



YEAR 10 2025 ASSESSMENT SCHEDULES

ST IVES HIGH SCHOOL
YEAR 10 ASSESSMENT SCHEDULES
2025

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2025 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 2025. These schedules indicate the number, nature, weighting, areas of content and the timing of each task for every course in Year 10 2025.

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:

<i>Grade</i>	<i>General Performance Descriptors</i>
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.

The use of Artificial Intelligence (AI) in assessments

The unauthorised or unacknowledged use of AI in assessments is a form of cheating and **will be considered plagiarism**. Students must never copy work generated by AI tools and submit it as their own work. When unauthorised use of AI in assessments is determined, this may result in a zero (0) mark being awarded for the task. Note - many writing assistance tools (eg Grammarly) are AI-based and are to be avoided. Using these can lead to your work being flagged by our AI detection software. Please use Word/Google Docs spelling and grammar checking tool instead.

You may only use artificial intelligence and writing assistance tools in assessment tasks if you are explicitly permitted and/or instructed to do so by the Course teacher. When this occurs, you must also acknowledge this in your work, either in a footnote or an acknowledgement section.

Students should anticipate submitting all research and hand-in tasks via Turnitin, and that such tasks will be subject to Turnitin's AI detection tool. If unauthorised use of AI is suspected, it is the student's responsibility to prove the originality of their work. In doing so, they may be asked to:

- Provide drafts of your work.
- Meet with the Assessment Review Team to explain how you prepared your assignment.

Therefore, it is the student's responsibility to keep a record of the ongoing work they have completed on hand-in assessment tasks. As such, it is highly recommended that students work in a cloud-based platform (e.g. Google Docs) should they be required to produce evidence of the originality of their work.

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

Course Description:

Y10 Elective Drama students will undertake a 200 hour course involving an integrated study of the elements of drama through the practices of making, performing and appreciation within the context of a range of dramatic forms and performance styles. Students present their skills and understanding of course work in a range of performance and written tasks.

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					
From Page to Stage	Performance & Logbook	Term 2, Week 8	25%	5.1.3 5.2.2 5.3.1	In groups, students will rehearse and perform a short play. Each student will also submit a logbook that documents and reflects on the creative process.
Greek Theatre	Performance	Term 3, Week 7	20%	5.1.1 5.2.1	Individually or in pairs, students will perform a scene from a Greek Tragedy, demonstrating their knowledge and understanding of the conventions of Greek Theatre.
	Drama Essay	Term 3, Week 10	15%	5.3.1 5.3.2	Students will write evocatively and analytically about performance to answer a given essay question.
Playbuilding	Directorial Concept	Term 4, Week 3	10%	5.3.1 5.3.2	Students will write a Directorial Concept that demonstrates their knowledge and understanding of the playbuilding performance they are creating.
YEARLY REPORTS					

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/drama-7-10-syllabus>

ASSESSMENT SCHEDULE

TOPIC	TASK	DATE (TERM/WEEK)	WEIGHTING (%)	SYLLABUS OUTCOMES ASSESSED	ADDITIONAL INFORMATION
SEMESTER 1					
Music of a Culture 30%	Listening and Performance	Term 1 Week 10	15% P=10% L=5%	5.2	Performance of a piece of Croatian Music and respond to analysis questions of the piece.
	Homework Booklet Submission	Term 2 Week 5	10% L=10%	5.8	Take-home question booklet over Term One and Two to be submitted.
Half Yearly Reports					
SEMESTER 2					
Political Music 30%	Performance	Term 2 Week 9	30% P=15% C=15%	5.6 5.4	Students arrange and perform a piece of music that targets a global political issue such as climate change, homelessness etc.
Classical Music 40%	Composition	Term 3 Week 8	15% L=15%	5.5	Students compose a piece of music using Classical Music conventions.
	Yearly Exam Listening/Written	Term 4 Week 5	15% P=15%	5.10	Unprepared listening and transcription Score reading, theory exercises. Multiple choice.
	Yearly Performance	Term 4 Week 5	15% P=15	5.3	One piece, solo or ensemble, from a topic studied during the course.
Yearly Reports					

ASSESSMENT SCHEDULE
Course Description:

Students develop an independent practice through aesthetic decision making and subjectively responding to figures in the environment. This is achieved through a sequence of photographic, digital 2D and 4D experiences that involve more complex choices and processes.

TOPIC	TASK	DATE	WEIGHTING (%)	SYLLABUS OUTCOMES ASSESSED	ADDITIONAL INFORMATION
SEMESTER 1					
Photographic Portrait Portfolio	1. Portrait portfolio using photographic processes and in-camera technology.	Term 1 Week 11	20%	5.1 5.3	Students develop a visual aesthetic.
	2. Digital illustration series.	Term 2 Week 7	10%	5.6	Exploring advanced Photoshop techniques.
Research Task	Photographer's interaction with world and audience.	Term 2 Week 1	10%	5.8 5.9	Analysing links through Conceptual framework.
Half Yearly Exam	Response to photographic and digital works using frames and conceptual framework.	Term 2 Week 4	10%	5.7 5.8	Written responses.
Half Yearly Reports					
SEMESTER 2					
Exploring 4D Media & Conceptual Development	Music video.	Term 3 Week 6	15%	5.2	Developing technical and cinematographic skills
Current Issues	Body of Work on a contemporary issue - film, photographic or digital.	Term 4 Week 6	15%	5.4 5.5	Explores media and experiments with digital media to create ideas
Theory: Artists Practice	Research assignment on postmodern digital artist.	Term 3 Week 10	10%	5.7	Understanding photographer's practice
Yearly Exam	Written responses on Practice, Frames and Conceptual Framework	Term 4 Week 5	10%	5.10	Written responses.
Yearly Reports					

FACULTY: CREATIVE ARTS**SUBJECT: VISUAL ARTS****ASSESSMENT SCHEDULE****Course Description:**

Students of Visual Arts develop a personal and independent art making practice exploring the human form and its environment. They extend and revise their experience with the expressive use of a range of media. Artworks are constructed from a range of critical and historical perspectives, and the student learns to evaluate their own artworks and the artworks of others.

Topic	Task	Date Term/Week	Weighting	Syllabus Outcomes	Additional Information
SEMESTER 1					
Interpretations of Portraiture	Exploration of ideas and material practice	Term 1 Week 10/11	15%	5.6	Understanding the structure of the head and various ways of representing portraits.
	Canvas Painting	Term 3 Week 6	25%	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					
Conceptual Framework	Research chosen artist	Term 3 Week 10	10%	5.9	Research how world / culture has impacted on an artist's artmaking.
Art & Issues	Body of Work based on a contemporary issue, supported by VAPD	Term 4 Week 4	20%	5.1 5.4	Inquiry of issue, media use and techniques in order to communicate ideas visually.
Frames and Artist 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					
Task 1 Visual Diary	Completion of 3D designed object. Visual Arts Diary to support finished products.	Term 1, Week 6 Term 2, Week 4 Term 1, Week 9	15% 10%	5.1, 5.2, 5.3 5.4, 5.5, 5.6	Elements & Principles: Experiments with materials and design techniques, understands design process and applies to product. Records process and demonstrates knowledge and understanding of design practice.
Research Task	Research Task	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.
Task2 Shop Window	Completion shop window design	Term 2, Week 8	15%	5.1, 5.2, 5.3, 5.4, 5.6	Experiments with and learns to use media and ideas and demonstrates a developing practice
Half Yearly Reports					
SEMESTER 2					
Task 3 Editorial design	Article Illustration, development of ideas in Visual Diary	Term 3, Week 6	10%	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.
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	2D / 3D – design with Visual Diary evidence	Term 4, Week 2	10%	5.1, 5.2, 5.3, 5.4, 5.6	Experiments and uses media and ideas to develop 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					

FACULTY: ENGLISH**SUBJECT: ENGLISH****ASSESSMENT SCHEDULE**

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Focus
SEMESTER 1					
Poetry	Short Answer and Essay	Term 1 Week 8	25%	EN5-URB-01 EN5-URC-01	Students explore concepts of narrative, style and code and convention through a close study of the ways different poets represent experiences, values and attitudes.
Area of Study - Power	Multimodal presentation	Term 2 Week 6	25%	EN5-RVL-01	Concepts including context, literary value, imagery and symbol are explored through the study of a drama text
SEMESTER 2					
Conflict: Close Study of a Novel	Essay	Term 3 Week 5	25%	EN5-URA-01	Students explore concepts of perspective, representation and connotation through their study of prose fiction.
Crime Fiction	Creative writing portfolio	Term 4 Week 2	25%	EN5-1A	Through a study of short fiction texts plus a film, students will engage with ideas about character, genre and intertextuality.
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.

ASSESSMENT SCHEDULE

Course Description: Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. It helps students develop an understanding of commercial and legal processes and competencies for personal financial management. Through the study of Commerce, students develop financial literacy, which enables them to participate in the financial system in an informed way.

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed
Employment and Work Futures	Topic Test	Term 1, Week 10	35%	5-1, 5-2, 5-3, 5-4, 5-8, 5-9
Running a Business	Business plan and shark tank presentation	Term 2, Week 7	30%	5-1, 5-7, 5-8, 5-9
Law, Society and Political Involvement	Extended Response Writing Task	Term 3, Week 9	35%	5.1, 5.2, 5.3, 5.4, 5.8, 5.9

ASSESSMENT SCHEDULE**Course Description:**

In Year 10 Geography, students continue their investigation into the challenges of securing a sustainable future and enhancing human wellbeing. The course covers the main topics of Human Wellbeing and Changing Places. In addition to this, geographical skills are incorporated throughout the course, including topographic maps, synoptic charts, climate graphs and population pyramids, and the interpretation of tables and other graphical data.

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Additional Information
Human Wellbeing and Changing Places	Future favela or potential paradise? (PBL task) + Future favela or potential paradise? (Individual Essay based on PBL task)	Term 1/3 Week W10	60	GE5-2, GE5-3, GE5-5, GE5-8	Part A: In this task, students use the PEDAL scaffold to individually respond to their essay question. Part B: 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.
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					

ASSESSMENT SCHEDULE

Course Description:

In Year 10 Geography, students continue their investigation into the challenges of securing a sustainable future and enhancing human wellbeing. The course covers the main topics of Human Wellbeing and Changing Places. In addition to this, geographical skills are incorporated throughout the course, including topographic maps, synoptic charts, climate graphs and population pyramids, and the interpretation of tables and other graphical data.

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Additional Information
Human Wellbeing and Changing Places	Future favela or potential paradise? (PBL task) + Future favela or potential paradise? (Individual Essay based on PBL task)	Term 1/3 Week W10	60	GE5-2 GE5-3 GE5-5 GE5-8	Part A: In this task, students use the PEDAL scaffold to individually respond to their essay question. Part B: 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.
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					

ASSESSMENT SCHEDULE

Course Description: This course will provide opportunities for students to develop a broader understanding of the discipline of Geography, including physical, social, cultural, economic and political influences on people, places and environments, from local to global scales. In particular, students will be able to explore the environments of Australia's neighbours and specific geographical issues within the Asia-Pacific region; relationships between population, human health and the environment; the role and importance of primary production in addition to specific geographical issues concerning primary production.

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Additional Information
Australia's Neighbours	Presentation	Term 2, Week 2	30	GEE5-4 GEE5-5 GEE5-7 GEE5-8 GEE5-9	In this task, students will deliver a presentation on an issue associated with their country.
Half Yearly Reports					
Geographies of Health	Essay	Term 3, Week 2	40	GEE5-1 GEE5-2 GEE5-7 GEE5-8 GEE5-9	In this task, students will write an essay on the determinants of health.
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					

ASSESSMENT SCHEDULE

Course Description:

Students are provided with an understanding of some key events of the twentieth century, including the Holocaust and civil rights movements in the USA and Australia. Skills required for the effective study of history will be developed, especially with a focus on source analysis.

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	Part A: In class essay and Part B: Source analysis exam (30 mins)	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

Course Description:

Students are provided with an understanding of some key events of the twentieth century, including the Holocaust and civil rights movements in the USA and Australia. Skills required for the effective study of history will be developed, especially with a focus on source analysis.

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	Part A: In class essay and Part B: Source analysis exam (30 mins)	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

Course Description: This course will provide students with a knowledge and understanding of the nature of history and the methods of historical inquiry. Students will investigate past societies and historical periods. They will develop skills in the use and evaluation of historical sources, sequencing events to show understanding of continuity, change and causation, appreciating varying historical perspectives and interpretations and empathetic understanding. History Elective will have a strong focus on developing skills in research and source analysis.

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					

ASSESSMENT SCHEDULE
Course Description:

The Stage 5 elective language 200-hour courses provide students with the opportunity to experience their chosen language in great detail and look forward to Stage 6 with confidence. Assessments measure student skills in listening, speaking, reading and writing within which students learn about the cultural implications of language use. Students gain an appreciation of culture, language and develop their ability to communicate with growing confidence and maturity

Topic	Task	Date	Weighting	Syllabus outcomes	Additional Information
SEMESTER 1					
Term 1 Poster and Interview about poster content and general life.	Part A: Students create a poster detailing past experiences and future desires relevant to recent class topics. Part B: Students have a 5min interview with teacher about their poster and questions stemming from the experiences shown.	Term 2 Week 1 starting first lesson in class and continuing until all students have been interviewed.	25%	ML5-CRT-01 ML5-INT-01	Focused on other tenses including past/future and content from recent units of work.
Term 2 Shopping, Dining, Clothing	In-class Test: Reading and Responding in English & target language	Week 4	25%	ML5-UND-01	Reading: Focus on sentence patterns & vocabulary from recent units of study
Semester 2					
Term 3 Interacting in country- Any unit of work covered in Year 9/10 thus far.	Conversation Page Formative task: Students will be provided with a list of questions to which they should be able to respond in the target language.	Speaking: Weeks 5-8 in class	25%	ML5-INT-01	Conversation items will be tested in a formative manner in class over a number of weeks in the second half of the term. Students choose within these weeks which questions to respond to and when.
Term 4 Formal Examination	Formal Examination in Listening, Reading and Writing	Term 4 Week 4	25%	ML5-UND-01 ML5-CRT-01	In-class examination
Note: Subject to change depending on the needs of the class. Any changes will be published on Google Classroom.					

FACULTY: MATHEMATICS**SUBJECT: MATHEMATICS CORE****ASSESSMENT SCHEDULE**

Topic	Task	Date (Term/Week)	Weighting	Outcomes Assessed	Additional Information
SEMESTER 1					
Trigonometry A and B Data B	Assessment 50-minute test	Term 1 Assessment Weeks 7 to 10	20%	MA5-TRG-C-01, MA5-TRG-C-02, MA5-DAT-C-02, MAO-WM-01	Working Mathematically outcomes are embedded in all tasks.
Variation A and B Linear Relationships A and B Algebra Technique A and B	Assessment 50-minute test	Term 2 Assessment Weeks 6 to 8	25%	MA5-RAT-P-01, MA5-RAT-P-02, MA5-LIN-C-01, MA5-LIN-C-02, MA5-ALG-C-01, MA5-ALG-P-01, MAO-WM-01	Specific information about the content of the assessments is given to students to each approximately two weeks prior test, except for topic tests.
SEMESTER 2					
Equations A Non-Linear A and B Numbers of Any Magnitude	Assessment 50-minute test	Term 3 Assessment Weeks 7 to 9	25%	MA5-EQU-C-01, MA5-NLI-C-01, MA5-NLI-C-02, MA5-MAG-C-01, MAO-WM-01	Specific information about the content of the assessments is given to students approximately two weeks prior to each test.
Measure (Area, Surface Area) B Measure (Volume) B Introduction to Networks Data A and B	Assessment 50-minute test	Term 4 Assessment Week 3 or 4	30%	MA5-ARE-P-01, MA5-VOL-P-01, MA5-NET-P-01, MA5-DAT-C-01, MA5-DAT-C-02, MAO-WM-01	

Note: Any assessment involving B concepts can also involve A concepts. Similarly, any assessment involving C concepts can also involve A and B concepts.

FACULTY: MATHEMATICS**SUBJECT: MATHEMATICS PATH****ASSESSMENT SCHEDULE**

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus Outcomes Assessed	Additional Information
SEMESTER 1					
Trigonometry A, B and C Algebra A and B	Assessment (50-minute test)	Term 1 Assessment Weeks 7 to 10	20%	MA5-TRG-C-01, MA5-TRG-C-02, MA5-TRG-P-01, MA5-ALG-C-01, MA5-ALG-P-01, MAO-WM-01	Working Mathematically outcomes are embedded in all tasks.
Data B and C Probability B Variation & Rates of Change B Linear Relationships C	Assessment (50-minute test)	Term 2 Assessment Weeks 7 to 10	25%	MA5-DAT-C-02, MA5-DAT-P-01, MA5-PRO-P-01, MA5-RAT-P-02, MA5-LIN-P-01, MAO-WM-01	Specific information about the content of the assessments is given to students to each approximately two weeks prior test, except for topic tests
SEMESTER 2					
Algebra Technique C Equations C Non-Linear Relationships A, B, C	Assessment (50-minute test)	Term 3 Assessment Weeks 7 to 10	25%	MA5-ALG-P-02, MA5-EQU-P-02, MA5-NLI-C-01, MA5-NLI-C-02, MA5-NLI-P-01, MAO-WM-01	Specific information about the content of the assessments is given to students approximately two weeks prior to each test.
Indices A, B, C Logarithms Functions and Graphs Algebra A, B, C	Assessment (50-minute test)	Term 4 Assessment Week 3 or 4	30%	MA5-IND-C-01, MA5-IND-P-01, MA5-IND-P-02, MA5-LOG-P-01, MA5-FNC-P-01, MA5-ALG-C-01, MA5-ALG-P-01, MA5-ALG-P-02, MAO-WM-01	

Note: Any assessment involving B concepts can also involve A concepts. Similarly, any assessment involving C concepts can also involve A and B concepts.

FACULTY: MATHEMATICS**SUBJECT: MATHEMATICS PATH EXTENSION****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					
		Term 1	0%		Working Mathematically outcomes are embedded in all tasks. Specific information about the content of the assessments is given to students to each approximately two weeks prior test, except for topic tests.
Trigonometry A, B C and D Data B and C Variation and Rates of Change A, B Linear Relationships C	Assessment (50-minute test)	Term 2 Assessment Weeks 1 to 3	50%	MA5-TRG-C-01, MA5-TRG-C-02, MA5-TRG-P-01, MA5-TRG-P-02, MA5-DAT-C-02, MA5-DAT-P-01, MA5-RAT-P-01, MA5-RAT-P-02, MA5-LIN-P-01, MAO-WM-01	
SEMESTER 2					
Algebra technique A, B, C Equations A, B, C Non-Linear Relationships A, B, C	Assessment (50-minute test)	Term 3 Assessment Week 7 to 9	20%	MA5-ALG-C-01, MA5-ALG-P-01, MA5-ALG-P-02, MA5-EQU-C-01, MA5-EQU-P-01, MA5-EQU-P-02, MA5-NLI-C-01, MA5-NLI-C-02, MA5-NLI-P-01, MAO-WM-01	Specific information about the content of the assessments is given to students approximately two weeks prior to each task.
		Term 4	0%		

ASSESSMENT SCHEDULE

Term	Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus Outcomes Assessed	Assessment Information
1	Health: It Couldn't Happen to Me Practical: Fitness Testing, Athletics & Cross Country	Health Assessment: Athletics & Cross Country	Term 1, Weeks 6-11	25%	PD5-1 PD5-4 PD5-7 PD5-9	Practical assessment task incorporating skills and technique development. This is an ongoing assessment task during class time.
2	Health: Risky Business Practical: Team Games	Practical Assessment: Half Yearly Examination	Term 2, Weeks 7-10	20%	PD5-1 PD5-2 PD5-3 PD5-7	A formal yearly examination covering health units from terms 1-2. Multiple choice, short answer responses.
SEMESTER 2						
3	Health: Men's and Women's Health Practical: Social Dance	Practical Assessment: Social Dance Assessment Task	Term 3, Week 6-10	25%	PD5-4 PD5-5 PD5-10 PD5-11	Practical group task where students create a group dance using the skills they have developed throughout 7-10. Students are assessed on their ability to develop skill, technique and participation.
4	Health: Future Success Practical: Summer Sports	Health Assessment: Health Promotion PBL	Term 4, Weeks 1-2	30%	PD5-2 PD5-6 PD5-7 PD5-8	A project-based learning task that allows students to develop their own health promotion initiative that impacts young people's health behaviours.

ASSESSMENT SCHEDULE

Term	Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus Outcomes Assessed	Assessment Information
1	Health: Event Management Practical: Team Games	Assessment Task 1: Event Management Assessment Task	Term 1, Weeks 6-10	30%	PASS5-1 PASS5-2 PASS5-8 PASS5-9	A theoretical assessment task that develops students' organisational skills through the development of an event of their choice.
2	Health: Physical Fitness Practical: Fitness Lab Training	Assessment Task 2: Coaching Assessment Task	Term 2, Weeks 1-5	30%	PASS5-1 PASS5-2 PASS5-6 PASS5-7	A theoretical and practical assessment task that develops students' abilities to coach new skills to a beginner level athlete.
3	Health: Coaching Practical: Coaching					
4	Health: Lifestyle, Leisure and Recreation Practical: Recreational Sports	Assessment Task 3: Yearly Examination	Term 4, Week 3	40%	PASS5-1 PASS5-8 PASS5-9 PASS5-10	A formal yearly examination covering health units from terms 1-3. Multiple choice, short answer responses.

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 8	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 3	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 30th June	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 2	30	All content covered	2 x 1 period tests Part A – Multiple Choice Part B – Short Answer/Extended Response
YEARLY REPORTS - (100%)					

ASSESSMENT SCHEDULE

Course Description: Computing Technology 7–10 focuses on computational, design and systems thinking. It also develops data analysis and programming (coding) skills. Students have opportunities to develop skills in analysing data, designing for user experience, connecting people and systems, developing websites and apps, building mechatronic systems, and creating simulations or games. Students use hardware and software to manage and secure data. They also investigate the social, ethical and legal responsibilities of using data as creators of digital solutions while considering privacy and cybersecurity principles.

Topic	Task	Date Due (Term/Week)	Weighting (%)	Additional Information
SEMESTER 1				
Designing for user experience Developing apps and web software	Web development project + UI design	Term 1 Week 10	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	Gaming project	Term 3 Week 10	50%	Develop the UI and UX of a game, using event driven programming or an event loop to respond to user input. Create a 2D or 3D simulation, implemented using an OO language.
Yearly Reports				

FACULTY: TAS

SUBJECT: FOOD TECHNOLOGY

ASSESSMENT SCHEDULE

Course Description: Students actively engage in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food.

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	FT5-12	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

Course Description: Students work through a series of introductory projects to develop their drawing skills. These skills are translated into a variety of projects as the course progresses. Students develop knowledge, understanding, skills and values related to a range of graphical technologies through the interaction with processes in the planning, development and construction of quality graphics projects.

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 focused 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

2025

Assessment Tasks for SIT10222 Certificate I in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1	Task 2	Task 3	EXAM (School Based Exam Optional)
		Week 10 Term 1	Week 9 Term 3	Week 1 Term 4	Week Term Date
Unit Code	Unit Name				
SITXWHS005	Participate in safe work practices	X			
SITXFSA005	Use hygienic practices for food safety	X			
BSBTWK201	Work effectively with others		X		
BSBPEF202	Plan and apply time management		X		
SITXCCS009	Provide customer information and assistance			X	
SITHFAB025	Prepare and serve espresso coffee			X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT10222 Certificate I in Hospitality. This course will be credentialled as a 100-hour elective study on the Record of School Achievement (RoSA)

The exam will be confirmed by your teacher.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

ASSESSMENT SCHEDULE

Course Description: Students in Industrial Technology Years 7–10 develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

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

Course Description: The Metal 1 core module develops students' knowledge and skills in the use of tools, materials and techniques related to Metal Machining and Metal Fabrication. Practical projects reflect the nature of the Metal focus area and provide opportunities for students to develop specific knowledge, understanding whilst the accompanying portfolio develops skills in design, communication and project management.

Topic	Outcomes Assessed	Date Due (Term/Week)	Weighting (%)	Additional Information
SEMESTER 1				
TASK 1 Hobby Vice	IND 5-3, IND 5-6, IND 5-7,	Term 2 Week 5	30%	Practical Project
	IND 5-1, IND 5-4, IND 5-5		10%	Project Portfolio
Half Yearly Reports				
SEMESTER 2				
TASK 2 Fabrication & Design	IND 5-4, IND 5-6	Term 3 Week 10	30%	Practical Project
	IND 5-1, IND 5-2, IND 5-3, IND 5-5		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	10%	Knowledge Test
Yearly Reports				

ASSESSMENT SCHEDULE

Course Description: The Stage 5 Multimedia focus area provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia, photographic and associated industries. The Multimedia 1 core module includes common content and topic content that develops knowledge and skills in the use of tools, materials and techniques related to Web Design and Video Production in Year 9. These are enhanced and further developed through the study of the Multimedia 2 specialist module in Apps and Interactivity, and Games and Simulations in Year 10.

Topic	Task	Date Due (Term/Week)	Weighting (%)	Additional Information	Outcomes
SEMESTER 1					
Apps & Interactivity	Apps & Interactivity	Term 2 Week 4	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	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**Course Description: Occasional Table**

Students complete the trinket box project begun in Year 9. The Occasional Table project introduces students to frame construction and associated skills and techniques. It also introduces students to the wood lathe and associated skills and techniques.

Topic	Outcomes Assessed	Date Due (Term/Week)	Weighting (%)	Additional Information
SEMESTER 1				
Trinket Box Completion	IND5-7, IND 5-8	Term 1 Week 6	20%	Submission of final decorative project and complete portfolio
Occasional Table and Portfolio Progress	IND 5-1, IND 5-2, IND 5-3	Term 2 Week 4	30%	Portfolio Check in and progress on construction
Half Yearly Reports				
SEMESTER 2				
Occasional Table and Portfolio Completion	IND 5-4, IND 5-5, IND, 5-7	Term 4 Week 2	30%	Practical Project & Final Portfolio
Yearly Exam	IND 5-1, IND5-3, IND5-4, IND 5-5, IND 5-8, IND 5-9, IND 5-10	Term 4 Week 4	20%	Range of Stage 5 Timber Theory Content
Yearly Reports				

ASSESSMENT SCHEDULE**Course description**

A study of Textiles Technology provides students with broad knowledge of the properties, performance, and uses of textiles in which fabrics, yarns and fibres are explored, and how these are used in conjunction with colouration and decoration techniques. Project Work that includes investigation and experimentation enables students to discriminate in their choices of textiles for particular uses. Students document and communicate their design ideas and experiences applying contemporary technologies in their project work. Completion of projects is integral to developing skills and confidence in the manipulation and use of a range of textile materials, equipment, and techniques.

	Task 1	Task 2	Task 3
Nature of task	Theatrical Threads: Textile item and portfolio	Reimagining: Textile item and portfolio	Marketplace: Project proposal
Timing	Term 2, week 4 Tuesday 20 May 2025	Term 3, Week 8 Tuesday 9 September 2025	Term 4, Week 2 Tuesday 21 October 2025
Outcomes assessed	TEX5-2, TEX5-4, TEX5-9, TEX5-10, TEX5-11, TEX5-12	TEX5-4, TEX5-5, TEX5-9, TEX5-11, TEX5-12	TEX5-7, TEX5-8
Weight	40%	40%	20%