



**YEAR 10 2024
ASSESSMENT SCHEDULES**

ST IVES HIGH SCHOOL
YEAR 10 ASSESSMENT SCHEDULES
2024

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2023 STAGE 5 (YEARS 9 & 10) RECORD OF SCHOOL ACHIEVEMENT (RoSA)

INTRODUCTION

Stage 5 courses are studied by students over Years 9 and 10. Successful completion of Stage 5 courses results in a Record of School Achievement (RoSA).

This booklet outlines the assessment policy and schedules for the cohort of students at SIHS undertaking Year 10 courses in 2023. These schedules indicate the number, nature, weighting, areas of content and the timing of each task for every course in Year 10 2023.

SCHOOL-BASED ASSESSMENT

School-based assessment is the process of identifying, gathering and interpreting information about student achievement. These may include tests, written or oral assignments, practical activities, fieldwork, folios and projects.

School-based assessment is also used to:

- assist student learning by providing quality feedback
- evaluate and improve teaching and learning programs
- provide information on student learning and progress in relation to syllabus outcomes
- provide evidence of satisfactory completion of a course
- report on the achievement of each student at the end of a course.

School-based assessments focus on outcomes and the marking guidelines used are based on performance standards. At the end of each Year 10 course the school will submit a grade to the NSW Education Standards Authority (NESA), for every student in every course.

NOTE:

- I. St Ives High School reserves the right to change the date or conditions of an assessment task if necessary to be fair to all students or because of unforeseen circumstances.*
- II. The School reserves the right to set a substitute task if for any reason the initial task fails to discriminate or is found to be invalid.*
- III. If a problem occurs during the performance of an assessment task, the student should complete the task and notify the relevant Deputy Principal who will determine its validity in consultation with the KLA Head Teacher.*

RoSA RULES AND REGULATIONS

Eligible students who complete Year 10 and leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a **cumulative credential** in that it allows students to accumulate their academic results until they leave school. The RoSA is a record of completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses.

ELIGIBILITY FOR A ROSA

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.
- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the [Education Act](#).

Students from other countries or states will receive prior recognition for courses they have completed and special consideration when applying the above minimum required hours. Students who are unsure if they will meet these requirements should speak to a Deputy Principal.

MINIMUM STANDARD

To receive a Higher school Certificate all students must show they meet the HSC minimum standard. This consists of short [online reading, writing and numeracy tests](#) of skills for everyday life. Students will have multiple opportunities to complete these tests starting from year 10.

Some students with disability studying Life Skills courses may be [exempt](#) from meeting the minimum standard to receive their HSC credential.

ATTENDANCE

Students must apply themselves diligently and have satisfactory attendance in each course. The Principal may grant students leave for legitimate reasons such as illness, physical injury or elite sport / artistic performance. If leave has been granted during the year there will be no effect on course completion requirements provided that students have completed compensatory assignments during the period of absence or have been able to catch up on missed work on return to school. If absence is prolonged and work is not possible during the period, the Principal may judge that it is not feasible to make up the work during the year. Any extensive period of unapproved absence may result in non-completion of a course(s) and may impact on your eligibility for the award of the RoSA. Family holidays during term time are unlikely to be approved. The Principal may grant leave for approved student exchange programs.

Satisfactory completion of courses is judged, among other things, by student attendance and level of involvement in class, the assignments and homework completed, and the level of achievement.

GRADING

The NSW Education Standards Authority (NESA) has developed a set of Course Performance Descriptors that align grades with levels of performance. The General Performance Descriptors below show five levels of achievement, A–E. This is a simplified version to demonstrate how teachers will allocate grades to students in their courses. Mathematics has nine bands with associated course descriptors.

Teachers will collect assessment information about student performance in a course and then align it to the Course Performance Descriptors. This information will assist the school in making the final judgment of the grade to award students in each course at the end of Year 10.

No grades will be awarded for Life Skills courses. These are reported through the achievement of outcomes on the Student Profile.

The general performance descriptors describe performance at each of five grade levels:

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

UNSATISFACTORY COMPLETION OF COURSES

N-Warning Letters

Students may be issued with an N-Warning letter if not applying themselves with **diligence and sustained effort**. At SIHS, students are expected to complete homework, engage in lessons and respond to teacher feedback. This letter will explain what the student must do to meet the requirements of the course and the date by which the required work is to be submitted. Students who receive a second N-Warning letter in a course may receive an N-Determination. Students who receive an N-Warning letter should do the required work commensurate with their ability and submit it by the due date. Parents are invited to contact the school to discuss the issue with the Head Teacher of that course.

N-Determination

Students who receive TWO or more N-Warning letters may be N-Determined for a course. If this happens the student will be told near the end of Term 4 of their Year 10 year that they will not be given credit for completing that course (or courses). Students will be notified in writing of an N-Determination decision. SIHS follows the NESA procedures for N-Determinations including the NESA's appeals process. Appeal forms will be issued to students when notified of an N-Determination. An N-Determination that is not successfully appealed will lead to the student not achieving that course and may result in the student being ineligible for the RoSA (Record of School Achievement) credential in that year. This may have implications on the courses of study they can select in Year 11.

School Review of Assessments

Students are not entitled to seek a review of a teacher's judgment of the worth of an individual performance in an assessment task. Students, who consider that their final grade for any course is not correct, on the basis of feedback on their performance during the course from their teacher, have a right to appeal and may seek a school review. Students who wish to make an appeal should firstly discuss the concern with the Head Teacher KLA of the subject. If not resolved a written request with details should be given to the Deputy Principal within 3 days of the student becoming aware of the issue. A panel will determine the outcome and provide reasons for decisions made.

Advice for Assessment Tasks

Students are responsible for ensuring they attend all of their scheduled exams / tests and for the following:

- carefully checking their assessment dates and the venue
- organising themselves to arrive on time for the start of each assessment task
- has the correct, approved equipment for each exam
- wearing full school uniform
- behaving in a manner that does not interfere with the performance of others
- remaining for the full time allotted for each task
- leaving mobile phones out of exam
- leaving any electronic or digital device out of the exam room unless approved
- refraining from eating in the exam room (unless approved eg for students with diabetes). Water in a clear container is allowed.

Students who cheat in an exam will be given a zero mark and other consequences.

Failure to submit assessment task on the due date

Hand-in or online assessments: the completed portion of the assessment must be submitted digitally.

Students must bring the completed SIHS "Explanation of Absence Form" (page 7). Year 10 students who are absent on the day of an assessment task can submit a Medical Certificate or other documentation acceptable to the KLA Head Teacher on the day they return to school. Students should approach their class teacher on the day they return to school to make arrangements for the missed task or an alternative task to be completed. Failure to do so will result in the student losing 10% each day, after three days the student will receive zero. Repeated absences will be monitored by the school.

Taking holidays within school terms

Students must inform their teachers if they have reason to expect that they might be absent from an assessment task. Such notice should be given as soon as possible. Vacations taken outside normal school holidays will not be accepted as a valid reason for absence from assessment tasks and a mark of zero will be recorded, unless granted written permission from the Principal. In these circumstances, hand-in tasks should be given/sent to the teacher *before* the anticipated absence or on the due date (emailed etc). Alternative arrangements for missed written exams should be negotiated with the Head Teacher of the subject.

Non-Attempts and Non-Serious Attempts at Tasks

A non-attempt is given a zero mark. An attempt considered as non-serious may be regarded as a non-completed task, and a zero mark may be given. This may also result in an N-warning letter.

If Suspended on the Day of an Assessment Task

Unless forbidden by the Principal, a suspended student is required to **attend school during the time in which the Assessment Task is being conducted**. If the Assessment Task is in the form of a written submission, the student must arrange for it to be emailed or handed to the class teacher or relevant KLA Head Teacher and recorded by the due time on the due date. Failure to comply with the above will result in a zero (0) mark being awarded for the task.

Malpractice

Any behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including **plagiarism**, is unacceptable. Examples of malpractice include, but are not limited to, the following:

- Speaking to any person other than a supervisor during an examination/assessment task
- Behaving in any way likely to disturb the work of any other candidate or upset the conduct of an examination / assessment task
- Attending an examination / assessment task while under the influence of alcohol or illegal drugs
- Taking into an examination room any books, notes, the examination timetable, any paper, or any equipment other than the aids specified in the Course Requirements. A list of specific aids will be issued before each examination / assessment task
- Taking mobile phones, electronic dictionaries or other electronic devices, except an approved calculator into the examination room
- Plagiarism is when a candidate submits in whole or part work that someone else originated.

Proven malpractice and/or dishonesty will result in the AWARD OF ZERO for that task. If in the opinion of the Principal a student has attempted to gain an unfair advantage over other students by not completing or performing an assessment task at the due time and date then a zero will be awarded irrespective of the excuse or the submission of a Doctor's Certificate.

DISABILITY PROVISIONS

Students who believe they could be eligible for disability provisions (eg rest breaks, writer etc) should apply to the Learning and Support Teacher (Mr Daniel Moller). Students with Disability Confirmations from a medical professional should provide a copy with their application.

EXPLANATION OF ABSENCE FROM AN ASSESSMENT TASK

This form is to be taken to the KLA Head Teacher of the subject missed at the beginning of the first day of return to school.

Student's Name: _____ Date: ____/____/____

Course Name: _____ Teacher: _____

Date of assessment task: ____/____/____ Roll Call: _____

Assessment task details:

Explanation for Absence from task: *(Evidence eg medical certificate should be stapled to the back of this form)*

Parent Signature: _____ Date: _____

Head Teacher KLA Decision:

Date: ____/____/____ **Date Student informed:** ____/____/____

Appeal to the SIHS Review Team requested by student YES / NO

ASSESSMENT SCHEDULE

TOPIC	TASK	DATE (TERM/WEEK)	WEIGHTING (%)	SYLLABUS OUTCOMES ASSESSED	ADDITIONAL INFORMATION
SEMESTER 1					
Large Ensembles	Listening Analysis	Term 1 Week 7	20%	5.7 5.8	Research assignment based upon topic and short aural written test including score reading and short answers.
Popular Music	Composition	Term 2 Week 2	20%	5.4	A composition utilising a popular structural form.
	Performance	Term 2 Week 4	10%	5.3	One solo performance representing “popular music”
Half Yearly Reports					
SEMESTER 2					
Theatre Music	Composition	Term 3 Week 10	10	5.4 5.6	Exercises with aim to produce sonata form composition.
	Yearly Exams: Performance Listening/ Written	Term 4 Weeks 4/5	20% 20%	5.1 5.9	Two pieces for performance representing different topics from the study program. Yearly written exam, including unprepared listening and transcription.
Yearly Reports					

ASSESSMENT SCHEDULE

Topic	Task	Date Term/Week	Weighting	Syllabus outcomes	Additional Information
SEMESTER 1					
Interpretations of Portraiture	Exploration of ideas and material practice	Term 1 Week 11	10%	5.6	Understanding the structure of the head and various ways of representing portraits
	Canvas Painting Progress mark	Term 2 Week 10	20%	5.5	An artwork that pays homage to an individual (painting)
Artist's Practice Case studies	Research chosen artists	Term 1 Week 11	10%	5.7	Understanding various ways of approaching portraiture
Analysis of artworks Practical Exam	Half Yearly Examination	Term 2 Week 3/4	10%	5.1 5.10	Practical Exam Critical discussion of unseen artworks/ case study
Half Yearly Reports					
SEMESTER 2					
Art & Issues:	Body of Work Research in VisualDiary	Term 3 Week 3	10%	5.4	Inquiry of issue, media use and techniques in order to communicate ideas visually
	Body of Work based on a contemporary issue	Term 3 Week 9	20%	5.1	Development of a Body of Work comprising 2D, 3D or 4D
Conceptual Framework	Research chosenartist	Term 3 Week 10	10%		Research how world/culture has impacted on artist's artmaking.
Frames and Art Practice Practical Exam	Yearly Examination	Term 4 Week 4	10%	5.6 5.10	Practical Exam Constructing meaning from critical analysis
Yearly Reports					

FACULTY: CREATIVE ARTS

SUBJECT: VISUAL DESIGN

ASSESSMENT SCHEDULE

Topic	Task	Date (Term/Week)	Weighting	Syllabus outcomes	Additional Information
SEMESTER 1					
Design Task One	Elements & Principles Completion of articulated puppet Completion of marionette puppet	Term 1 Week 6 Term 2 Week 4	15%	5.1, 5.2, 5.3 5.4, 5.5	Experiments with materials and design techniques, understands design process and applies to product
Visual Diary Task One	Visual Arts Diary to support finished products	Term 1 Week 9	10%	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Records process and demonstrates knowledge and understanding of design practice
Research Task	Research Task examining Puppeteers	Term 2 Week 2	10%	5.7, 5.8, 5.10	Explores design practice
Half Yearly Exam	Analysing Design works Frames and Practice	Term 2 Week 4	10%	5.7, 5.9, 5.10	Demonstrates knowledge and understanding of design practice
Design Task Two Power of design - editorial design	Article Illustration, development of ideas in Visual Diary	Term 2 Week 8	15%	5.1,5.2, 5.3,5.4, 5.5, 5.6	Media experiments and awareness of audience (marketing). Exploration of ideas in newsprint and magazines online
Half Yearly Reports					
SEMESTER 2					
Design Task Three Shop Window Displays	Completion of 3D box display of miniature shop window	Term 3 Week 6	10%	5.1, 5.2, 5.3, 5.4, 5.6	Experiments with and learns to use media and ideas and demonstrates a developing practice
Conceptual Framework	Responses to Design and Editorial Illustration	Term 4 Week 4	10%	5.8, 5.10	Investigates iconic designs in the context of the world
2D/3D Designs	Completion of 2D/3D - designed form and Visual Diary evidence	Term 4 Week 2	10%	5.1, 5.2, 5.3, 5.4, 5.6	Experiments with and learns to use media and ideas and demonstrates a developing design practice
Yearly Exam	Analysing Artworks	Term 4 Week 4	10%	5.7, 5.8, 5.9, 5.10	Demonstrates understanding of frames, conceptual framework and artist practice.
Yearly Reports					

ASSESSMENT SCHEDULE

TOPIC	TASK	DUE DATE	WEIGHTING	OUTCOMES	ADDITIONAL INFORMATION
Political Theatre	Group Devised Performance & Logbook	Term 1, Week 11	30%	5.1.2 5.2.3 5.3.1	In groups, students will devise and perform a drama that demonstrates their understanding of the stylistic qualities and techniques used in Documentary Drama, Epic Theatre and Theatre of the Oppressed. Each student will also submit a logbook outlining their creative process
HALF YEARLY REPORTS					
Greek Theatre	Monologue & Rationale	Term 2, Week 6	20%	5.1.1 5.2.1 5.3.3	Individually, students will perform a monologue based on a Greek Theatre play. Students will also write a rationale outlining their theatrical intention and choices.
	Greek Chorus & Reflection	Term 2, Week 10	15%	5.1.4 5.2.1 5.3.2	Students will work collaboratively to perform a chorus scene from a Greek play studied in class that utilises a range of dramatic techniques appropriate to the style.
Page to Stage	Performance	Term 3, Week 7	20%	5.1.3 5.2.2	In groups, students will rehearse and perform scenes from their class play that demonstrate their understanding of acting technique and production elements.
	Essay	Term 4, Exam Block	15%	5.3.1 5.3.2	Students will write a Drama essay that demonstrates their knowledge and understanding of the play studied in class.
YEARLY REPORTS					

ASSESSMENT SCHEDULE

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Focus
SEMESTER 1					
Close Study (Poetry)	Assessment 1: Half Yearly EXAM on POETRY : short answer and compare and contrast two poems 20%	Term 2 Week 1	20%	EN5-3B EN5-4B EN5-6C	Forms and features of Poetry and the ways they make meaning; comparing and contrasting representations of ideas.
Half Yearly Reports					
Area of Study “Power” in Drama	Assessment 2: Multimodal: in pairs, students give a presentation on the themes within the text and how they represent personal and interpersonal power	Term 2 Week 8	20%	EN5-9E & EN5-2A	A play by Shakespeare e.g “Macbeth” / or a modern text e.g “The Removalists” or “Whose Life is it Anyway”
SEMESTER 2					
Crime Fiction (Short Stories and Film)	Assessment 3: Crime fiction A sustained creative composition and reflection, representing personal and public worlds	Term 3 Week 5	20%	EN5-1A & EN5-7D	Students draft, edit and submit their own Crime Fiction Short story
Reading Journal (10T and 10X) OR Class Mark Core Classes	Students submit their reading journal or their classwork	Term 3 Week 9	10%	EN5-1A	For the Reading Journal, students present arguments about a literary text. Classwork will demonstrate how students engage personally with texts and analyse language and meaning.
Close study of a Novel: e.g “Jasper Jones”; “Looking for Alibrandi”; “Lord of the Flies “ or “Fahrenheit 451”	Assessment: Examination. Multiple choice; short answers; and an extended reflection composition on the novel studied in class	Term 4 Week 1	30%	EN5-5C & EN5-8D	For the novel study, students will explore the important issues represented in a text
Yearly Reports					

NB. A minimum progressive assessment result of above 75% is recommended to be eligible for the Year 11 Advanced English course. For further information, please see the Head Teacher English.

FACULTY: HUMAN SOCIETY & ITS ENVIRONMENT (HSIE) **SUBJECT:** COMMERCE 200 HOURS

ASSESSMENT SCHEDULE

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed
Semester 1				
Law, Society and Political Involvement	Extended Response Writing Task	Term 1, Week 8	25	5-2, 5-3 5-4, 5-5, 5-7, 5-8
Running a Business	Market Day Business Plan	Term 2, Week 2	25	5-1, 5-7, 5-8, 5-9,
Half Yearly Reports				
Semester 2				
Employment and Work Futures	Topic Test	Term 3, week 5	25	
Travel	Budget & Travel Plan	Term 4, week 2	25	5.1, 5.4, 5.5, 5.7, 5.8, 5.9
Yearly Reports				

FACULTY: HUMAN SOCIETY & ITS ENVIRONMENT (HSIE) **SUBJECT:** GEOGRAPHY

ASSESSMENT SCHEDULE

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Additional Information
Human Wellbeing and Changing Places	Future favela or potential paradise? (PBL task)	Term 1/3 Week W9	30	GE5-2-, GE5-3, GE5-5	This task is designed to develop skills in critical thinking, creativity and innovation. Students collaborate to create a product and present it to an authentic audience.
Human Wellbeing and Changing Places	Future favela or potential paradise? (Individual Essay based on PBL task)	Term 1/3 Week 10	30	GE5-2 GE5-8	In this task, students use the PEDAL scaffold to individually respond to their essay question.
Geographic Skills	Examination	Term 2/4, Week 4	40	GE5-3 GE5-7 GE5-8	The exam will assess key skills including reading maps of world and Australia, latitude and longitude, topographic mapping, climate graphs.
Reports					

FACULTY: HUMAN SOCIETY & ITS ENVIRONMENT (HSIE) **SUBJECT:** GEOGRAPHY EXTENSION (10HGHT)

ASSESSMENT SCHEDULE

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Additional Information
Human Wellbeing and Changing Places	Future favela or potential paradise? (PBL task)	Term 1/3 Week W9	30	GE5-2 GE5-3 GE5-5	This task is designed to develop skills in critical thinking, creativity and innovation. Students collaborate to create a product and present it to an authentic audience.
Human Wellbeing and Changing Places	Future favela or potential paradise? (Individual Essay based on PBL task)	Term 1/3 Week 10	30	GE5-2 GE5-8	In this task, students use the PEDAL scaffold to individually respond to their essay question.
Geographic Skills	Examination	Term 2/4 Week 4	40	GE5-3 GE5-7 GE5-8	The exam will assess key skills including reading maps of world and Australia, latitude and longitude, topographic mapping, climate graphs.
Reports					

FACULTY: HUMAN SOCIETY & ITS ENVIRONMENT (HSIE) **SUBJECT:** GEOGRAPHY ELECTIVE

ASSESSMENT SCHEDULE

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Additional Information
Australia's Neighbours	Website and presentation	Term 2 Week 1	30	GEE5-4, GEE5-5, GEE5-7, GEE5-8, GEE5-9	In this task, students will create an informative website on a chosen Asian-Pacific country from the list provided. They will then be required to deliver a presentation on an issue associated with their country.
Half Yearly Reports					
Geographies of Health	Report	Term 3 Week 2	40	GEE5-1, GEE5-2 GEE5-7, GEE5-8, GEE5-9	In this task, students will work individually to write a report comparing health characteristics and drivers of health differentials in parts of the Developing World
Primary Production	Project	Term 4 Week 3	30	GEE5-4, GEE5-5, GEE5-8 GEE5-9,	In this task, students will be creating a presentation on an issue surrounding primary production.
Yearly Reports					

FACULTY: HUMAN SOCIETY & ITS ENVIRONMENT (HSIE) **SUBJECT:** HISTORY

ASSESSMENT SCHEDULE

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Additional Information
SEMESTER ONE AND TWO					
The Holocaust	"Have we learnt from the Holocaust?" (PBL Task)	Term 1 or 3 Week 9	40	HT5-1, HT5-5, HT5-8, HT5-10	This task is designed to develop skills in critical thinking, creativity and innovation. Students collaborate to create a product and present it to an authentic audience.
Rights and Freedoms	In class essay and source analysis exam	Term 2 or 4 Week 3	60	HT5-1, HT5-2, HT5-4, HT5-8,	One essay, using PESAL structure and TWO sources based questions. Students will be given a question to research and will write the essay in class under examination conditions.
Reports					

ASSESSMENT SCHEDULE

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Additional Information
SEMESTER ONE					
The Holocaust	"Have we learnt from the Holocaust?" (PBL Task)	Term 1 or 3 Week 9	40	HT5-1, HT5-5, HT5-8, HT5-10	This task is designed to develop skills in critical thinking, creativity and innovation. Students collaborate to create a product and present it to an authentic audience.
Rights and Freedoms	In class essay and source analysis exam	Term 2 or 4 Week 3	60	HT5-1, HT5-2, HT5-4, HT5-8,	One essay, using PESAL structure and TWO sources based questions. Students will be given a question to research and will write the essay in class under examination conditions.
Reports					

FACULTY: HUMAN SOCIETY & ITS ENVIRONMENT (HSIE) **SUBJECT:** HISTORY ELECTIVE

ASSESSMENT SCHEDULE

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Additional Information
SEMESTER 1					
Sparta	Class Presentation	Term 1 Week 9	30	HTE 5-1, 5-2, 5-6, 5-7	Students will investigate the legitimacy behind the “Spartan Mirage” and construct an argument on the reality of Sparta, supported with a range of historical evidence. Students will then present this argument in the form of a debate to the class.
Half Yearly Reports					
SEMESTER 2					
Murders, Mysteries & Assassinations	Museum Exhibit	Term 2 Week 9	30	HTE 5-2, 5-3, 5-5, 5-6	Students will investigate a range of murders, mysteries and assassinations throughout the term. Students will be tasked with constructing an engaging museum style exhibit that reflects a key understanding about their chosen topic.
National History Challenge: Crisis & Response	Submission to the NHC (range of mediums)	Term 3 Week 6	40	HTE 5-1,5-8, 5-9, 5-10	Students will cumulatively research and design a project based on this year’s National History Challenge - ‘Crisis and Response’. Students can elect to write an individual research essay, make a 3D model or make a different submission that falls within NHC guidelines.
Yearly Reports					

FACULTY: LANGUAGES OTHER THAN ENGLISH (LOTE)**SUBJECT:** FRENCH, JAPANESE, SPANISH

ASSESSMENT SCHEDULE

Topic	Task	Date Term/ Week	Weighting (%)	Syllabus outcomes assessed	Focus
Term 1 Milestones	Assessment 1 Part A: In class/ at home group role-play giving subject choice advice to younger students. Part B: In class persuasive response	Term 1 Week 8	25%	ML5-Int-01; ML5-Und-01; ML5-Crt-01	My future, focusing on education required for a career path.
Term 2 Communication	Assessment 2 Part A: In class/ at home short film about peer social media use Part B: In class, write an email to an exchange student coming to their school and the activities they could do together	Term 2 Week 9	25%	ML5-Int-01; ML5-Und-01; ML5-Crt-01	
Term 3 Innovation	Assessment 3 Part A: In class/ at home, script an interview between an innovator and TV host about their innovation. Part B: At home, students reflect on their use of language in the script	Term 3 Week 6	25%	ML5-Int-01; ML5-Und-01; ML5-Crt-01	Interrogating texts for innovators and technological advancements
Term 4 Legacy	Assessment 4 Part A: In class response to texts. Part B: In class reflection on how identity is shaped by language, culture, values, and perspectives	Term 4 Week 3	25%	ML5-Int-01; ML5-Und-01;	Social justice and environmental issues facing the target-language community.
Yearly reports			100%		

FACULTY: MATHEMATICS

SUBJECT: MATHEMATICS STAGE 5.1

ASSESSMENT SCHEDULE

(Note: Class assessment, both formal and informal will also be occurring)

Topic	Task	Date (Term/Week)	Weighting	Outcomes Assessed	Additional Information
SEMESTER 1					
Percentages, Earning Savings and Borrowing Ratio, Rates and Proportion	Assessment 50-minute written test	Term 1 Week 9 or 10	20%	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA4-5NA, MA4-6NA, MA5.1-4NA, MA5.2-4NA, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA4-7NA, MA5.2-5NA, MA5.2-16SP	Assessment of Working Mathematically outcomes {MA5.2-1WM, MA5.2-2WM, MA5.2-3WM } are embedded in all tasks.
Algebra Time and Measurement Data	Assessment 50-minute written test	Term 2 Week 7 or 8	25%	MA4-8NA, MA4-9NA, MA5.1-5NA, MA5.1-9MG, MA4-13MG, MA4-14MG, MA4-15MG, MA4-16MG, MA5.1-8MG, MA5.1-9MG, MA4-19SP, MA4-20SP, MA5.1-12SP, MA5.2-15SP	
SEMESTER 2					
Area, Surface Area & Volume	Assignment	Term 3 Week 3 or 4	15%	MA4-13MG, MA4-14MG, MA4-16MG, MA5.1-8MG, MA5.2-11MG, MA5.2-12MG	More detailed information about the content of the assessments is given to students approximately two weeks prior to each test.
Trigonometry	Practical Task including in-class test	Term 3 Week 8 or 9	15%	MA5.1-10MG, MA5.2-13MG	
Equations Similarity and Scale Straight Line Graphs Accuracy and Measurement	Assessment 50-minute written test	Term 4 Week 3 or 4	25%	MA4-10NA, MA5.2-8NA, MA5.1-4NA MA5.1-11MG, MA5.1-6NA, MA5.2-9NA, MA5.2-5NA, MA5.2-8NA, MA4-11NA, MA5.1-9MG	

ASSESSMENT SCHEDULE

(Note: Class assessment, both formal and informal will also be occurring)

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus Outcomes Assessed	Additional Information
SEMESTER 1					
Algebra Equations Ratio, Rates & Proportion	Assessment (50-minute written test)	Term 1 Week 9 or 10	25%	MA4-8NA, MA4-9NA, MA5.1-5NA, MA5.2-7NA, MA5.2-8NA, MA4-7NA, MA5.2-16SP, MA5.2-5NA	Assessment of Working Mathematically outcomes {MA5.2-1WM, MA5.2-2WM, MA5.2-3WM } are embedded in all tasks.
Data Earning, Saving and Borrowing Algebra	Assessment (50-minute written test)	Term 2 Week 7 or 8	25%	MA5.1-12SP, MA5.2-15SP, MA5.2-16SP MA5.2-4NA, MA5.1-4NA, MA4-8NA, MA4-9NA, MA5.1-5NA, MA5.2-7NA	
SEMESTER 2					
Accuracy Surface Area & Volume	Assignment	Term 3 Week 3 or 4	10%	MA5.1-9MG, MA5.1-8MG, MA5.2-11MG, MA5.2-12MG	More detailed information about the content of the assessments is given to students approximately two weeks prior to each test.
Trigonometry	Practical Task (Task includes 50-minute written section)	Term 3 Week 8 or 9	15%	MA5.1-10MG, MA5.2-13MG	
All topics above, plus... Straight Line Graphs Similarity & Scale Non-Linear Graphs	Assessment (One 55-minute test)	Term 4 Week 3 or 4	25%	All the above outcomes plus: MA5.1-6NA, MA5.2-9NA, MA5.2-8NA MA5.1-11MG, MA5.2-14MG MA5.1-7NA, MA5.2-10NA	

ASSESSMENT SCHEDULE

(Note: Class assessment, both formal and informal will also be occurring)

Topic	Task	Date (Term/Week)	Weighting	Syllabus Outcomes Assessed	Additional Information
SEMESTER 1					
Quadratic Factorising and Algebraic Fractions. Rates and Graphs Data: Standard Deviation and Bivariate Data.	Assessment (50-minute written test)	Term 1 Assessment Weeks 8 to 10	20%	.MA5.2-6NA, MA5.3-5NA, MA4-7NA, MA5.1-7NA, MA5.2-5NA, MA5.2-16SP, MA5.3-4NA, MA5.3-9NA, MA5.2-15SP MA5.3-18SP, MA5.2-16SP, MA5.3-19SP	Assessment of Working Mathematically outcomes {MA5.3-1WM, MA5.3-2WM, MA5.3-3WM } are embedded in all tasks. Specific information about the content of the assessments is given to students approximately two weeks prior to each task.
Linear Equations and Simultaneous Equations Quadratic Equations and the Parabola Quadratic Factorising and Algebraic Fractions.	Assessment (50-minute written test)	Term 2 Assessment Weeks 6 to 8	25%	MA5.2-8NA, MA5.3-7NA, MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.2-6NA, MA5.3-5NA	
SEMESTER 2					
Trigonometry	Practical Task (Task includes 50-minute written section)	Term 3 Assessment Week 7 to 9	20%	MA5.1-10MG, MA5.2-13MG, MA5.3-15MG	Specific information about the content of the assessments is given to students approximately two weeks prior to each task.
All of the topics above plus: Linear and Non-Linear Graphs. Indices and Logarithms Functions and Transformations Surface Area and Volume	Assessment (Two 50-minute tests)	Term 4 Assessment Week 3 or 4	35%	The above outcomes plus: MA5.2-8NA, MA5.2-9NA, MA5.3-8NA, MA5.1-7NA, MA5.2-10NA, MA5.3-9NA, MA5.1-5NA, MA5.2-7NA, MA5.3-12NA, MA5.3-10NA, MA5.3-14MG, MA5.2-11MG, MA5.2-12MG, MA5.3-13MG, MA5.3-14MG.	

ASSESSMENT SCHEDULE

(Note: Class assessment, both formal and informal will also be occurring)

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus Outcomes Assessed	Additional Information
SEMESTER 1					
Quadratic Factorising and Algebraic Fractions. Rates and Graphs Data: Standard Deviation and Bivariate Data.	Assessment (50-minute written test)	Term 1 Assessment Weeks 8 to 10	20%	.MA5.2-6NA, MA5.3-5NA MA4-7NA, MA5.1-7NA, MA5.2-5NA, MA5.2-16SP, MA5.3-4NA, MA5.3-9NA MA5.2-15SP MA5.3-18SP, MA5.2-16SP, MA5.3-19SP	Assessment of Working Mathematically outcomes {MA5.3-1WM, MA5.3-2WM, MA5.3-3WM } are embedded in all tasks.
Indices and Logarithms Quadratic Equations and the Parabola Quadratic Factorising and Algebraic Fractions.	Assessment (50-minute written test)	Term 2 Assessment Weeks 6 to 8	25%	MA5.2-8NA, MA5.3-7NA, MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.2-6NA, MA5.3-5NA	Specific information about the content of the assessments is given to students approximately two weeks prior to each task.
SEMESTER 2					
Linear and Non-Linear Graphs Trigonometry Functions Inverses and Transformations	Assessment (50-minute written test)	Term 3 Assessment Week 7 to 9	20%	MA5.1-10MG, MA5.2-13MG, MA5.3-15MG	Specific information about the content of the assessments is given to students approximately two weeks prior to each task.
	Assessment (Two 50-minute tests)	Term 4 Assessment Week 3 or 4	35%	The above outcomes plus: MA5.2-8NA, MA5.2-9NA, MA5.3-8NA, MA5.1-7NA, MA5.2-10NA, MA5.3-9NA, MA5.1-5NA, MA5.2-7NA, MA5.3-12NA, MA5.3-10NA, MA5.3-14MG, MA5.2-11MG, MA5.2-12MG, MA5.3-13MG, MA5.3-14MG.	

FACULTY: PDHPE

SUBJECT: PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

ASSESSMENT SCHEDULE

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Additional Information Units of work
Fitness Testing	1 <ul style="list-style-type: none"> ○ Fitness Testing Assessment 	T1 Week 7-10	25	PD5-4,PD5-5, PD5-10, PD5-11	<ul style="list-style-type: none"> ○ Students will identify how fitness testing can identify performance in a number of chosen sports.
Half Yearly Examination	2 <ul style="list-style-type: none"> ○ 1 hour examination on units of work covered in class 	T2 Week 8-10	20	PD5-1, PD5-2, PD5-3, PD5-7	<ul style="list-style-type: none"> ○ Multiple choice, short answer, extended response
Half Yearly Reports					
Dance	3 <ul style="list-style-type: none"> ○ Social Dance (Salsa) 	T3 Week 1-7	25	PD5-4,PD5-5, PD5-10,PD5-11	<ul style="list-style-type: none"> ○ Students will be marked according to proficiency, coordination, rhythm & timing and overall presentation
Project Based Learning	4 <ul style="list-style-type: none"> ○ Research and Health Health Promotion Campaign 	T4 Week 1-2	30	PD5-2, PD5-6, PD5-7, PD5-8	<ul style="list-style-type: none"> ○ Students design a health promotion campaign that targeting health issues affecting men and women and their impact on wellbeing
Yearly Reports					

FACULTY: PDHPE

SUBJECT: PHYSICAL ACTIVITY AND SPORTS STUDIES

ASSESSMENT SCHEDULE

Term	Topic	Task	Date (Term/Week)	Weight (%)	Syllabus outcomes assessed	Additional Information
1	Event Management	1. Event Management (Practical Assessment Task 1)	T1 Week 8	25%	PASS5-1, PASS5-2, PASS5-8, PASS5-9, PASS5-10	Practical Assessment 1- Students design an event for their chosen sport.
2	Event Management and Physical Fitness	2. Half Yearly Examination	Term 2, Week 10	25%	PASS5-1, PASS5-2, PASS5-8, PASS5- 9, PASS5-10	Half Yearly Examination - Multiple choice, short answer, extended response.
Half Yearly Reports						
3	Coaching	3. Coaching Assessment Task (Practical Assessment 2)	Term 3 Week 1-10	25%	PASS5-1, PASS5-6, PASS5-8, PASS5-10 PASS5-2, PASS5-7, PASS5-9,	Practical Assessment 2- Student led coaching from sport of choice.
4	Coaching & Lifestyle, Leisure and Recreation	4. Yearly Examination	Term 4 Week 3	25%	PASS5-3, PASS5-4, PASS5-6, PASS5-7, PASS5-10	Yearly Examination - Multiple choice, short answer, extended response
Yearly Reports						

FACULTY: SCIENCE

SUBJECT: SCIENCE

ASSESSMENT SCHEDULE

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes addressed	Additional Information
SEMESTER 1					
Class work	Various	On-going Terms 1 & 2	5		Bookmark, Homework, Practical Tasks
On The Move (PW)	Practical / Skills Task	Term 1 Week 7 Monday 11th March / Tuesday 12th March	20	Selected outcomes from: PW1; PW2; WS5; WS4; WS6; WS7	Practical Examination - Practical experiment and analysis, Working scientifically skills
On The Move (PW) It's Elementary (CW)	Half-Yearly Exam	Term 2 Week 2 Monday 6th May	20	Selected outcomes from: PW1; PW2; CW1	1 period test Part A – Multiple Choice Part B – Short Answer/Extended Response
HALF YEARLY REPORTS - (45% of total)					
SEMESTER 2					
Class work	Various	On-going Terms 3 & 4	5		Bookmark, Homework, Practical Tasks
Student Research Project	SRP (Poster)	Final Report Due Term 2 Week 10 Monday 1st July	20	Selected outcomes from: WS4; WS5.1; WS5.2; WS5.3; WS6; WS9	Issued Early Term 2. Ongoing assessment until due date.
All Topics (PW, CW, LW, ES)	Yearly Examination	Term 4 Week 1/2	30	All content covered	2 x 1 period tests Part A – Multiple Choice Part B – Short Answer/Extended Response
YEARLY REPORTS - (100%)					

FACULTY: TAS

SUBJECT: FOOD TECHNOLOGY

ASSESSMENT SCHEDULE

Topic	Outcomes	Date Due (Term/Week)	Weighting (%)	Additional Information
SEMESTER 1				
Food for Specific Needs Research Matrix - Theory	FT5-6, FT5-7	Term 1 Week 10	20%	Theory hand in
Food for Specific Needs Practical Assessment	FT5-11	Term 1 Week 9	20%	Practical component in class
Food for Specific Needs & Food Equity Semester 1 Quiz	FT5-6, FT5-7	Term 2 Week 4	10%	In class task
Half Yearly Reports				
SEMESTER 2				
Food Service and Catering Catering Food Truck Group Project	FT5-2, FT5-11	Term 3 Week 10	25%	Hand in assessment task
Food Service and Catering Catering Practical Assessment	FT5-11	Term 3 Week 9	25%	Practical event
Yearly Reports				

FACULTY: TAS

SUBJECT: GRAPHICS TECHNOLOGY

ASSESSMENT SCHEDULE

TASK	OUTCOMES Assessed	Date Due (Term/Week)	Weighting (%)	Additional Information
SEMESTER 1				
Core Module 2: Computer Aided Design	GT5-1 GT5-2 GT5-3 GT5-4	Term 1 Week 9	35%	Students select and use appropriate digital presentation techniques to develop and communicate design solutions. They manipulate and draw images using appropriate digital designing and presentation technologies.
Option Module 6: Engineering Drawing Option Module 1: Architectural Design	GT5-5 GT5-6 GT5-7 GT5-8	Term 2 Week 4	25%	Students produce designs in a solid modelling CAD program with a focus on components and assembly. Students progress to Architecturally focussed CAD software including BIM integration.
SEMESTER 2				
Option Module 5: Computer Animation	GT5-2 GT5-3 GT5-6	Term 3 Week 4	25%	Students generate walkthroughs and flyover animations of graphics projects. They add soundtracks to animations to increase the realism and apply photorealistic textures as part of the rendering and animation of computer models.
Option Module 10: Student Negotiated Project	GT-11 GT-12	Term 4 Week 4	15%	Students pursue an area of graphics with local or personal significance that may be related to modules previously studied. They negotiate their own graphics project with their teacher
Yearly Reports				

School Name: St Ives High School

Student Competency Assessment Schedule

COURSE: STAGE 5 – Hospitality

2024

Assessment Events for Certificate I in Hospitality SIT10222		Cluster A	Cluster B	Cluster C	Cluster D
		Getting Ready for Work	Prepare and Serve Espresso Coffee	Well Catered For	Spice of Life
		Week: 10 Term: 1 Date: 3/4/24	Week: 1 Term: 4 Date: 16/10/24	Week: 9 Term: 3 Date: 18/9/24 10-2 Due 17/9/24	Week: 2 Term: 4 Date: 23/10/24 10-2 Due 22/10/24
Code	Unit of Competency				
SITXWHS001	Participate in safe work practices	X			
SITXFSA001	Use hygienic practices for food safety	X			
SITHFAB005	Prepare and serve espresso coffee		X		
TLIE1005	Carry out basic workplace calculations		X	X	
SITHCCC003	Prepare sandwiches			X	
BSBWOR203	Work effectively with others			X	
SITXCCS001	Provide customer information and assistance				X

N.B. Competency outcomes must be entered onto Schools Online by the due date. All Cluster tasks must be completed by Term 4 Week 5.

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate I in Hospitality SIT10216 or a Statement of Attainment towards a Certificate I in Hospitality SIT10216.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. In addition to Assessment Events, some assessment may occur in an informal setting in the classroom. Competency assessment is graded as "Achieved" or "Not Achieved". This means a course mark is not allocated.

ASSESSMENT SCHEDULE

Topic	Outcomes	Task	Date Due (Term/Week)	Weighting (%)	Additional Information
SEMESTER 1 - Alternative Energy					
Safety and Solar Cars	IND5-1, IND5-3, IND5-6, IND5-9	Alternative Energy	Term 1 Week 8	15%	In Pairs – Students design, construct and test solar powered cars
Wind Turbine	IND5-4, IND5-10	Alternative Energy	Term 2 Week 8	20%	In Pairs – Design and construct a working wind turbine
Semester 1 Exam	As Above	Alternative Energy	Term 2 Week 6	25%	Individual exam on theory from the two projects
Half Yearly Reports					
SEMESTER 2 - Control Systems					
Lend Me Your Hand	IND5-2, IND5-6	Control Systems	Term 3 Week 10	25%	In Pairs – students design, construct and test hydraulic mechanised grabber arm
Research Project	IND5-7, IND5-9	Control Systems	Term 4 Week 3	15%	Research Eng. Careers w/ a SpaceX flavour Possible Bottle Rocket design / build
Yearly Reports					

ASSESSMENT SCHEDULE

Topic	Outcomes Assessed	Date Due (Term/Week)	Weighting (%)	Additional Information
SEMESTER 1				
TASK 1 Brass Cannon Metal Machining	IND 5-1, IND 5-3, IND 5-7, IND 5-6,	Term 2 - Week 2 10 rd May P3 – 11:26am	30%	Practical Project
TASK 1 Brass Cannon Metal Machining	IND 5-1, IND 5-2, IND 5-3, IND 5-5	Term 2 - Week 2 10 rd May P3 – 11:26am	10%	Project Portfolio
Half Yearly Reports				
SEMESTER 2				
TASK 2 Fabrication Design	IND 5-4, IND 5-6, IND 5-7	Term 3 - Week 10 27 th September P3 – 11:26am	30%	Practical Project
TASK 2 Fabrication Design	IND 5-1, IND 5-2, IND 5-3, IND 5-5.	Term 3 - Week 10 27 th September P3 – 11:26am	20%	Project Portfolio
Yearly Examination	IND 4-2, IND 5-3, IND 5-4, IND 5-5, IND 5-8, IND 5-9, IND 5-10	Term 4 - Week 2 23 rd October P1 – 9am	10%	Knowledge Test
Yearly Reports				

ASSESSMENT SCHEDULE

Topic	Task	Date Due (Term/Week)	Weighting (%)	Additional Information	Outcomes
SEMESTER 1					
Apps & Interactivity	Apps & Interactivity	Term 2 Week 4 (Friday 24 th May, Period 2)	50%	Students will further develop their skills and knowledge by planning, researching and developing a mobile phone application. Students will learn about User Interfaces (UI) and User Experiences (UX) and incorporate these skills in the development of their mobile app. Students will develop their app prototype in Adobe XD. The task will require students to produce a Design Folio and will further develop their understanding of the design process by the development of this project.	IND5-2, IND5-3, IND5-5, IND5-9
Half Yearly Reports					
SEMESTER 2					
Games & Simulations	Games & Simulations	Term 4 Week 3 (Friday 1 st November, Period 3)	50%	Students plan, design and create a game or simulation for a specific, meaningful purpose. The game/simulation must have a real-world application and can be played/viewed on either a computer, phone, tablet, through Virtual Reality, Augmented Reality or a combination of numerous. The game/simulation must include a 3D model/character/object that has been created from scratch & original. The game/simulation must be delivered with a user guide explaining how to use the final product. Along with the product, students must produce a production portfolio that documents the design process.	IND5-4, IND5-8, IND5-9, IND5-10
Yearly Reports					

ASSESSMENT SCHEDULE

Topic	Outcomes Assessed	Date Due (Term/Week)	Weighting (%)	Additional Information
SEMESTER 1				
Trinket Box Completion	<u>IND5.7, IND 5-8</u>	Term 1 - Week 8 <i>18th March</i>	20%	Submission of final decorative project and complete portfolio
Occasional Table and Portfolio Progress	<u>IND 5-1, IND 5-2, IND 5-3,</u>	Term 2 - Week 4 <i>24th May</i>	30%	Portfolio Check in and progress on construction
Half Yearly Reports				
SEMESTER 2				
Occasional Table and Portfolio Completion	<u>IND 5-4, IND 5-5, IND, 5-7</u>	Term 4 - Week 2 <i>25th October</i>	30%	Practical Project & Portfolio
Yearly Exam	<u>IND 5-1, IND5-3, IND5-4, IND 5-5, IND 5-8, IND 5-9, IND 5-10</u>	Term 4 - Week 4 <i>8th November</i>	20%	Range of Stage 5 Timber Theory Content
Yearly Reports				

ASSESSMENT SCHEDULE

Topic	Task	Date Due (Term/Week)	Weighting (%)	Additional Information
SEMESTER 1				
Designing for user experience (CT) Internet and website development	Web development project	Term 2 Week 2B Friday 10 May	50%	Students develop user interface (UI) and user experience (UX) of an app/website. Students complete weekly tasks while learning HTML/CSS to create a website for a business.
Half Yearly Reports				
SEMESTER 2				
Creating games and simulations Student negotiated project	Gaming project	Term 3 Week 10B Wednesday 25 Sept	50%	Design and develop the UI and UX of a game. Create a 2D or 3D game, implemented using an OO language.
Yearly Reports				

FACULTY: TECHNOLOGICAL & APPLIED STUDIES (TAS)

SUBJECT: TEXTILES TECHNOLOGY

ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3
Nature of task	Reimagining: Textile item and portfolio	Costume: Textile item and portfolio	Marketplace: Project proposal
Timing	Term 2, week 3 Wednesday 15 May 2024	Term 3, Week 6 Wednesday 28 August 2024	Term 4, Week 2 Wednesday 23 October 2024
Outcomes assessed	TEX5-4, TEX5-5, TEX5-9, TEX5-11, TEX5-12	TEX5-2, TEX5-4, TEX5-10, TEX5-11, TEX5-10, TEX5-11, TEX5-12	TEX5-7, TEX5-8
Weight	40%	40%	20%