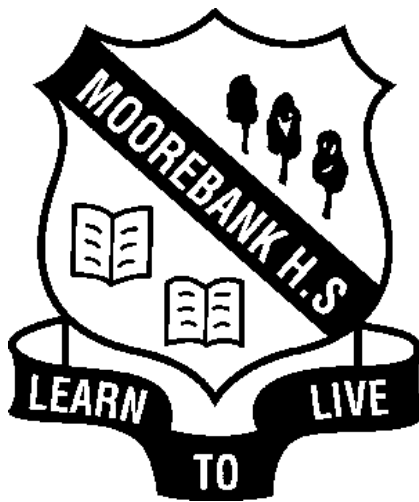


Moorebank High School



Year 7

Year 8

Year 9

2021

Assessment Policy and Procedures

Assessment

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students, and a range of resources.

The primary role of assessment is to establish where individuals are in their learning so that teaching can be differentiated and further learning progress can be monitored over time. Students should be provided with opportunities to demonstrate their learning through a variety of assessment activities as part of an ongoing process. This policy aims to communicate a consistent, whole school, evidence-based approach to assessment that caters to the needs of all students in a blended setting.

Assessment tasks will be structured so that they address syllabus outcomes and may include a range of components such as; skills tests; open book examinations; oral/viewing/listening tasks, practical tasks or other appropriate forms. Some tasks, particularly in the subjects of a practical nature, involve students being assessed at different stages of their development of a product, project or skill.

Notifications

Students will be given reasonable advance notice in writing (approx. 2 weeks) of the exact date for completing or submitting a formal take home task or examination. Students will also be issued a notification for formal formative assessment tasks that take place as part of the ongoing teaching and learning cycle in their class; however, this will not specify the exact due date of the task(s) as these are ongoing as part of everyday learning.

When a notification is issued, students will sign a class roll showing that they have received an assessment task notification.

Submission of Work

Students are to submit their assessment tasks to their class teacher (or if the class teacher is absent, the casual teacher or Head Teacher) by the due date. After consultation with the class teacher, some tasks may be submitted via email or google classroom.

It is important that students submit tasks when they are due and parents/caregivers can play a role in ensuring deadlines are met by assisting their children with planning and organisation.

The purpose of submitting assessment tasks on time is to ensure that teachers have enough time to provide explicit feedback to students to further their learning. The late submission of a task may hinder the feedback and/or reporting processes and make it difficult for teachers to provide feedback in a timely manner. Submitting a task after the class has received their feedback may affect the performance of an individual student who has submitted the task late, and an alternative task, whether formal or informal, may be used in its place.

Late Submissions

Extensions: Students may apply for an extension prior to the due date if they believe there is a valid reason. Students need to complete an Absence/Extension form and submit it to the Head Teacher of the subject for consideration. Submitting a form does not guarantee an extension.

Misadventure: There are occasions when circumstances beyond a student's control prevent them from submitting tasks on the due date. This is termed a "misadventure". Students claiming a misadventure need to obtain a misadventure claim form from the subject Head Teacher, complete it and return it to the class teacher with supporting documents. A doctor's certificate may be required and is advisable if the application is on medical grounds. Please be aware that technology problems may not be considered as a valid circumstance to be granted grounds for misadventure.

Frivolous or Non-Serious Attempts

Any non-serious attempt at an assessment task may lead to the student being awarded a zero mark. The Head Teacher, in consultation with the teachers involved, shall determine whether the attempt is non-serious and if so, count it as a non-attempt.

Student Plagiarism

Plagiarism is the submitting and passing off of another person's work as your own without acknowledgement of the source. A 'work' can be defined as someone else's ideas, words, expressions, arguments, drawings, graphics, maps, video programs or digital files. Plagiarism is not just the direct copying of materials but also includes summarising and paraphrasing of information without acknowledgement. Plagiarism is dishonest, unethical and viewed extremely seriously by the school. Work which is not the student's own work, will not be accepted as it does not provide insight into student performance. A student may need to submit the task again, submit an alternative task and/or the teacher may need to utilise other data to determine the student's grade.

Advanced Assessments

Students in the selective stream will undertake advanced programs and thus will be assessed using advanced assessments in line with the High Potential and Gifted Education Policy. Students who display certain talents, potential or giftedness that are placed within the mainstream cohort will also be given the opportunity to undertake similar activities where appropriate. Modifications and/or accommodations will be made to these tasks based on individual student needs.

Mainstream Assessments

Students in the community stream will undertake differentiated assessment tasks that include a range of activities to support improved student outcomes. Modifications and/or accommodations will be made to these tasks based on individual student needs.

Formative Assessments

Formative assessment, also known as assessment for learning, involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. This occurs throughout the teaching and learning cycle to clarify student learning and understanding through both formal and informal strategies. At least a quarter of all assessment tasks will be formative based tasks for both selective and community stream students.

Summative Assessments

Summative Assessments, also known as assessment of learning, assists teachers to assess student achievement against outcomes and standards. Summative assessments usually occur at defined key points during a teaching unit or at the end of a unit, term or semester, and may be used to assist to rank or grade students. The effectiveness of summative assessments for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task.

A - E Grading Scale

The A to E grading scale lets teachers report student academic achievements at any point in time using clear standards. The NSW syllabuses state what students at each stage are expected to learn. The A to E grade scale describes how well students achieve.

Grades are not determined by marks. For example, a task could be set to a class with a range of questions reflective of an E to a C. If a student achieves “100%” on this task, they have demonstrated a sound level of understanding and thus would be awarded a C. Tasks range in complexity and depth depending on the needs of the class and context of the knowledge or skills being taught.

The A to E grade scale summarises the standard (or quality) of achievement associated with each grade.

Grades are given for individual achievement. Students will get the grade that best matches the standard of their achievement.

At Moorebank High School, A to E grades (for Year 7-10) are allocated according to the following criteria:

Grade	Description
A	Outstanding - The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	High - The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	Sound - The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	Basic - The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	Limited - The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited level of competence in some of the processes and skills.

Sample:

*Assessment Task Notification
(KLA)*

(Course name and Year)				
(Title of the assessment task)				
Task No.	Date Issued	Date Due	Weighting	Total Marks

Submission / Exam Instructions
<input type="checkbox"/> Your task must be submitted to your classroom teacher during your scheduled lesson time. <input type="checkbox"/> Your task is to be submitted as a hard copy. <input type="checkbox"/> If the assessment is an examination / in class test, it must be sat during the scheduled class time

Absence / Misadventure Instructions
<p>If a student is absent on the day of an assessment task the following procedures must be followed: <i>(For full procedures refer to your year Assessment Information Booklet)</i></p> <ul style="list-style-type: none"> An Assessment Absence/Extension form must be lodged and accepted. A doctor's certificate may be required and is advisable if the application is on medical grounds. A deduction of 10% of the available marks per school day may apply for assessment task submitted late without an acceptable reason. <p>Misadventure There are occasions when circumstances beyond a student's control prevent them from submitting tasks on the due date. This is termed a "misadventure". Students claiming a misadventure need to obtain a misadventure claim form from the Head Teacher, complete it and return it to the class teacher with supporting documents. The Head Teacher will then decide on the appropriate course of action. Please be aware that technology problems may not be considered as a valid circumstance to be granted grounds for misadventure.</p>

Outcomes Being Assessed

Context for the Task

The Task

Performance Criteria

In Order to Undertake this Task You Will Need To:

Documentation Checklist

MOOREBANK HIGH SCHOOL
ASSESSMENT ABSENCE / EXTENSION FORM
 Assessment Tasks

MOOREBANK HIGH SCHOOL
ASSESSMENT ABSENCE / EXTENSION FORM
 Assessment Tasks

STUDENT'S NAME: _____
 SUBJECT: _____
 CLASS TEACHER: _____
 DATE OF FORM SUBMISSION: _____
 TASK FOR WHICH CONSIDERATION IS SOUGHT: _____

DATE TASK IS DUE: _____
 YOU ARE SEEKING CONSIDERATION FOR: (tick one)
 Illness Misadventure Other reason for extension

Attach all necessary Medical and other Documentation
 PROVIDE DETAILS AND REASONS FOR YOUR REQUEST:

Parent/ Carer Signature: _____ Leave this form with the Head Teacher

HEAD TEACHER'S DECISION Appeal: Declined Accepted

Signature: _____ Date: _____

STUDENT'S NAME: _____
 SUBJECT: _____
 CLASS TEACHER: _____
 DATE OF FORM SUBMISSION: _____
 TASK FOR WHICH CONSIDERATION IS SOUGHT: _____

DATE TASK IS DUE: _____
 YOU ARE SEEKING CONSIDERATION FOR: (tick one)
 Illness Misadventure Other reason for extension

Attach all necessary Medical and other Documentation
 PROVIDE DETAILS AND REASONS FOR YOUR REQUEST:

Parent/ Carer Signature: _____ Leave this form with the Head Teacher

HEAD TEACHER'S DECISION Appeal: Declined Accepted

Signature: _____ Date: _____

Year 7 Assessment Schedules

English – Advanced and Mainstream		
Semester 1		
Task 1	Task 2	Task 3
Novel Task	Poetry Task	Assessment for Learning
Term 1 Week 10	Term 2 Week 6	Teacher to Advise*
35%	40%	25%
Semester 2		
Task 1	Task 2	Task 3
Picture Book Task	Shakespeare Task	Assessment for Learning
Term 3 Week 3	Term 3 Week 10	Teacher to Advise*
40%	35%	25%

Students will be assessed using a range of strategies to formulate a grade for reports. Mainstream and Selective students will undertake different assessment tasks for each of the areas indicated above and will also study different texts based on advanced and mainstream programming. Individual students within the mainstream cohort may be given the opportunity to undertake individual advanced assessment tasks based on a judgement made on evidence collected by teachers.

* The nature of the task and the timing is determined by each class teacher. The marks for each class are moderated against a common task for the selective or mainstream cohort.

History – Advanced and Mainstream	
Semester 1	
Task 1	
Ancient China Task	
Term 1	
Semester 2	
Task 1	Task 2
Ancient Greece Task	Medieval Europe Task
Term 2	Term 3

The HSIE Faculty uses a combination of assessment for learning, assessment as learning and assessment of learning to gather evidence about student achievement of syllabus outcomes. This means that assessments are generally completed in class over several weeks to allow teachers to provide effective and ongoing feedback to students about their level of achievement of individual syllabus outcomes, as current educational research shows the key role of feedback in improving student learning.

For reporting purposes, a grade is provided to summarise student achievement across a range of syllabus outcomes. In arriving at the grade, teachers primarily consider student achievement of syllabus outcomes in assessment tasks. However, teachers also consider non-assessment work when making a professional judgement about student achievement of outcomes.

Mathematics – Advanced and Mainstream		
Semester 1		
Task 1	Task 2	Task 3
Class Test	Class Test with Notes Sheet	Assessment for Learning
Term 1 Week 8	Term 2 Week 4-5	Teacher to Advise*
Semester 2		
Task 1	Task 2	Task 3
Practical Task	Class Test	Assessment for Learning
Term 3 Week 5-6	Term 4 Week 4	Teacher to Advise*

Due to the vertical learning continuum of Mathematics, Selective and Mainstream students will undertake different assessment tasks (with a common section) based on grade ranges and extension opportunities to best support their learning. Selected mainstream students will be given the opportunity to undertake the assessment most appropriate to their academic level, as judged by evidence collected by their teacher.

*The nature of the Assessment for Learning tasks and the time frame for assessing students will be determined by the individual classroom teacher based on their class's progress and learning needs.

Music – Advanced and Mainstream			
Semester 1			
Task 1		Task 2	
Practical (Keyboard)		Examination (Listening and Theory)	
Term 1 Week 9		Term 2 Week 3	
40%		60%	
Semester 2			
Task 1	Task 2	Task 3	Task 4
Practical (Guitar)	Practical (Ensemble)	Composition	Examination (Listening and Theory)
Term 2 Week 9	Term 3 Week 5	Term 3 Week 10	Term 4 Week 2-3
15%	20%	25%	40%

In the Creative and Performing Arts (CAPA) Faculty all tasks in Music are weighted based on syllabus requirements across all learning areas: Performance, Composition and Listening. All tasks will be awarded a mark which is aligned to a grade. Students will receive their grade along with formal feedback for each completed task as an on balanced judgement against the common grade scale. Students will also receive regular written/verbal/formal and informal feedback at various points during each task. All tasks test a range of knowledge, understanding and skills across the syllabus. All Performance tasks cater to the individual ability and skill level of students, ensuring each student develops their skills relative to prior skills, instrumental lessons and experience. The selective and mainstream classes will undertake different formal examinations. Class time will be used to complete set tasks.

PDHPE – Advanced and Mainstream	
Semester 1	
Task 1	Task 2
Practical Task	Formative Theory Task
Ongoing	Term 1 - Ongoing
Semester 2	
Task 1	Task 2
Practical Task	Theory Task
Ongoing	Term 3 Week 8

The PDHPE faculty will issue a mark and grade for each task. Students grades on reports will be determined using both formal and informal assessment data to make a balanced judgement against the common grade scale. Students are assessed throughout practical lessons as they develop and demonstrate the relevant skills across topics. Students will undertake an informal formative assessment during Term 1 and all tasks will be undertaken in class with teacher guidance.

Selective and mainstream classes will be given different tasks to assess their progress based on advanced and mainstream programs.

Science – Advanced and Mainstream	
Semester 1	
Task 1	Task 2
Assessment for Learning*	Examination
Ongoing	Term 2 Week 4
Semester 2	
Task 1	Task 2
Assessment for Learning*	Examination
Ongoing	Term 4 Week 4

*Assessment for learning includes tasks that are aimed at helping students to grow in their knowledge and understanding and working scientifically skills throughout the year based on feedback. The tasks may include but are not limited to topic tests, class work checks, and laboratory report submissions.

The Science faculty will issue a mark and a grade for each task. The tasks are of equal weighting and test a range of knowledge, understanding and skills across the syllabus. Student grades for reports will be determined using both formal and informal assessment data to make an on balanced judgement against the NESA Course Performance Descriptors. (<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science/cpd>).

Technology – Industrial Arts			
Trimester			
Task 1	Task 2	Task 3	Task 4
Practical Project	Project Management Folio	Coursework	Topic Test
Ongoing	Ongoing	Ongoing	End of Trimester

Technology – Home Economics			
Trimester			
Task 1	Task 2	Task 3	Task 4
Practical Project	Project Management Folio	Coursework	Topic Test
Ongoing	Ongoing	Ongoing	End of Trimester

The practical nature of Technology Mandatory engages students in project and problem-based learning. The context areas studied are Digital Technologies, Agriculture and Food Technologies, Engineered Systems and Material Technologies. Students explore real world problems and opportunities considering functional, economic, environmental, social, technical and/or usability constraints. They investigate, select, justify and safely use a range of tools, materials, components, equipment and processes to develop, test and communicate design ideas using appropriate technical terms and technologies. Students plan, manage and evaluate the production of design solutions. They develop thinking skills to communicate the development of digital and non-digital solutions.

A holistic approach is taken when assessing and awarding grades in the Technologies faculty. Assessment is ongoing and is conducted throughout the course. Students are assessed using a range of formal and informal assessment activities, these include; practical projects and activities, project management folios, workbooks, coursework, tests and teacher observations. Student achievement is measured against the syllabus outcomes and grades are awarded in align with the Common Grade Scale (A–E). Teachers use the descriptions of the standards to make a professional, on-balance judgement, based on available assessment information (both formal and informal), to match each student’s achievement to a description.

Visual Arts - Advanced and Mainstream	
Trimester	
Task 1	Task 2
Art Making	Visual arts Process diary
Ongoing	End of Trimester
70%	30%

In the Creative and Performing Arts (CAPA) Faculty all tasks in the Visual Arts & Photography courses are weighted based on syllabus requirements. All assessment is based on two areas; Art Making and Historical & Critical Studies and address the three Syllabus content areas; Practice, Conceptual Framework and Frames. All students are also required to hand in their Visual Arts Process Diary for assessment of their ongoing work in class. All tasks will be awarded a mark which is aligned to a grade. Students will receive their grade along with formal feedback for each completed task. Students will also receive regular written/ verbal / formal and informal feedback at various points in a unit of work to help with their skill development and understanding of course content. All tasks test a range of knowledge, understanding and skills across the syllabus.

Year 8 Assessment Schedules

English – Advanced and Mainstream		
Semester 1		
Task 1	Task 2	Task 3
Myths and Legends Task	Novel Task	Assessment for Learning
Term 1 Week 8	Term 2 Week 5	Teacher to Advise*
40%	35%	25%
Semester 2		
Task 1	Task 2	Task 3
Drama Task	Film Task	Assessment for Learning
Term 3 Week 4	Term 3 Week 10	Teacher to Advise*
35%	40%	25%

Students will be assessed using a range of strategies to formulate a grade for reports. Mainstream and Selective students will undertake different assessment tasks for each of the areas indicated above and will also study different texts based on advanced and mainstream programming. Individual students within the mainstream cohort may be given the opportunity to undertake individual advanced assessment tasks based on a judgement made on evidence collected by teachers.

* The nature of the task and the timing is determined by each class teacher. The marks for each class are moderated against a common task for the selective or mainstream cohort.

French – Mainstream		
Semester 1		
Task 1	Task 2	
Formative Assessment	Summative Task	
Ongoing	Term 1 Week 9	
20%	80%	
Semester 2		
Task 1	Task 2	Task 3
Formative Task	Communication Task	Cultural Task
Ongoing	Term 3 Week 6	Term 3 Week 9
20%	60%	20%

French – Advanced		
Semester 1		
Task 1	Task 2	Task 3
Formative Task	Summative Task	Cultural Task
Ongoing	Term 1 Week 10	Term 2 Week 2
20%	60%	20%
Semester 2		
Task 1		Task 2
Formative Assessment		Communication Task
Ongoing		Term 3 Week 6
20%		80%

The Languages faculty will issue a numerical mark for each task which will later be converted into a grade based on NESA guidelines. Students will undertake formal and informal assessment tasks that will provide data that will determine a student's grade for their report. Selective and mainstream classes will be given different tasks to assess their progress towards key learning outcomes. All tasks will be undertaken in class with the exception of the Cultural Task which will take place at home with some time provided at school for students to build foundations and ask necessary questions. Tasks will be made up of a variety of components across the year including speaking, listening, reading and writing.

Geography – Advanced and Mainstream	
Semester 1	
Task 1	
Rainforest Task	
Term 1	
Semester 2	
Task 1	Task 2
Hurricane Task	Chocolate Task
Term 2	Term 3

The HSIE Faculty uses a combination of assessment for learning, assessment as learning and assessment of learning to gather evidence about student achievement of syllabus outcomes. This means that assessments are generally completed in class over several weeks to allow teachers to provide effective and ongoing feedback to students about their level of achievement of individual syllabus outcomes, as current educational research shows the key role of feedback in improving student learning.

For reporting purposes, a grade is provided to summarise student achievement across a range of syllabus outcomes. In arriving at the grade, teachers primarily consider student achievement of syllabus outcomes in assessment tasks. However, teachers also consider non-assessment work when making a professional judgement about student achievement of outcomes.

Mathematics – Advanced and Mainstream		
Semester 1		
Task 1	Task 2	Task 3
Class Test	Class Test with Notes Sheet	Assessment for Learning
Term 1 Week 8	Term 2 Week 4-5	Teacher to Advise*
Semester 2		
Task 1	Task 2	Task 3
Class Test	Class Test	Assessment for Learning
Term 3 Week 5-6	Term 4 Week 5	Teacher to Advise*

Due to the vertical learning continuum of Mathematics, Advanced and Mainstream students will undertake different assessment tasks (with a common section) based on grade ranges and extension opportunities to best support their learning. Selected mainstream students will be given the opportunity to undertake the assessment most appropriate to their academic level, as judged by evidence collected by their teacher.

*The nature of the Assessment for Learning tasks and the time frame for assessing students will be determined by the individual classroom teacher based on their class's progress and learning needs.

PDHPE – Advanced and Mainstream	
Semester 1	
Task 1	Task 2
Practical Task	Formative Theory Task
Ongoing	Ongoing
Semester 2	
Task 1	Task 2
Practical Task	Theory Task
Ongoing	Term 3 Week 8

The PDHPE faculty will issue a mark and grade for each task. Students grades on reports will be determined using both formal and informal assessment data to make a balanced judgement against the common grade scale. Students are assessed throughout practical lessons as they develop and demonstrate the relevant skills across topics. Students will undertake an informal formative assessment and all formative tasks will be undertaken in class with teacher guidance.

Selective and mainstream classes will be given different tasks to assess their progress based on advanced and mainstream programs.

Science – Advanced and Mainstream	
Semester 1	
Task 1	Task 2
Assessment for Learning*	Student Research Project
Ongoing	Term 1 Week 10
Semester 2	
Task 1	Task 2
Assessment for Learning*	Examination
Ongoing	Term 4 Week 4

*Assessment for learning includes tasks that are aimed at helping students to grow in their knowledge and understanding and working scientifically skills throughout the year based on feedback. The tasks may include but are not limited to topic tests, class work checks, and laboratory report submissions.

The Science faculty will issue a mark and a grade for each task. The tasks are of equal weighting and test a range of knowledge, understanding and skills across the syllabus. Student grades for reports will be determined using both formal and informal assessment data to make an on balanced judgement against the NESA Course Performance Descriptors. (<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science/cpd>).

Technology – Industrial Arts			
Trimester			
Task 1	Task 2	Task 3	Task 4
Practical Project	Project Management Folio	Coursework	Topic Test
Ongoing	Ongoing	Ongoing	End of Trimester

Technology – Home Economics			
Trimester			
Task 1	Task 2	Task 3	Task 4
Practical Project	Project Management Folio	Coursework	Topic Test
Ongoing	Ongoing	Ongoing	End of Trimester

The practical nature of Technology Mandatory engages students in project and problem-based learning. The context areas studied are Digital Technologies, Agriculture and Food Technologies, Engineered Systems and Material Technologies. Students explore real world problems and opportunities considering functional, economic, environmental, social, technical and/or usability constraints. They investigate, select, justify and safely use a range of tools, materials, components, equipment and processes to develop, test and communicate design ideas using appropriate technical terms and technologies. Students plan, manage and evaluate the production of design solutions. They develop thinking skills to communicate the development of digital and non-digital solutions.

A holistic approach is taken when assessing and awarding grades in the Technologies faculty. Assessment is ongoing and is conducted throughout the course. Students are assessed using a range of formal and informal assessment activities, these include; practical projects and activities, project management folios, workbooks, coursework, tests and teacher observations. Student achievement is measured against the syllabus outcomes and grades are awarded in align with the Common Grade Scale (A–E). Teachers use the descriptions of the standards to make a professional, on-balance judgement, based on available assessment information (both formal and informal), to match each student’s achievement to a description.

Visual Arts – Advanced and Mainstream	
Trimester	
Task 1	Task 2
Art Making	Visual Arts Process Diary
Ongoing	End of Trimester
70%	30%

In the Creative and Performing Arts (CAPA) Faculty all tasks in Visual Arts are weighted based on syllabus requirements. All assessment is based on two areas; Art Making and Historical & Critical Studies and address the three Syllabus content areas; Practice, Conceptual Framework and Frames. All students are required to hand in their Visual Arts Process Diary for assessment of their ongoing work in class. All tasks will be awarded a mark which is aligned to a grade. Students will receive their grade along with formal feedback for each completed task. Students will also receive regular written/ verbal / formal and informal feedback at various points in a unit of work to help with their skill development and understanding of course content. All tasks test a range of knowledge, understanding and skills across the syllabus.

Year 9 Assessment Schedules

Commerce	
Semester 1	
Task 1	
Consumer and Financial Decisions Task	
Term 1	
Semester 2	
Task 1	Task 2
Travel Task	Investing Task
Term 2	Term 3

The HSIE Faculty uses a combination of assessment for learning, assessment as learning and assessment of learning to gather evidence about student achievement of syllabus outcomes. This means that assessments are generally completed in class over several weeks to allow teachers to provide effective and ongoing feedback to students about their level of achievement of individual syllabus outcomes, as current educational research shows the key role of feedback in improving student learning.

For reporting purposes, a grade is provided to summarise student achievement across a range of syllabus outcomes. In arriving at the grade, teachers primarily consider student achievement of syllabus outcomes in assessment tasks. However, teachers also consider non-assessment work when making a professional judgement about student achievement of outcomes.

Design and Engineering			
Semester 1			
Task 1	Task 2	Task 3	Task 4
Practical Project	Project Management Folio	Coursework	Topic Test
Ongoing	Ongoing	Ongoing	Term 2 Week 4
Semester 2			
Task 1	Task 2	Task 3	Task 4
Practical Project	Project Management Folio	Coursework	Examination
Ongoing	Ongoing	Ongoing	Term 4 Week 2

The practical nature of the Design and Engineering course engages students in project and problem-based learning. The context areas studied are Engineered structures, mechanisms, control technologies, and alternate energies. Students explore real world problems and opportunities considering functional, economic, environmental, social, technical and/or usability constraints. They investigate, select, justify and safely use a range of tools, materials, components, equipment and processes to develop, test and communicate design ideas using appropriate technical terms and technologies. Students plan, manage and evaluate the production of design solutions.

A holistic approach is taken when assessing and awarding grades in the Technologies faculty. Assessment is ongoing and is carried out throughout the course. Students are

assessed using a range of formal and informal assessment activities, these include; practical projects and activities, project management folios, workbooks, coursework, tests and teacher observations. A student's grade is determined by the collection of data from formal assessment, informal assessment and from a teacher's professional judgement. Student achievement is measured against the syllabus outcomes and grades are awarded in align with the Common Grade Scale (A–E). Teachers use the descriptions of the standards to make a professional, on-balance judgement, based on available assessment information, to match each student's achievement to a description.

English – Advanced and Mainstream		
Semester 1		
Task 1	Task 2	Task 3
Novel Task	Film Task	Assessment for Learning
Term 1 Week 9	Term 2 Week 4	Teacher to Advise*
40%	35%	25%
Semester 2		
Task 1	Task 2	Task 3
Advertising Task	Poetry Task	Assessment for Learning
Term 3 Week 3	Term 3 Week 10	Teacher to Advise*
40%	35%	25%

Students will be assessed using a range of strategies to formulate a grade for reports. Mainstream and Selective students will undertake different assessment tasks for each of the areas indicated above and will also study different texts based on advanced and mainstream programming. Individual students within the mainstream cohort may be given the opportunity to undertake individual advanced assessment tasks based on a judgement made on evidence collected by teachers.

* The nature of the task and the timing is determined by each class teacher. The marks for each class are moderated against a common task for the selective or mainstream cohort.

Food Technology		
Semester 1		
Task 1	Task 2	Task 3
Research and Practical Task	Practical Examination	Coursework
Term 2 Week 2	Term 2 Week 4	Ongoing
Semester 2		
Task 1	Task 2	Task 3
Multicultural Oral Presentation and Practical Application	Coursework	Examination
Ongoing	Ongoing	Term 4 Week 2

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe work practices and legislation in the production of food. Students explore food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices. They are provided with opportunities to develop practical skills in preparing and presenting food to enable them to select and use appropriate ingredients, methods and equipment in the production of quality food products.

A holistic approach is taken when assessing and awarding grades in the Technologies faculty. Assessment is ongoing and is carried out throughout the course. Students are assessed using a range of formal and informal assessment activities, these include; practical projects and activities, project management folios, workbooks, coursework, tests and teacher observations. A student's grade is determined by the collection of data from formal assessment, informal assessment and from a teacher's professional judgement. Student achievement is measured against the syllabus outcomes and grades are awarded in align with the Common Grade Scale (A–E). Teachers use the descriptions of the standards to make a professional, on-balance judgement, based on available assessment information, to match each student's achievement to a description.

History – Advanced and Mainstream	
Semester 1	
Task 1	
Industrial Revolution Task	
Term 1	
Semester 2	
Task 1	Task 2
Australians at War Task	Holocaust Task
Term 2	Term 3

The HSIE Faculty uses a combination of assessment for learning, assessment as learning and assessment of learning to gather evidence about student achievement of syllabus outcomes. This means that assessments are generally completed in class over several weeks to allow teachers to provide effective and ongoing feedback to students about their level of achievement of individual syllabus outcomes, as current educational research shows the key role of feedback in improving student learning.

For reporting purposes, a grade is provided to summarise student achievement across a range of syllabus outcomes. In arriving at the grade, teachers primarily consider student achievement of syllabus outcomes in assessment tasks. However, teachers also consider non-assessment work when making a professional judgement about student achievement of outcomes.

Industrial Technology - Timber			
Semester 1			
Task 1	Task 2	Task 3	Task 4
Practical Project	Project Management Folio	Coursework	Topic Test
Ongoing	Ongoing	Ongoing	Term 2 Week 4
Semester 2			
Task 1	Task 2	Task 3	Task 4
Practical Project	Project Management Folio	Coursework	Examination
Ongoing	Ongoing	Ongoing	Term 4 Week 2

The Industrial Technology course develops a student's knowledge and understanding of materials, industrial processes and Work Health and Safety (WHS) matters. A project-based learning approach is employed to develop a student's knowledge and skills through a specialised approach to the tools, materials and techniques employed in the design, planning, management, development, production and evaluation of quality practical projects and processes.

A holistic approach is taken when assessing and awarding grades in the Technologies faculty. Assessment is ongoing and is carried out throughout the course. Students are assessed using a range of formal and informal assessment activities, these include; practical projects and activities, project management folios, workbooks, coursework, tests and teacher observations. A student's grade is determined by the collection of data from formal assessment, informal assessment and from a teacher's professional

judgement. Student achievement is measured against the syllabus outcomes and grades are awarded in align with the Common Grade Scale (A–E). Teachers use the descriptions of the standards to make a professional, on-balance judgement, based on available assessment information, to match each student’s achievement to a description.

Information and Software Technology			
Semester 1			
Task 1	Task 2	Task 3	Task 4
Practical Project	Project Management Folio	Coursework	Topic Test
Ongoing	Ongoing	Ongoing	Term 2 Week 4
Semester 2			
Task 1	Task 2	Task 3	Task 4
Practical Project	Project Management Folio	Coursework	Examination
Ongoing	Ongoing	Ongoing	Term 4 Week 2

The Information and Software Technology course allows students to develop the knowledge, understanding and skills to solve problems in real life contexts. Students engage in processes of analysing, designing, producing, testing, documenting, implementing and evaluating information and software technology-based solutions. Creative, critical and meta-cognitive thinking skills are developed through students’ practical involvement in projects and coursework. Core topics covered include, data, hardware, software and professions in the field of information and software technology. Options modules include artificial intelligence, simulation and modelling, authoring and multimedia, database design, digital media, the Internet and website development, networking systems, robotics and automated systems, and software development and programming.

A holistic approach is taken when assessing and awarding grades in the Technologies faculty. Assessment is ongoing and is carried out throughout the course. Students are assessed using a range of formal and informal assessment activities, these include; practical projects and activities, project management folios, workbooks, coursework, tests and teacher observations. A student’s grade is determined by the collection of data from formal assessment, informal assessment and from a teacher’s professional judgement. Student achievement is measured against the syllabus outcomes and grades are awarded in align with the Common Grade Scale (A–E). Teachers use the descriptions of the standards to make a professional, on-balance judgement, based on available assessment information, to match each student’s achievement to a description.

Mathematics – Advanced and Mainstream		
Semester 1		
Task 1	Task 2	Task 3
Class Test with Notes Sheet	Class Test	Assessment for Learning
Term 1 Week 7	Term 2 Week 4-5	Teacher to Advise*
Semester 2		
Task 1	Task 2	Task 3
Class Test	Class Test	Assessment for Learning
Term 3 Week 7	Term 4 Week 4	Teacher to Advise*

Due to the vertical learning continuum of Mathematics, Selective and Mainstream students will undertake different assessment tasks (with a common section) based on grade ranges and extension opportunities to best support their learning. Selected mainstream students will be given the opportunity to undertake the assessment most appropriate to their academic level, as judged by evidence collected by their teacher.

*The nature of the Assessment for Learning tasks and the time frame for assessing students will be determined by the individual classroom teacher based on their class's progress and learning needs.

Music		
Semester 1		
Task 1	Task 2	Task 3
Musicology	Performance	Examination (Listening and Theory)
Term 1 Week 9 30%	Term 2 Week 3 40%	Term 2 Week 5 30%
Semester 2		
Task 1	Task 2	Task 3
Performance	Composition	Examination (Listening and Theory)
Term 3 Week 5 30%	Term 3 Week 9 40%	Term 4 Week 4 30%

In the Creative and Performing Arts (CAPA) Faculty all tasks in Music are weighted based on syllabus requirements across all learning areas: Performance, Composition and Listening. All tasks will be awarded a mark which is aligned to a grade. Students will receive their grade along with formal feedback for each completed task as an on balanced judgement against the common grade scale. Students will also receive regular written/verbal/formal and informal feedback at various points during each task. All tasks test a range of knowledge, understanding and skills across the syllabus. All Performance tasks cater to the individual ability and skill level of students, ensuring each student develops their skills relative to prior skills, instrumental lessons and experience. The selective and mainstream classes will undertake different formal examinations. Class time will be used to complete set tasks.

PASS		
Semester 1		
Task 1	Task 2	Task 3
Practical	Formative Theory Task	Coaching Assessment
Ongoing	Term 1	Term 1 Week 10 to Term 2 Week 5
20%	50%	30%
Semester 2		
Task 1	Task 2	Task 3
Practical	Theory Task	Examination
Ongoing	Term 3 Week 8	Term 4 Week 2
50%	25%	25%

The PDHPE faculty will issue a mark and grade for each task. Students grades on reports will be determined using both formal and informal assessment data to make a balanced judgement against the common grade scale. Students are assessed throughout practical lessons as they develop and demonstrate the relevant skills across topics. Students will undertake an informal formative assessment and all formative tasks will be undertaken in class with teacher guidance.

Selective and mainstream classes will be given different tasks to assess their progress based on advanced and mainstream programs.

PDHPE – Advanced and Mainstream		
Semester 1		
Task 1	Task 2	
Practical Task	Formative Theory Task	
Ongoing	Ongoing	
50%	50%	
Semester 2		
Task 1	Task 2	Task 3
Practical Task	Theory Task	Examination
Ongoing	Term 3 Week 8	Term 4 Week 2
50%	25%	25%

The PDHPE faculty will issue a mark and grade for each task. Students grades on reports will be determined using both formal and informal assessment data to make a balanced judgement against the common grade scale. Students are assessed throughout practical lessons as they develop and demonstrate the relevant skills across topics. Students will undertake an informal formative assessment and all formative tasks will be undertaken in class with teacher guidance.

Selective and mainstream classes will be given different tasks to assess their progress based on advanced and mainstream programs.

Photography		
Semester 1		
Task 1	Task 2	
Photography Process Diary	Photography Process Diary	
Term 2 Week 1	Term 2 Week 5	
60%	40%	
Semester 2		
Task 1	Task 2	Task 3
Photography Process Diary	Photography Process Diary	Photography Process Diary
Term 2 Week 10	Term 3 Week 10	Term 4 Week 5
40%	40%	20%

In the Creative and Performing Arts (CAPA) Faculty all tasks in the Visual Arts & Photography courses are weighted based on syllabus requirements. All assessment is based on two areas; Art Making and Historical & Critical Studies and address the three Syllabus content areas; Practice, Conceptual Framework and Frames. All students are also required to hand in their Visual Arts Process Diary for assessment of their ongoing work in class. All tasks will be awarded a mark which is aligned to a grade. Students will receive their grade along with formal feedback for each completed task. Students will also receive regular written/ verbal / formal and informal feedback at various points in a unit of work to help with their skill development and understanding of course content. All tasks test a range of knowledge, understanding and skills across the syllabus.

Science – Advanced and Mainstream	
Semester 1	
Task 1	Task 2
Assessment for Learning*	Student Research Project
Ongoing	Term 2 Week 3
Semester 2	
Task 1	Task 2
Assessment for Learning*	Examination
Ongoing	Term 4 Week 4

*Assessment for learning includes tasks that are aimed at helping students to grow in their knowledge and understanding and working scientifically skills throughout the year based on feedback. The tasks may include but are not limited to topic tests, class work checks, and laboratory report submissions.

The Science faculty will issue a mark and a grade for each task. The tasks are of equal weighting and test a range of knowledge, understanding and skills across the syllabus. Student grades for reports will be determined using both formal and informal assessment data to make an on balanced judgement against the NESA Course Performance Descriptors. (<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science/cpd>).

Visual Arts		
Semester 1		
Task 1	Task 2	
Art Making and VAPD	Written Task	
Term 2 Week 1	Term 2 Week 4	
60%	40%	
Semester 2		
Task 1	Task 2	Task 3
Art Making and VAPD	Written Task	Examination
Term 2 Week 10	Term 3 Week 10	Term 4 Week 4
30%	40%	30%

In the Creative and Performing Arts (CAPA) Faculty all tasks in the Visual Arts & Photography courses are weighted based on syllabus requirements. All assessment is based on two areas; Art Making and Historical & Critical Studies and address the three Syllabus content areas; Practice, Conceptual Framework and Frames. All students are also required to hand in their Visual Arts Process Diary for assessment of their ongoing work in class. All tasks will be awarded a mark which is aligned to a grade. Students will receive their grade along with formal feedback for each completed task. Students will also receive regular written/ verbal / formal and informal feedback at various points in a unit of work to help with their skill development and understanding of course content. All tasks test a range of knowledge, understanding and skills across the syllabus.