enter your student number and then create a 6-digit pin number. If you have issues, contact your Deputy Principal to check how your details are recorded on NESA, particularly your given name and email address.

Once you have activated your account, log in with your Student Number and PIN to access your personal study details. You are able to change your address, phone number and email address yourself. This is important so that you receive your final HSC results (email/mobile) and credentials (postal address)

Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) is the NESA credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC). The RoSA will record all courses that a student has completed (with a grade*) as well as courses that a student may be enrolled in but has not yet completed (without a grade) at the date of leaving school.

The RoSA grades for a course will be determined based on student performance in assessment tasks, as detailed in the Assessment Schedule, using the RoSA Common Grade Scale outlined below. The RoSA grade will be issued by NESA to students when they indicate they are leaving school.

RoSA Common Grade Scale:

The Common Grade Scale shown below is used to report student achievement in Year 10 in all NSW schools.

A

The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B

The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C

The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D

The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E

The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

HSC Minimum Standards

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

You need reading, writing and mathematics skills to be successful in everyday life after school.

All students need to meet the HSC minimum standard to receive the HSC.

The standard is set at level 3 of the Australian Core Skills Framework (ACSF), which means students will have the basic reading, writing and maths skills needed for everyday tasks and future learning

after school.

Students will begin to complete the online tests in Year 10.

Students will not be excluded from sitting for their HSC exams if they have not met the standard.

Students who sit for the HSC exams without meeting the standard will have their results recorded on the Record of School Achievement (RoSA) and can still receive an ATAR for university entry.

Students who leave school and have not met HSC eligibility requirements will if eligible, receive a Record of School Achievement (RoSA), or a Transcript of Study.

Students who subsequently (in the five-year accumulation period) become eligible for the HSC by demonstrating the HSC minimum standard will be issued with a Higher School Certificate testamur and have their results re-issued on a Record of Achievement.

Attendance in relation to the satisfactory completion of a course

At MHS, attendance is considered when determining whether a student has applied themselves with 'diligence and sustained effort'.

For post-compulsory students, Principals determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied. Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.

Students should not plan absences during any school term unless there are exceptional circumstances (e.g. medical operation).

The taking of holidays is not considered to be exceptional circumstances. Any requests for special consideration should be discussed with the Principal well before the date in question.

Granting of Leave

Granting of leave is a matter for the school Principal to determine.

The Principal has discretion in granting leave provided that they are satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the leave requested is for an extended period, the student must demonstrate to the Principal that outcomes in each course will be achieved.

Year 10 Internal Assessment

The final assessment mark for each course represents the achievement level reached at the end of the Stage 5 course. The assessment mark will be based on achievements measured at points throughout the course by scheduled assessment tasks as detailed in the Assessment Schedule.

Teachers will assess actual performance not potential performance. Assessment marks will not be modified to consider possible effects of illness or domestic situations. Schools may offer substitute tasks or, in exceptional circumstances, estimated marks based on other tasks. Attendance and application are not to be considered in either the final assessment mark or in any individual assessment task.

Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. Tasks may include tests, written assessments, practical activities, field work and projects.

Assessment Rules and Procedures

Assessment tasks are scheduled to be completed and submitted to teachers for marking on or before dates specified in the Assessment Schedule.

A minimum of two weeks formal notification will be given for each assessment task.

It is the student's responsibility to prepare their own calendar of assessment tasks for their pattern of study. Students must be familiar with all assessment requirements and deadlines.

It is expected that all computer-generated work should be saved in more than one location.

Assessment tasks must be submitted on paper (handwritten or printed) except where otherwise notified. A teacher may request the student to submit a task by email or Google Classroom.

In every faculty a register is maintained to indicate the date that each student receives formal notification of tasks. If a student is absent it is their responsibility to acquaint themselves with the details of any task notifications.

Students should note that a published assessment schedule date may have to be changed due to unforeseen circumstances. The Principal reserves the right to alter the MHS Assessment Rules and Procedures should **exceptional** circumstances present themselves. In such cases advice from NESA will guide variations.

No Assessment Task will be due within one (1) week of the commencement of the Yearly Examination period.

Where two or more classes undertake a common in-class assessment task, classes will complete it simultaneously where logistically possible. If not, every endeavour will be made to ensure that no student is advantaged or disadvantaged.

Students are provided with formal feedback for each assessment. This may involve exemplar scripts, marking grids, verbal discussion and written advice.

Completion and Submission of Assessment Tasks

NESA requires that all courses have an Assessment Schedule and that students attempt all assessment tasks in the Assessment Schedule. With the exception of VET and Life Skills courses, an assessment grade must be submitted to NESA for each student undertaking a course.

Attendance, on the day the assessment task is either to be performed or submitted, is essential. Students who are unable to attend school to submit the assessment task **may** be eligible to apply for consideration on the basis of Illness/Misadventure (***Illness/Misadventure Application***).

If a student is unable to complete any assessment task by the due date, the student should hand it in unfinished and receive marks according to the quality of the work done.

A student **must** sign the 'Acknowledgement of Assessment' form. In completing and signing the form the student declares that the task submitted is their own work and has not been previously submitted in any other course.

For oral or performance assessment tasks, any written component must be submitted on the date due to the class teacher. Due to time constraints of oral or performance tasks it may be necessary for the task to be timetabled over several days, however, the theory/written components **must** be submitted on the due date.

All tasks are due for submission **BEFORE 9am on the due date**, unless they are to be completed as a discrete task in a scheduled lesson on the prescribed day.

School Sanctioned Activities

Students must make prior arrangements with their class teacher or Head Teacher if attendance or assessment task requirements will be disrupted by work placement or other school sanctioned activities. They must do this as soon as it becomes evident.

Extensions

If a student is aware beforehand that they will have difficulty submitting a task by the due date, they may apply for an extension of time for submission of the task. The application must be submitted to the faculty Head Teacher at least 5 school days BEFORE the assessment due date.

A copy of the **Extension for Assessment Task Application** is included as an appendix to this document, and is available from the classroom teacher or faculty Head Teacher.

Applications for extensions should be avoided as it often means that there is less time available for the preparation of the next task. Planning ahead will usually mean that an application for extension is not necessary.

Illness/Misadventure

If a student is ill on the day an assessment task is due, or is unable to attend school through circumstances beyond their control, the student should attempt to have it delivered to the school. If circumstances arise unexpectedly and the task is unable to be submitted, the student or a parent/carer **MUST** notify the school on the day of absence. The student may be eligible to apply for consideration (Illness/Misadventure) of the assessment task being submitted late.

When a student has not submitted or completed a scheduled HSC course assessment task on time due to illness, accident or misadventure the student can apply for this to be considered.

Students should discuss their grounds for consideration with the Classroom Teacher or Head Teacher of the faculty.

An **Illness/Misadventure Application** form, with attached documentary evidence, must be made to the faculty Head Teacher within five (5) days following the specified due date for the task or by the first day of return to school after the illness or misadventure. If an application is not lodged under these conditions then the awarded mark will stand.

****Non-completion and/or submission of the application will result in a mark of zero for the task.**

A copy of the **Illness/Misadventure Application** form is available from the Classroom Teacher, or faculty Head Teacher.

- There is no ground for appeal against the value of the mark awarded.
- Medical certificates and/or other supplementary evidence must be provided to cover absences. Documentation must be dated on and for the days on which the student was absent.
- In the case of misadventure, conclusive evidence must be produced (Driving tests, personal appointments are not acceptable).
- Students should not plan absences during any school term unless there are exceptional circumstances (e.g. medical operation).

In the event of a student missing a significant number of tasks for a valid reason (for example: illness or extended leave), the Principal may decide to use other assessment practices:

- An extension of time may be granted;
- A mark be awarded based on a substitute task; or
- An estimate based on other appropriate evidence (this would occur only in exceptional circumstances, where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate).

Assessment Task Review

A **Request for Assessment Review Application** can be submitted to the faculty Head Teacher if a student feels unfairly treated as a result of the process used in an assessment task. The form is included as an appendix to this document and is available from the Classroom Teacher or Faculty Head Teacher.

Technological Malfunction

Computer failure, lost drive or any relation **will NOT be accepted** as a reason for failing to submit an assessment task.

It is expected that all computer-generated work should be saved in more than one location. Besides backup to a separate device, students can save their work to OneDrive and attach a document to an email if they have an internet connection.

Where the malfunction of computers or printers prevents the production of a final copy, evidence of completion of the task must be shown to the teacher on the due date.

It is recommended that students do NOT leave printing of an assessment task until the day the task is due.

Students are reminded that the technology resources of the school can be utilised if necessary.

Appeals

Students may appeal to the Appeals Committee (Principal, Deputy Principal Year 12, Head Teacher Senior School) established within the school.

If they believe the outcome of an Illness or Misadventure Application is unfair students should discuss their grounds for appeal with the Head Teacher of the faculty concerned, or the relevant

Deputy Principal. A written submission must be given to the Principal and Deputy Principal to begin this process.

Important:

- Where a student believes an assessment mark is incorrect, they may request a review.
- NESA guidelines of illness and misadventure shall form the basis for determination of appeals.
- If a candidate becomes ill during the course of an examination an Illness/ Misadventure Appeal must be lodged as per policy

Policy for Non-completion of Assessment Tasks

Students studying a Stage 5 course must make a genuine attempt at assessment tasks. If a student's attempt at a particular task scores zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one.

Students who do not comply with the assessment requirements or outcomes in any course will be unable to satisfactorily complete Stage 6 course requirements.

If a student: does not hand in any evidence of work by the due date or is absent from an assessment task, **they will automatically be awarded zero.**

The student may appeal to the faculty Head Teacher within 5 days school days following the specified due date for the task or by the first day of return to school after an absence which encompasses the due date. Students are strongly urged to supply evidence to support consideration of their claim in such circumstances.

Non-Completion of Course Determination ('N' Determination)

NESA has delegated to Principals the authority to determine if students seeking the award of the RoSA at their school have satisfactorily completed a course in accordance with the requirements issued by NESA. Principals determine if there is sufficient evidence that each student has applied himself or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- a) followed the course developed or endorsed by NESA; and
- b) applied him/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes.

Students studying a Stage 5 course must make a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for that course. Where in the professional judgement of the teacher an attempt made is not a genuine attempt, a zero mark will be awarded.

If a candidate does not genuinely attempt tasks that total more than 50% the Principal will make a Non-Completion of Course Determination ('N' Determination).

While NESA does not stipulate attendance requirements, Principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences.

'N' Determination Warnings

If at any time it appears that a student is at risk of being given a 'N' (Non-completion of course requirements) Determination in any course, including VET courses, the Principal will warn the student as soon as possible.

This warning will be given in time for the problem to be corrected and will provide advice about the possible consequences of an 'N' Determination in a course.

The Principal will:

- advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected;
- advise the parent/carer in writing (if the student is under 18 years of age);
- request from the student/parent/carer a written acknowledgement of the warning;
- issue at least one follow-up warning letter if the problem has not been corrected;
- retain copies of the warning notice(s) and other relevant documentation.

Students who have not complied with the requirement for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course.

The Principal will advise the student of the 'N' Determination, its consequences and the student's right to a school review and subsequent appeal to NESA.

Review of 'N' Determination

The procedures for a school review of an 'N' Determination are as follows:

- A student seeking a review of an 'N' Determination must apply to the Principal by the date listed in the *Higher School Certificate Event Timetable*.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/about/key-dates/hsc-key-dates>

- If the school upholds the appeal, the school advises NESA by the date stipulated in the *Higher School Certificate Events Timetable*.
- If the appeal is declined, the student may appeal to NESA. Their review will focus on whether the school has followed a process to review properly and correctly the matters before it.

- NESA will advise the student and Principal of the outcome of any appeal as soon as possible after the Higher School Certificate examinations

Disability Provisions (for students with additional support)

Disability Provisions are available for a range of medical and learning conditions.

These are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an assessment situation.

For example:

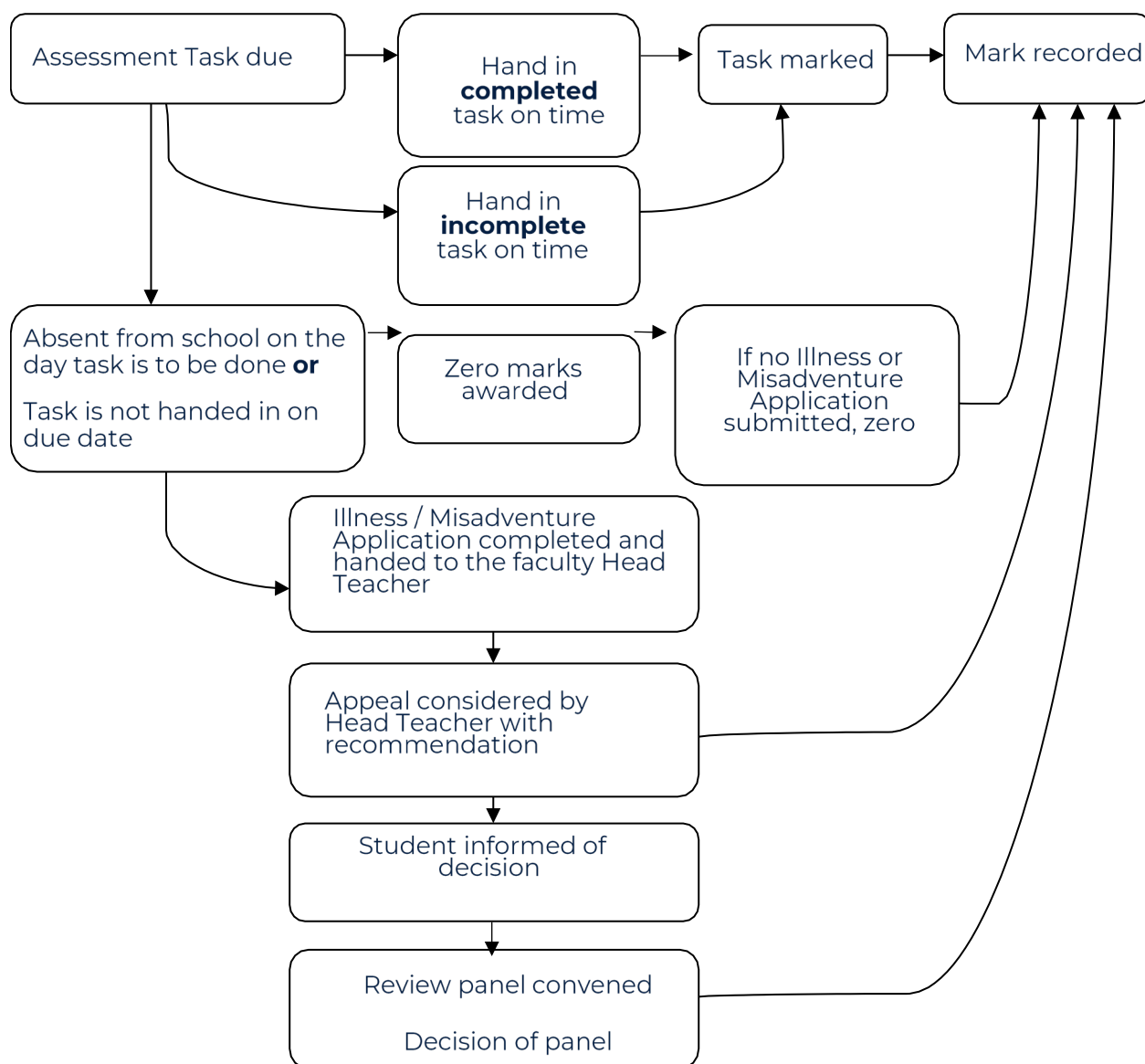
- students with diabetes may need to monitor blood glucose levels and eat during an assessment
- students with a diagnosed anxiety disorder may need to be seated in a smaller group
- students with conditions that prevent them from reading the examination questions and/or communicating responses may require a reader and/or writer.

Students need to discuss their needs with disability provisions coordinator (Mrs Bielby Learning and Support Teacher) or Mrs Kelly (Head Teacher Senior School) as soon as they are aware that they may require a provision.

RoSA Assessment Flow Chart

If a student knows beforehand that they are going to be absent on the day that an assessment task is due, or is to be conducted, the student must notify their class teacher beforehand.

Leave approval may need to be sought.



NOTE: If a student becomes ill during the course of an assessment task an Illness/ Misadventure Application form must be lodged as per policy.

Malpractice in Assessment Tasks

Malpractice represents a significant breach of the ethical requirements. Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others.

In addition to receiving a zero-award mark, all incidents of malpractice are recorded.

A student may appeal against the value of the mark awarded if plagiarism is believed to exist. It will be the student's responsibility to prove to the faculty Head Teacher that the submitted work in question is their own.

Ethical Principles of Scholarship

At MHS all students are expected to present their own work. Much of your work is research based. It is expected you will follow ethical principles of scholarship.

Ethical scholarship means learning that is characterised by honesty and integrity and clearly defines:

- The work and ideas of the author/creator of the material
- The work and ideas of others
- Sources from which work is drawn

Being an ethical scholar means three things.

- Being honest and ethical
- Listing all your sources
- Using all your own work

Rights and Responsibilities of students

In ensuring the intellectual integrity of your work you have the right to expect:

- Respect from your peers and teachers
- Clear information about what is required in your assessment task and assignments
- Guidance about how to improve your work

You have a responsibility to

- understand what is required of you
- fulfil school requirements for study
- be fair and honest in all your work
- respect the rights and integrity of your peers and teachers, and
- make sure your work is your own.

Malpractice and cheating

This is about doing the wrong thing by behaving dishonestly. Examples of malpractice and cheating are:

- copying in an examination from another student or using information secretly brought into the examination
- handing in someone else's work and saying it is your own
- making up journal entries for a project, and
- using information from the internet or elsewhere and not acknowledging the source.

Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. Common Forms of Plagiarism

- Downloading an assignment from an online source and submitting it as your own work.
- Buying, stealing or borrowing an assignment and submitting it as your own work.
- Copying a section of a book or an article and submitting it as your own work.
- Quoting from a source 'word for word', without using quotation marks is plagiarism.
- Copying, cutting and pasting text from an electronic source and submitting it as your own work.
- Using the words of someone else and presenting them as your own.
- Using significant ideas from someone else and presenting them as your own.
- Putting someone else's ideas into your own words and not acknowledging the source of the ideas is plagiarism.
- Copying the written expressions of someone else without proper acknowledgement.
- Lifting sentences or paragraphs from someone else, even with proper acknowledgement, gives the impression that the idea or information comes from the source cited, but that the phrasing, the choice of words to express it, is your own contribution.
- Relying too much on other people's material.

Avoid repeated use of long quotations. Too many direct quotations (even with quotation marks and with proper acknowledgement) result in your sources speaking for you, meaning your own contribution is minimal. Use your own words more and rely less on quotations.

Plagiarism and the Internet

The Internet can be a great source of information and an effective research tool. However, just because electronic information is easily available does not mean it is 'free'.

Remember that the information you find online should be referenced, just like any other source. Online sources should be used with care, fully acknowledged and evaluated in the same way you would any print-based source of information.

There are an increasing number of websites that feature school assignments that students can access and download.

Downloading an assignment from one of these sites and submitting it as your own is plagiarism and carries heavy penalties. If you are tempted to do this, please remember that teachers are experts in the words and ideas of their discipline and are thoroughly familiar with the latest research - this is why they are teaching! They are also aware of these 'cheat' sites and have developed strategies to identify internet plagiarists.

Validity of Information

It is important to recognise that much information on the internet has little validity and may represent a particular view or bias.

Acknowledging Sources

The Golden Rule: Make sure your assignments are referenced correctly.

Referencing allows you to acknowledge the contribution of other writers in your work. Whenever you use words, ideas or information from other sources in your assignments, you must cite and reference those sources.

Why Reference? Inaccurate references or - worse still - no references at all can be regarded as plagiarism.

All school assignments must contain references; an unreferenced assignment implies every word, idea and fact is your own work. Referencing is a way to provide evidence to support the assertions and claims in your own assignments. By citing experts in your field, you are demonstrating the extent of your reading and research.

References should always be accurate, allowing your readers to trace the sources of information you have used. The best way to make sure you reference accurately is to keep a record of all the sources you used when reading and researching for an assignment.

Referencing Methods

American Psychological Association (APA) referencing is the preferred method of referencing at MHS and is easily carried out using Microsoft Word. Staff in the Senior Study are able to assist you with this.

Copyright

Copyright protects creative work from being used without the copyright owner's agreement. Under educational statutory licence students can:

- Copy parts of a book or journal for study or research reasons without seeking copyright permission
- Books – up to 10% of the book or one chapter
- Anthologies – One whole item/ up to 15 pages
- Journal – One article

Working with others

You will be asked in many courses to work with others or work on group projects or you may seek assistance from various people. It is important to make sure you do not accept inappropriate help when completing your work. For example, having someone else do your task for you.

COURSE ASSESSMENT SCHEDULES



STAGE 5 ASSESSMENT SCHEDULE 2022

FACULTY: HSIE

SUBJECT: ABORIGINAL STUDIES

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		CORE	ELECTIVE	ELECTIVE	ELECTIVE
TYPE OF TASK		Poster Task	Topic Test	Research Task	Writing Task
SUBMISSION DATE		Term 1, Week 7	Term 2, Week 2	Term 3, Week 9	Term 4, Week 3
COMPONENTS	WEIGHTING	Outcomes assessed AST5-2, AST5-4 and AST5-7	Outcomes assessed AST5-1 and AST5-9	Outcomes assessed AST5-4 and AST5-11	Outcomes assessed HT5-8 and AST5-10
Knowledge and understanding	60%	15	15	15	15
Skills	40%	10	10	10	10
TOTAL	100%	25%	25%	25%	25%



STAGE 5 ASSESSMENT SCHEDULE 2022

FACULTY: TAS

SUBJECT: 100 hour Agriculture

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4	TASK 4
MODULES		Harvest Market	Prime Lamb Production	Wool Production	Wool Production	Yearly Exam
TYPE OF TASK		Garden Design	Research Task	Practical	Oral presentation	Yearly Exam
SUBMISSION DATE		Term 1, Week 9	Term 2, Week 6	Term 3, Week 4	Term 3, Week 8	Term 4, Week 6
COMPONENTS	WEIGHTING	Outcomes assessed 5.1, 5.4, 5.6	Outcomes assessed 5.2, 5.3, 5.5, 5.9, 5.12	Outcomes assessed 5.13, 5.14	Outcomes assessed 5.7, 5.8, 5.10, 5.11	Outcomes assessed 5.1, 5.2, 5.5, 5.9, 5.10, 5.11, 5.12, 5.13
Knowledge, understanding and skills	20%	5%	10%			5%
Values and attitude	50%	15%	10%		15%	10%
Practical Application	30%		5%	10%	5%	10%
TOTAL	100%	20%	25%	10%	20%	25%



STAGE 5 ASSESSMENT SCHEDULE 2022

FACULTY: TAS

SUBJECT: 200 hour Agriculture

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Cotton	Winter Cropping	Beef Production	Yearly Exam
TYPE OF TASK		Brochure	Experimental Report	Research Task	Yearly Exam
SUBMISSION DATE		Term 1, Week 9	Term 2, Week 9	Term 3, Week 8	Term 4, Week 3
COMPONENTS	WEIGHTING	Outcomes assessed 5.2, 5.3, 5.5, 5.6, 5.12	Outcomes assessed 5.1, 5.8, 5.11, 5.13, 5.14	Outcomes assessed 5.4, 5.7, 5.9, 5.10	Outcomes assessed 5.2, 5.3, 5.6, 5.7, 5.9, 5.10, 5.11, 5.12, 5.13
Knowledge, understanding and skills	20%	10%	5%		5%
Values and attitude	50%	10%	5%	25%	10%
Practical Application	30%	5%	15%		10%
TOTAL	100%	25%	25%	25%	25%



STAGE 5 ASSESSMENT SCHEDULE 2022

FACULTY: CAPA

SUBJECT: CERAMICS

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		Ceramics Skills	Ceramic Sculpting	Ceramics Body of Work
TYPE OF TASK		Ceramics Exam	Ceramic Sculptures	Ceramic Sculpture and VAPD
SUBMISSION DATE		Term 1, Week 9	Term 2, Week 6	Term 3, Week 10
COMPONENTS	WEIGHTING	Outcomes assessed 5.7, 5.8, 5.10	Outcomes assessed 5.1, 5.4, 5.6	Outcomes assessed 5.2, 5.3, 5.4, 5.5, 5.9
Artmaking	70		30	40
Critical and Historical Studies	30	20		10
TOTAL	100%	20%	30%	50%



STAGE 5 ASSESSMENT SCHEDULE 2022

FACULTY: PDHPE

SUBJECT: CHILD STUDIES

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Family Interactions	Newborn Care	Child Health & Safety	Media and Technology
TYPE OF TASK		Topic Test	Newborn Practical Task	Health and Safety Task	Group Presentation Task
SUBMISSION DATE		Term 1, Week 8	Term 2, Week 5	Term 3, Week 6	Term 4, Week 3
COMPONENTS	WEIGHTING	Outcomes assessed CS5-3, CS5-7, CS5.9, CS5-12	Outcomes assessed CS5-5, CS5-6, CS5-10, CS5-11, CS5-12	Outcomes assessed CS5.2, CS5.8, CS5.11	Outcomes assessed CS5.4, CS5.5
Knowledge and Understanding	50%	20	5	15	10
Skills	50%	5	20	10	15
TOTAL	100%	25%	25%	25%	25%



STAGE 5 ASSESSMENT SCHEDULE 2022

FACULTY: HSIE

SUBJECT: COMMERCE

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		CORE	CORE	OPTION	OPTION
TYPE OF TASK		Research Task	Media File	Case Study	Yearly Examination
SUBMISSION DATE		Term 1, Week 6	Term 2, Week 9	Term 3, Week 5	Term 4, Week 3
COMPONENTS	WEIGHTINGS	Outcomes assessed COM5-1, COM5-2, COM5-3	Outcomes assessed COM5-7, COM5-8, COM 5-9	Outcomes assessed COM5-4, COM5-5, COM5-6	Outcomes assessed COM5-1, COM5-2, COM5-8,
Knowledge and understanding	60%	15	15	15	15
Skills	40%	10	10	10	10
TOTAL	100%	25%	25%	25%	25%



STAGE 5 ASSESSMENT SCHEDULE 2022

FACULTY: CAPA

SUBJECT: Darkroom Photography

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		Skill Building	Skill Building	Camera-less Photography
TYPE OF TASK		Skills Matrix	Research Task & VAPD Review	Body of Work
SUBMISSION DATE		Term 1 Week 8	Term 2 Week 5	Term 3 Week 8
COMPONENTS	WEIGHTING	OUTCOMES 5.1, 5.5, 5.6	OUTCOMES 5.7, 5.8, 5.9, 5.10	OUTCOMES 5.2, 5.3, 5.4, 5.5, 5.6
Art Criticism & Art History 5.7, 5.8, 5.9, 5.10	40%	10%	20%	10%
Artmaking 5.1, 5.2, 5.3, 5.4, 5.5, 5.6	60%	20%	10%	30%
TOTAL	100%	30%	30%	40%



STAGE 5 ASSESSMENT SCHEDULE 2022

FACULTY: CAPA

SUBJECT: Digital Photography

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		Introduction to Digital Photography	Introduction to Digital Photography	Video for Change
TYPE OF TASK		Topic Test	VAPD & Portfolio Review	Video for Change & Portfolio Review
SUBMISSION DATE		Term 1 Week 8	Term 2 Week 5	Term 3 Week 8
COMPONENTS	WEIGHTING	OUTCOMES 5.7,5.8, 5.9	OUTCOMES 5.4, 5.5, 5.6, 5.8	OUTCOMES 5.1, 5.2, 5.3, 5.8, 5.10
Art Criticism & Art History 5.7, 5.8,5.9, 5.10	40%	20%	10%	10%
Artmaking 5.1,5.2,5.3,5.4 5.5,,5.6	60%	10%	20%	20%
TOTAL	100%	30%	30%	40%



STAGE 5 ASSESSMENT SCHEDULE 2022

FACULTY: CAPA

SUBJECT: DRAMA

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Magic of the Mask	From Page to Stage	Physical Theatre	Physical Theatre
TYPE OF TASK		Performance & Written Response	Performance	Written Task	Playbuilding & Logbook
SUBMISSION DATE		Term 1, Week 9	Term 2, Week 4	Term 3, Week 8	Term 4, Week 2
COMPONENTS	WEIGHTING	Outcomes assessed 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.3.2	Outcomes assessed 5.1.1, 5.1.3, 5.2.2, 5.2.3	Outcomes assessed 5.3.1, 5.3.3	Outcomes assessed 5.1.1, 5.1.2, 5.1.4, 5.2.1, 5.2.3, 5.3.1, 5.3.3
Making	40%	5	15		20
Performing	30%	5	15		10
Appreciating	30%	10		10	10
TOTAL	100%	20%	30%	10%	40%



STAGE 5 ASSESSMENT SCHEDULE 2022

FACULTY: TAS

SUBJECT: Electronics Technology (100hour)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Unit 1: Clifford the Cricket/Skeetshoot	Unit 1: Clifford the Cricket/Skeetshoot	Unit 2: Digital Multimeter	Unit 2: Digital Multimeter
TYPE OF TASK		Research Industry Study	Practical Project 1	Practical Project 2 with Portfolio Task	Examination
SUBMISSION DATE		Term 1 Week 9	Term 2 Week 6	Term 4 Week 8	Term 4 Week 6
COMPONENTS	WEIGHTING	Outcomes IND5-9, IND5-10	Outcomes IND5-3, IND5-4 IND5-6, IND5-7	Outcomes IND5-2, IND5-5 IND5-7, IND5-8	Outcomes IND5-1, IND5-4
Knowledge, understanding and skills	30%	5		10	15
Values and attitudes	20%	5	5	5	5
Practical application	50%		25	25	
TOTAL	100%	10%	30%	40%	20%



STAGE 5 ASSESSMENT SCHEDULE 2022

FACULTY: CAPA

SUBJECT: 100 Hour Entertainment

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		EMP – Part 1	EMP – Part 1	EMP – Part 2	EMP – Part 2
TYPE OF TASK		Written Examination	Skills Matrix 1	Assignment	Skills Matrix 2
SUBMISSION DATE		Term 1, Week 9	Term 2, Week 5	Term 3, Week 8	Term 4, Week 4
COMPONENTS	WEIGHTING	Outcomes assessed EMP1, EMP3	Outcomes assessed EMP1, EMP3, EMP4, EMP5, EMP6, EMP7	Outcomes assessed EMP4, EMP5, EMP6	Outcomes assessed EMP2, EMP3, EMP5, EMP6, EMP8
Audio Operations	27%		8	10	10
Lighting Operations	26%		6	10	10
Software/Editing Operations/Stage Knowledge	26%		6	10	10
Theoretical Knowledge	20%	20			
TOTAL	100%	20%	20%	30%	30%



STAGE 5 ASSESSMENT SCHEDULE 2022

FACULTY: ENGLISH

SUBJECT: English

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Responding to Literature	Conceptual Study	Thematic Study	Genre Study
TYPE OF TASK		Multimodal Presentation	Half Yearly Examination – Reading/Viewing Writing Persuasive/Discursive/Imaginative Class Work Collection	Representation	Yearly Examination – Reading/Viewing Writing Persuasive/Discursive/Imaginative Class Work Collection
SUBMISSION DATE		Term 1, Week 8	Term 2, Week 5	Term 3, Week 6	Term 4, Week 3
COMPONENTS	WEIGHTING	Outcomes assessed EN5-1A, EN5-2A, EN5-3B, EN5-5C, EN5-7D, EN5-8D	Outcomes assessed EN5-1A, EN5-2A, EN5-3B, EN5-4B, EN5-5C, EN5-6C, EN5-7D, EN5-8D, EN5 -9E	EN5-2A, EN5-4B, EN5-5C, EN5-7D	Outcomes assessed EN5-1A, EN5-2A, EN5-3B, EN5-4B, EN5-5C, EN5-6C, EN5-7D, EN5-8D, EN5-9E
Knowledge and understanding of course content	50%	5	20	5	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	5	20	5	20
TOTAL	100%	10%	20% 20%	10%	20% 20%



STAGE 5 ASSESSMENT SCHEDULE 2022

FACULTY: TAS

SUBJECT: FOOD TECHNOLOGY 100 HOUR

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Food for Specific Needs	Food Service and Catering	Food Product Development	Food Equity
TYPE OF TASK		Research Task	Food Truck Catering Proposal	Create a Convenience food product	Yearly Examination
SUBMISSION DATE		Term 1, Week 9	Term 2, Week 6	Term 3, Week 8	Term 4, Week 6
COMPONENTS	WEIGHTING	Outcomes assessed FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	Outcomes assessed FT5-1, FT5-2, FT5-3, FT5-5, FT5-6, FT5-7, FT5-10, FT5-11, FT5-12, FT5-13	Outcomes assessed FT5-1, FT5-2, FT5-10, FT5-11, FT5-13	Outcomes assessed FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-10, FT5-12
Knowledge, understanding and skills	30%	5	10	5	15
Values and Attitudes	20%	5	5	5	10
Practical Application	50%	15	10	15	10
TOTAL	100%	25%	25%	25%	25%



STAGE 5 ASSESSMENT SCHEDULE 2022

FACULTY: TAS

SUBJECT: FOOD TECHNOLOGY 200 HOUR

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Food in Australia	Food Selection & Health	Food for Special Occasions	Food Trends
TYPE OF TASK		Food Adventures Advertisement	'HelloEats' Report	New Year's Eve Digital Portfolio	Yearly Examination
SUBMISSION DATE		Term 1, Week 9	Term 2, Week 6	Term 3, Week 8	Term 4, Week 3
COMPONENTS	WEIGHTING	Outcomes assessed FT5-8, FT5-9, FT5-10, FT5-11, FT5-12	Outcomes assessed FT5-7, FT5-8, FT5-11, FT5-12, FT5-13	Outcomes assessed FT5-2, FT5-8, FT5-9, FT5-10, FT5-11	Outcomes assessed FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-10, FT5-12
Knowledge, understanding and skills	30%	5	10	5	10
Values and attitudes	20%	5	5	5	5
Practical Application	50%	15	10	15	10
TOTAL	100%	25%	25%	25%	25%



STAGE 5 ASSESSMENT SCHEDULE 2022

FACULTY: HSIE

SUBJECT: HISTORY ELECTIVE

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		HISTORY, HERITAGE and ARCHAEOLOGY	THEMATIC STUDY	SOCIETY STUDY	VARIOUS
TYPE OF TASK		Topic Test	Research Task	Source Analysis Task	Yearly Examination
SUBMISSION DATE		Term 1, Week 7	Term 2, Week 9	Term 3, Week 9	Term 4, Week 3
COMPONENTS	WEIGHTING	Outcomes assessed HTE5-3 and HTE5-4	Outcomes assessed HTE5-8, HTE5-9 and HTE5-10	Outcomes assessed HTE5-6 and HTE5-7	Outcomes assessed HTE5-3, HTE5-4, HTE5-9 and HTE5-10
Knowledge and understanding	60%	15	15	15	15
Skills	40%	10	10	10	10
TOTAL	100%	25%	25%	25%	25%



Year 10 ASSESSMENT SCHEDULE 2022

FACULTY: HSIE

SUBJECTS: HISTORY and GEOGRAPHY

TASK NUMBER		History TASK 1	History TASK 2	Geography TASK 1	Geography TASK 2
MODULES		Rights and Freedoms	Australia in the Vietnam War Era	Environmental Change and Management	Human Wellbeing
TYPE OF TASK		Research Task	Historical Source Analysis Test	Fieldwork Task	Geographical Skills Test
SUBMISSION DATE		Term 1, Week 7	Term 2, Week 5	Term 3, Week 9	Term 4, Week 3
COMPONENTS	WEIGHTING	Outcomes assessed HT5-6, HT5-9 and HT5-10	Outcomes assessed HT5-1, HT5-2 and HT5-5	Outcomes assessed GE5-1, GE5-3 and GE5-8	Outcomes assessed GE5-7 and GE5-8
Knowledge and understanding of geographic content	25%			15	10
Geographic tools and skills	25%			10	15
Knowledge and understanding of History	25%	15	10		
Skills in undertaking historical inquiry and in communicating historical understanding	25%	10	15		
TOTAL	100%	25%	25%	25%	25%



STAGE 5 ASSESSMENT SCHEDULE 2022

FACULTY: TAS

SUBJECT: Information Software Technology (100hour)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Unit 1: Robotics and Automated Systems	Unit 2: Database Design	Unit 3: Digital Media	Unit 4: Authoring and Multimedia
TYPE OF TASK		Practical Robotics Construction and Programming Task	Database Design and Construction Task	Digital Media Design and Manipulation Task	Practical Multimedia Movie Trailer Development and Soundtrack
SUBMISSION DATE		Term 1 Week 9	Term 2, Week 5	Term 3 Week 5	Term 4 Week 5
SUBMISSION DATE		Term 1 Week 9	Term 2, Week 5	Term 3 Week 5	Term 4 Week 5
COMPONENTS	WEIGHTING	Outcomes 5.4.1, 5.5.1, 5.5.2 5.5.3	Outcomes 5.1.1, 5.1.2 , 5.2.1, 5.3.1, 5.3.2	Outcomes 5.1.1, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.5.1	Outcomes 5.1.1, 5.2.1, 5.2.2, 5.2.3, 5.3.1
Knowledge, understanding and skills	85%	20	20	25	20
Values and attitudes	15%	5	5	5	0
TOTAL	100%	25%	25%	30%	20%



STAGE 5 ASSESSMENT SCHEDULE 2022

FACULTY: LOTE

SUBJECT: Japanese

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Unit 1 ゆきさんのカラオケパーティー	Units 2 & 3 ひっこし わたしの学校	Units 4 & 5 きせつ かいもの	Unit 6 いただきます！
TYPE OF TASK		Speaking	Listening	Writing	Yearly exam: Reading
SUBMISSION DATE		Term 1, Week 9	Term 2, Week 3-6	Term 3, Week 8	Term 4, Week 6
COMPONENTS	WEIGHTING	Outcomes assessed 5-4C, 5-5U, 5-7U	Outcomes assessed 5-1C, 5-2C, 5-4C, 5-5U,	Outcomes assessed 5-4C, 5-6U, 5-7U, 5-9U	Outcomes assessed 5-2C, 5-3C, 5-6U, 5-7U, 5-8U
Speaking/ Writing	50%	20		20	
Listening/Reading	50%		30		30
TOTAL	100%	20%	30%	20%	30%



Year 10 ASSESSMENT SCHEDULE 2022

FACULTY: Mathematics

SUBJECT: Mathematics Advanced (10M1/10M2)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6
MODULES		Simultaneous Equations	Volume & Capacity		Non Linear Relations	Bivariate Data	
TYPE OF TASK		Topic Test	Topic Test	Half Yearly Exam	Topic Test	Topic Test	Yearly Exam
SUBMISSION DATE		Term 1, Week 4	Term 1, Week 8	Term 2, Week 5	Term 3, Week 3	Term 3, Week 8	Term 4, Week 3
COMPONENTS	WEIGHTING	Outcomes assessed MA5.3-7NA	Outcomes assessed MA5.3-14MG	Outcomes assessed plus MA5.3-6NA	Outcomes assessed MA5.3-9NA	Outcomes assessed MA5.3-19SP	Outcomes assessed plus MA5.3-4NA
Understanding, Fluency and Communication	50%	7.5	7.5	10	5	5	15
Problem Solving, Reasoning and Justification	50%	7.5	7.5	10	5	5	15
TOTAL	100%	15%	15%	20%	10%	10%	30%



Year 10 ASSESSMENT SCHEDULE 2022

FACULTY: Mathematics

SUBJECT: Mathematics Standard

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6
MODULES		Number & Percent	Probability		Financial Maths	Right angle Trig	
TYPE OF TASK		Topic Test	Topic Test	Half Yearly Exam	Topic Test	Topic Test	Yearly Exam
SUBMISSION DATE		Term 1, Week 5	Term 1, Week 11	Term 2, Week 5	Term 3, Week 4	Term 3, Week 8	Term 4, Week 3
COMPONENTS	WEIGHTING	Outcomes assessed MA5.1 - 9MG	Outcomes assessed MA5.1 - 13SP	Outcomes assessed plus MA5.1 - 8MG MA4 - 10NA	Outcomes assessed MA5.1 - 4NA	Outcomes assessed MA5.1 - 10MG	Outcomes assessed plus MA5.1 - 12SP
Understanding, Fluency and Communication	50%	7.5	7.5	10	5	5	15
Problem Solving, Reasoning and Justification	50%	7.5	7.5	10	5	5	15
TOTAL	100%	15%	15%	20%	10%	10%	30%



STAGE 5 ASSESSMENT SCHEDULE 2022

FACULTY: TAS

SUBJECT: Metal (100hour)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Unit 1: Toolbox	Unit 1: Toolbox	Unit 2: Tack Hammer	Unit 2: Tack Hammer
TYPE OF TASK		Research Industry study	Practical Project 1	Practical + Folio Project 2	Exam
SUBMISSION DATE		Term 1 Week 9	Term 2, Week 6	Term 4 Week 8	Term 4 Week 6
COMPONENTS	WEIGHTING	Outcomes IND5.9, IND5.10	Outcomes IND5.3, IND5.6, IND5.7, IND5.4	Outcomes IND5.5, IND5.2, IND5.7, IND5.8	Outcomes IND5.1, IND5.4
Knowledge, understanding and skills	30%	5		10	15
Values and attitudes	20%	5	5	5	5
Practical application	50%		25	25	
TOTAL	100%	10%	30%	40%	20%



STAGE 5 ASSESSMENT SCHEDULE 2022

FACULTY: TAS

SUBJECT: Metal (200hour)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Unit 1: Sash Clamp	Unit 1: Sash Clamp	Unit 3: Major Project	Unit 3: Major Project
TYPE OF TASK		Research Industry study	Practical Project 1	Practical + Folio Project 2	Exam
SUBMISSION DATE		Term 1 Week 9	Term 2, Week 6	Term 4 Week 8	Term 4 Week 3
COMPONENTS	WEIGHTING	Outcomes IND5.9, IND5.10	Outcomes IND5.3, IND5.6, IND5.7, IND5.4	Outcomes IND5.5, IND5.2, IND5.7, IND5.8	Outcomes IND5.1, IND5.4
Knowledge, understanding and skills	30%	5		10	15
Values and attitudes	20%	5	5	5	5
Practical application	50%		25	25	
TOTAL	100%	10%	30%	40%	20%



STAGE 5 ASSESSMENT SCHEDULE 2022

FACULTY: CAPA

SUBJECT: STAGE 5 MUSIC 100hr

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		TBD	TBD	TBD
TYPE OF TASK		Arrangement	Half Yearly Examination	Performance
SUBMISSION DATE		Term 1, Week 8	Term 2, Week 5	Term 3, Week 8/9
COMPONENTS	WEIGHTING	Outcomes assessed 5.4, 5.5, 5.6	Outcomes assessed 5.7, 5.8, 5.9, 5.10	Outcomes assessed 5.1, 5.2, 5.3
Performance	34%			34
Composition	33%	33		
Listening	33%		33	
TOTAL	100%	33%	33%	34%



STAGE 5 ASSESSMENT SCHEDULE 2022

FACULTY: CAPA

SUBJECT: STAGE 5 MUSIC 200hr

TASK NUMBER		TASK 1	TASK 2	TASK 3
MODULES		TBD	TBD	TBD
TYPE OF TASK		Arrangement	Half Yearly Examination	Performance
SUBMISSION DATE		Term 1, Week 9/10	Term 2, Week 5	Term 3, Week 8/9
COMPONENTS	WEIGHTING	Outcomes assessed 5.4, 5.5, 5.6	Outcomes assessed 5.7, 5.8, 5.9, 5.10	Outcomes assessed 5.1, 5.2, 5.3
Performance	34%			34
Composition	33%	33		
Listening	33%		33	
TOTAL	100%	33%	33%	34%



STAGE 5 ASSESSMENT SCHEDULE 2022

FACULTY: PDHPE

SUBJECT: Physical Activity and Sports Studies (PASS)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6
MODULES		Physical Activity and Sport for Specific Groups	Sports Nutrition and Physical Activity	Practical	Body Systems and Energy for Physical Activity	All	Practical
TYPE OF TASK		People with a disability Task	Nutritional Plan Task	Practical Involvement & Skill	Body System Analysis Task	Yearly Examination	Practical Involvement & Skill
SUBMISSION DATE		Term 1, Week 8	Term 2, Week 5	Term 2, Week 5	Term 3, Week 6	Term 4, Week 3	Term 4, Week 5
COMPONENTS	WEIGHTING	Outcomes assessed PASS5-3, PASS5-4, PASS5-6	Outcomes assessed PASS5-1, PASS5-8, PASS5-10	Outcomes assessed PASS5-5, PASS5-7, PASS5-9	Outcomes assessed PASS5-1, PASS5-2, PASS5-10	Outcomes assessed PASS5-1, PASS5-2, PASS5-3, PASS5-6, PASS5-8, PASS5-10	Outcomes assessed PASS5-5, PASS5-7, PASS5-9
Knowledge and understanding	50%	15	5	0	15	15	0
Skills	50%	5	15	10	5	5	10
TOTAL	100%	20%	20%	10%	20%	20%	10%



YEAR 10 ASSESSMENT SCHEDULE 2022

FACULTY: PDHPE

SUBJECT: PDHPE

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Road Safety	Lifelong physical activity	Dance	All topics
TYPE OF TASK		Letter to council and scenario task	Practical participation, analysis & goal setting task	Group practical task (choreography and performance)	Yearly Examination
SUBMISSION DATE		Term 1, Week 8	Term 2, Week 5	Term 3, Week 9	Term 4, Week 3
COMPONENTS	WEIGHTING	Outcomes assessed PD5-6, PD5-9	Outcomes assessed PD5-7, PD5-8, PD5-11	Outcomes assessed PD5-3, PD5-11, PD5-4	Outcomes assessed PD5-3, PD5-6, PD5-7, PD5-8, PD5-9
Knowledge and understanding	50%	10	20	5	15
Skills	50%	15	5	20	10
TOTAL	100%	25%	25%	25%	25%



YEAR 10 ASSESSMENT SCHEDULE 2022

FACULTY: SCIENCE

SUBJECT: Science

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Electricity	Student choice	All topics	DNA/Genes
TYPE OF TASK		Practical	Individual Research Project	VALID	Modelling
SUBMISSION DATE		Term 1, Week 7	Term 2, Week 7	Term 3, Week 7	Term 4, Week 1
COMPONENTS	WEIGHTING	Outcomes assessed 6WS, 8WS	Outcomes assessed 6WS, 7WS, 8WS, 9WS	Outcomes assessed As per NESA	Outcomes assessed 7WS, 9WS, 14LW, 15LW
Knowledge and Understanding	50%	15	5	10	20
Skills	50%	10	20	15	5
TOTAL	100%	25%	25%	25%	25%



STAGE 5 ASSESSMENT SCHEDULE 2022

FACULTY: TAS

SUBJECT: Metal (200hour)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Unit 1: Sash Clamp	Unit 1: Sash Clamp	Unit 3: Major Project	Unit 3: Major Project
TYPE OF TASK		Research Industry study	Practical Project 1	Practical + Folio Project 2	Exam
SUBMISSION DATE		Term 1 Week 9	Term 2, Week 6	Term 4 Week 8	Term 4 Week 3
COMPONENTS	WEIGHTING	Outcomes IND5.9, IND5.10	Outcomes IND5.3, IND5.6, IND5.7, IND5.4	Outcomes IND5.5, IND5.2, IND5.7, IND5.8	Outcomes IND5.1, IND5.4
Knowledge, understanding and skills	30%	5		10	15
Values and attitudes	20%	5	5	5	5
Practical application	50%		25	25	
TOTAL	100%	10%	30%	40%	20%



STAGE 5 ASSESSMENT SCHEDULE 2022

FACULTY: TAS

SUBJECT: Timber (200hour)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Unit 1: Bread Box	Unit 1: Bread Box	Unit 2: Stepladder	Unit 2: Stepladder
TYPE OF TASK		Research Industry study	Practical Project 1	Practical + Folio Project 2	Exam
SUBMISSION DATE		Term 1 Week 9	Term 2, Week 6	Term 4 Week 8	Term 4 Week 3
COMPONENTS	WEIGHTING	Outcomes IND5.9, IND5.10	Outcomes IND5.3, IND5.6, IND5.7, IND5.4	Outcomes IND5.5, IND5.2, IND5.7, IND5.8	Outcomes IND5.1, IND5.4
Knowledge, understanding and skills	30%	5		10	15
Values and attitudes	20%	5	5	5	5
Practical application	50%		25	25	
TOTAL	100%	10%	30%	40%	20%



STAGE 5 ASSESSMENT SCHEDULE 2022

FACULTY: TAS

SUBJECT: TEXTILES TECHNOLOGY 100hr

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
MODULES		Decorate and Protect	Into the Hoodie	Into the Hoodie	Selfie Generation	Knitting and Knotting
TYPE OF TASK		Portfolio and Practical	Infographic Poster	Practical	Research Report and Practical	Portfolio and Practical
SUBMISSION DATE		Term 1, Week 9	Term 2, Week 4	Term 2, Week 9	Term 3, Week 9	Term 4, Week 8
COMPONENTS	WEIGHTING	Outcomes assessed TEX5-1, TEX5-2, TEX5-5, TEX5-10, TEX5-11, TEX5-12	Outcomes assessed TEX5-6, TEX5-8	Outcomes assessed TEX5-4, TEX5-10, TEX5-11, TEX5-12	Outcomes assessed TEX5-3, TEX5-4, TEX5-5, TEX5-9, TEX5-10, TEX5-11	Outcomes assessed TEX5-4, TEX5-7, TEX5-9, TEX5-10, TEX5-11, TEX5-12
Knowledge and understanding and skills	30%	10	5	0	10	5
Values and attitudes	20%	5	0	0	5	10
Practical application	50%	10	0	15	15	10
TOTAL	100%	25%	5%	15%	30%	25%



STAGE 5 ASSESSMENT SCHEDULE 2022

FACULTY: TAS

SUBJECT: Timber (100hour)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Unit 1: BBQ Caddy	Unit 1: BBQ Caddy	Unit 2: Footstool	Unit 2: Footstool
TYPE OF TASK		Research Industry study	Practical Project 1	Practical + Folio Project 2	Exam
SUBMISSION DATE		Term 1 Week 9	Term 2, Week 6	Term 4 Week 8	Term 4 Week 6
COMPONENTS	WEIGHTING	Outcomes IND5.9, IND5.10	Outcomes IND5.3, IND5.6, IND5.7, IND5.4	Outcomes IND5.5, IND5.2, IND5.7, IND5.8	Outcomes IND5.1, IND5.4
Knowledge, understanding and skills	30%	5		10	15
Values and attitudes	20%	5	5	5	5
Practical application	50%		25	25	
TOTAL	100%	10%	30%	40%	20%



STAGE 5 ASSESSMENT SCHEDULE 2022

FACULTY: CAPA

SUBJECT: VISUAL ARTS 100HR

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Face Value	Face Value	Nature in Art	Nature in Art
TYPE OF TASK		Written Response	2D Artmaking & VAPD	Written Response	3D Artmaking & VAPD
SUBMISSION DATE		Term 1, Week 10	Term 2, Week 4	Term 3, Week 8	Term 4, Week 2
COMPONENTS	WEIGHTING	Outcomes assessed 5.7,5.9	Outcomes assessed 5.2,5.3,5.4,5.6	Outcomes assessed 5.8,5.10	Outcomes assessed 5.1,5.2,5.4,5.5
Critical and Historical Studies	15%	15		15	
Artmaking & VAPD	35%		35		35
TOTAL	100%	15%	35%	15%	35%



STAGE 5 ASSESSMENT SCHEDULE 2022

FACULTY: CAPA

SUBJECT: VISUAL ARTS 200HR

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
MODULES		Deck the Walls	Deck the Walls	Combines	Combines
TYPE OF TASK		Written Response	2D Artmaking & VAPD	Written Response	3D Artmaking & VAPD
SUBMISSION DATE		Term 1, Week 10	Term 2, Week 4	Term 3, Week 8	Term 4, Week 2
COMPONENTS	WEIGHTING	Outcomes assessed 5.7,5.9	Outcomes assessed 5.2,5.3,5.4,5.6	Outcomes assessed 5.8,5.10	Outcomes assessed 5.1,5.2,5.4,5.5
Critical and Historical Studies	15%	15		15	
Artmaking & VAPD	35%		35		35
TOTAL	100%	15%	35%	15%	35%



STAGE 5 ASSESSMENT SCHEDULE 2022

FACULTY: CAPA

SUBJECT: Visual Design

TASK NUMBER		TASK 1	TASK 2	TASK 3	Task 4
MODULES		Tattoo Design	Mural Design	Interior Design	Fashion Design
TYPE OF TASK		Tattoo Design	Mural Design	3D Design	Fashion Portfolio
SUBMISSION DATE		Term 1 Week 10	Term 2 Week 5	Term 3 Week 8	Term 4 week 8
COMPONENTS	WEIGHTING	Outcomes 5.1,5.4,5.5, 5.8,5.9	Outcomes 5.2, 5.4, 5.6	Outcomes 5.2, 5.3, 5.4, 5.6, 5.7	Outcomes 5.1, 5.2,5.4, 5.5, 5.6, 5.10
Art Criticism & Art History 5.7, 5.8,5.9, 5.10	40%	10%	10%	10%	10%
Artmaking 5.1,5.2,5.3,5.4 5.5,,5.6	60%	15%	15%	15%	15%
TOTAL	100%	25%	25%	25%	25%

Appendices

1. Illness/Misadventure Application
2. Extension for Assessment Task Application
3. Review of Assessment Task Application



ILLNESS/MISADVENTURE APPLICATION

This form is to be completed by a student when they have NOT submitted or completed a HSC, Preliminary or Year 10 RoSA course assessment task on time due to an illness, accident or misadventure.

Name: _____

Year: ☐ 10 ☐ 11 ☐ 12

Course: _____

Class: _____

Course Teacher: _____

Assessment Task: _____

Due Date: _____

Date submitted: _____

Date returned: _____

I, _____ hereby apply for consideration due to an illness/misadventure.

My reason/s for requesting Illness/Misadventure consideration:

Documentary evidence must be provided, except in exceptional circumstances

☐ Illness ☐ Leave/ Misadventure ☐ Medical Certificate ☐ Parental contact

☐ Counsellor's report ☐ Statutory declaration ☐ Other: _____

In lodging this application for consideration, I assure the Principal that I am not seeking unfair advantage over other students in the course.

Student signature: _____

Date: _____

Parent/Carer signature: _____

Date: _____

Submit this document, with documentary evidence attached to the Faculty Head Teacher.

(The decision will be recorded on the back of this form)



EXTENSION FOR ASSESSMENT TASK APPLICATION

This form is to be completed by a HSC, Preliminary or Year 10 RoSA student when they have prior knowledge of not being able to meet assessment task due date.

Name: _____

Year: ☐ 10 ☐ 11 ☐ 12

Course: _____

Class: _____

Course Teacher: _____

Assessment Task: _____

Due Date: _____

I, _____ hereby apply for an extension of time for the above task.

My reason/s for requesting an extension:

☐ Excursion ☐ Leave ☐ Illness ☐ Work Placement ☐ Other

Documentary evidence must be provided, except in exceptional circumstances

☐ Illness ☐ Leave ☐ Misadventure ☐ Medical Certificate ☐ Parental contact

☐ Counsellor's Report ☐ Statutory Declaration ☐ Other _____

In lodging this application for consideration, I assure the Principal that I am not seeking unfair advantage over other students in the course.

Student signature: _____ Date: _____

Parent / Carer signature: _____ Date: _____

Submit this document, with documentary evidence attached to the Faculty Head Teacher.
(The decision will be recorded on the back of this form)



Classroom Teacher Comment

Head Teacher Recommendation

Valid reason, extension without penalty ☐

New Date: _____

Reason / s unacceptable ☐

Clarification:

Application and documentary evidence to Deputy Principal for decision

Deputy Principal Decision

I have noted the above request and ACCEPT / DECLINED the consideration for Extension.

The task will now be submitted on or before:

Date: _____

Time: _____

Student notified of decision ☐

Student signature: _____ Date: _____

Head Teacher signature: _____ Date: _____

Deputy Principal signature: _____ Date: _____

Application and documentary evidence to Student File



Classroom Teacher Comment

Head Teacher Recommendation

No penalty	<input type="checkbox"/>	
Estimate of mark based on evidence	<input type="checkbox"/>	
Task to be remarked	<input type="checkbox"/>	Other: _____
Record as zero mark	<input type="checkbox"/>	

Clarification:

Application and documentary evidence to Deputy Principal for decision

Deputy Principal Decision

I have noted the above request and ACCEPT / DECLINED the Head Teachers recommendation.

Student notified of decision by Head Teacher ☐

If applicable, the task will now be submitted on or before:

Date: _____ Time: _____

Student notified of decision ☐

Student signature: _____ Date: _____

Head Teacher signature: _____ Date: _____

Deputy Principal signature: _____ Date: _____

Application and Documentary evidence to Student File



REVIEW OF ASSESSMENT TASK APPLICATION

This form is to be completed by a HSC, Preliminary or Year 10 RoSA student when they believe an Assessment Mark may not be correct.

Name: _____

Year: ☐ 10 ☐ 11 ☐ 12

Course: _____

Class: _____

Course Teacher: _____

Assessment Task: _____

Due Date: _____

Date Submitted: _____

Date Returned: _____

I, _____ hereby apply for a review of the above task.

My reason/s for requesting a review:

Student signature: _____

Date: _____

Submit this document to the Faculty Head Teacher within five (5) school days of the return of this Assessment Task.

(The decision will be recorded on the back of this form)



Classroom Teacher Comment

Head Teacher Recommendation

Mark award to remain

☐

Extension without penalty

☐

New Date: _____

Task to be remarked

☐

Reason/s unacceptable

☐

Clarification:

Application and documentary evidence to Deputy Principal for decision

Deputy Principal Decision

I have noted the above request and ACCEPT / DECLINE the consideration for Review of Assessment Task.

Student notified of decision

☐

Student signature: _____ Date: _____

Head Teacher signature: _____ Date: _____

Deputy Principal signature: _____ Date: _____

Application and documentary evidence to Student File