ST IVES HIGH SCHOOL

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YEAR 9 2025
ASSESSMENT SCHEDULES

YEAR 9 ASSESSMENT SCHEDULES 2025

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2025 STAGE 5 (YEARS 9 & 10) RoSA CERTIFICATE

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 9 courses in 2025. These schedules indicate the number, nature, weighting, areas of content and the timing of each task for every course in Year 9 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 by 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 a Deputy Principal who will determine its validity in consultation with the Assessment Review Team.

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.

RoSA REQUIREMENTS

Over Years 7 to 10 students need to have diligently studied the following courses:
English – studied substantially in each of Years 7–10 with a minimum of 400 hours to be completed.
Mathematics – studied substantially in each of Years 7–10 with a minimum of 400 hours to be completed.
Science – studied substantially in each of Years 7–10 with a minimum of 400 hours to be completed.
Human Society and Its Environment (HSIE) – studied substantially in each of Years 7–10 with 400 hours to be completed by the end of Year 10, including the study of 100 hours each of History and Geography in Years 7–8 and 100 hours each of History and Geography in Years 9–10.
Creative Arts – minimum of 200 hours, comprising 100-hour courses in each of Visual Arts and Music.
Technological and Applied Studies (TAS): minimum of 200 hours, consisting of the Design and Technology course.
Personal Development, Health and Physical Education (PDHPE) – studied in each of Years 7–10 with a minimum of 300 hours to be completed by the end of Year 10.
Languages – minimum 100 hours, to be completed in one language over one continuous 12-month period between Years 7 and 10 but preferably in Years 7–8.

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.

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 who have not worked with sustained effort or sufficient diligence in a course may be issued with an N-Warning letter. 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.

Advice for Assessment Tasks
Students are responsible for ensuring they attend all of their scheduled exams and for the following:

- carefully checking their assessment dates and the venue via the student portal
- organising themselves to arrive on time for the start of each assessment task
- having 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 rooms and switched off and in their bags
- 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). 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. 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. 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, 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 submitted electronically on the due date. 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 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 to 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

FACULTY: CREATIVE ARTS **SUBJECT:** DRAMA

ASSESSMENT SCHEDULE

TOPIC	TASK	DUE DATE	WEIGHTING	OUTCOMES	ADDITIONAL INFORMATION
The Elements of Drama	Duologue & Rationale	Term 1, Week 9	30%	5.1.1 5.2.1 5.3.1	Students will create and present a duologue that effectively uses the Elements of Drama. They will also write a rationale that outlines their theatrical choices.
HALF YEARLY REPORTS					
From Page to Stage	Theatrical Poster	Term 2, Week 5	10%	5.1.3 5.3.1	Students will plan, research and create a theatrical poster for a play studied in class.
	Scripted Performance	Term 2, Week 8	20%	5.1.3 5.2.2	Students will plan, rehearse and perform a scene from a play studied in class.
Non-realistic Theatre	Performance & Logbook	Term 3, Week 10	30%	5.1.2 5.1.4 5.2.3	Students will collaborate, devise, rehearse and perform a piece of non-realistic theatre. They will log their progress, showing directorial choices and write a reflection.
Production Elements	Theatrical Review	Term 4, Week 3	10%	5.3.2 5.3.3	Students will write a theatrical review of a production they have seen.
YEARLY REPORTS					

FACULTY: CREATIVE ARTS **SUBJECT:** MUSIC 200 HOURS

ASSESSMENT SCHEDULE

TOPIC	TASK	DATE (TERM/WEEK)	WEIGHTING (%)	SYLLABUS OUTCOMES ASSESSED	ADDITIONAL INFORMATION
SEMESTER 1					
Music for Small Ensembles	Performance	Term 1, Week 10	15%	5.3	Performance of a piece from any genre as a member of a classroom small ensemble.
	Listening Analysis	Term 2, Week 2	15%	5.7 5.8	Unprepared listening and transcription exercises based on the concepts of music.
Topic 2: To Be Confirmed	Composition	Term 2, Week 5	10%	5.4	
Half Yearly Reports					
SEMESTER 2					
Topic 2: Continued	Composition	Term 4, Week 2	20%	5.4 5.6	Composition reflecting key stylistic features of music from Topic 2 or 3.
Topic 3: To Be Continued	**Yearly Exams:** Performance Listening / Written	Term 4, Weeks 4/5	 20% 20%	 5.1 4.9	One piece, solo or ensemble, selected from Topics 1, 2 or 3 Unprepared listening and transcription Score reading, short answers, theory exercises and multiple choice
Yearly Reports					

FACULTY: CREATIVE ARTS **SUBJECT:** PHOTOGRAPHIC AND DIGITAL MEDIA

ASSESSMENT SCHEDULE

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed
Semester 1				
Photography Portfolio Shapes and Shadows	Photography based on composition including light contrasts, unusual viewpoints and cropping. Sequential tasks using natural and studio lighting and progressively challenging Photoshop processes	Term 1 Week 10	15%	5.1, 5.4
Structural and Subjective Frame Analysis	Critical responses to unseen photographic work foregrounding the structural and subjective frame	Term 1 Week 8	5%	5.2, 5.6
Shapes and Shadows Video	Video of photographic images and footage exploring the subjective with a focus on cinematography.	Term 2 Week 8	20%	
Half Yearly Examination	Exploring the Frames: foregrounding Subjective and Structural responses	Term 2 Week 6	10%	5.9
Half Yearly Reports				
Semester 2				
Animation Task	Stop-motion animation based on set task.	Term 3 Week 6	20%	5.3, 5.4
Documentary	Documentary film and photographs based on personal project	Term 4 Week 4	15%	5.5, 5.6
Yearly Examination	Written responses reflecting upon conceptual framework and artists practice	Term 4 Week 5	15%	5.8
Yearly Reports				

FACULTY: CREATIVE ARTS **SUBJECT**: VISUAL ARTS

ASSESSMENT SCHEDULE

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Additional Information
SEMESTER 1					
Exploring material and conceptual practice	Development of ideas in VAPD Development and exploration of media and drawing techniques	Term 1, Week 11	20%	5.1, 5.4, 5.5, 5.6	Explores media and techniques in drawing and mixed media.
Analysis of artworks	Written works that include application of knowledge and research	Term 1, Week 10	10%	5.9	Demonstrates understanding of content.
Half Yearly Exams	Unseen analysis	Term 2, Week 3	10%	5.9, 5.10	Applying knowledge and understanding to unseen artworks.
Exploring material and conceptual practice	Exploring historical painting techniques	Term 2, Week 4	20%	5.1, 5.3, 5.4, 5.5, 5.6	Using techniques to explore surface qualities.
Half Yearly Reports					
SEMESTER 2					
Artists Practice	Written assessment based on research	Term 3, Week 8	10%	5.7, 5.9, 5.10	Investigates Artists Practice.
Conceptual forms informed by imagination	Series of 2D and 3D art works and Visual Diary	Term 4, Week 4	20%	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Creates a resolved body of work.
Yearly Exams	Frames and Artist Practice	Term 4, Week 4	10%	5.7, 5.8, 5.9, 5.10	Demonstrates understanding of frames and knowledge of artist's practice.
Yearly Reports					

FACULTY: CREATIVE ARTS **SUBJECT**: VISUAL DESIGN

ASSESSMENT SCHEDULE

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes	Additional Information
SEMESTER 1					
2D & 3D Design	Design and produce 2D and 3D objects and forms. Visual Design Process Diary Documentation	Term 2, Week 2	20%	5.3, 5.5	Investigate the application of visual images to communicate an idea. Emphasis upon creative and imaginative thinking.
Research Task	Investigation of historical and contemporary design	Term 2, Week 4	10%	5.6	Investigates design practice through the frames, foregrounding Cultural Frame.
Half Yearly Exam	Frames and Design Practice	Term 2, Week 6	20%	5.9	Demonstrates knowledge and understanding of design and design process.
Half Yearly Reports					
SEMESTER 2					
3D Design	Design and produce 3D in response to a design brief	Term 3, Week 3	20%	5.2	Design work developed from informed investigation and exploration of a variety of influences.
	Visual Design Process Diary Documentation	Term 3, Week 10	10%	5.6	Utilises the VAPD as a tool for problem solving and experimentation.
Research Assignment	Inspiration Board, History of Design	Term 3, Week 8	10%	5.9	Emphasis upon historical and cultural references.
Yearly Exam	Design Practice, Conceptual Framework	Term 4, Week 4	10%	5.10	Investigates design practice through the subjective, cultural and structural frame.
Yearly Reports					

FACULTY: ENGLISH **SUBJECT:** ENGLISH

ASSESSMENT SCHEDULE

Topic	Task	Date	Weighting	Outcomes	Focus
Australian Gothic Fiction	Creative writing + reflection	Term 1, week 9	30%	EN5 – ECA-01 EN5-ECB-01	Through a study of the gothic genre with an emphasis on Australian texts, students will explore concepts such as genre, imagery & symbol, and code & convention.
Cultural perspectives	Essay	Term 3, week 5	35%	EN5-URB-01 EN5-ECA-01	Students will study a novel plus a range of shorter texts that reflect the diversity of cultural perspectives in Australia. This will engage them in exploring concepts such as perspective & context, representation, and literary value.
Appropriate That! Shakespearean Drama	Podcast	Term 4, week 4	35%	EN5-RVL-01 EN5-URA-01 EN5-URC-01	Students will study a Shakespearean drama and a modern appropriation, exploring how his characters, themes and values are represented for modern audiences. Focus concepts include literary value, style, and imagery & symbol.

Students in the extension classes will engage in a reading program of at least 3 texts from a recommended list.

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

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	Additional Information
SEMESTER 1					
Consumer and Financial Decisions	Class Test	Term 1, Week 8	25%	5.1, 5.2, 5.3, 5.4, 5.5	Multiple choice and short answer questions
Promoting and Selling	Project Based Learning	Term 2, Week 4	35%	5.1, 5.4, 5.6, 5.7, 5.8, 5.9	PBL group task
Half Yearly Reports					
SEMESTER 2					
Economic & Business Environment	Topic Test	Term 4, Week 3	40%	5.1, 5.2, 5.3, 5.4, 5.8, 5.9	Multiple choice and short answer responses assessing content from 'Consumer and Financial Decisions', 'Promoting and Selling' and 'The Economic and Business Environment'
Yearly Reports					

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

ASSESSMENT SCHEDULE

Course Description:
In Geography, students investigate the challenges of sustaining biomes, with a focus on the challenges of food security. Students then investigate current environmental management issues. 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, Sustainable Biomes and Environmental Change and Management	"How can we make our world a better place?" (PBL task/passion project)	Term 1/3 Week 10	40	GE5-3 GE5-5 GE5-8	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.
Sustainable Biomes + Geographic Skills	Individual Essay + Geographic Skills examination	Term 2/4 Week 3	60	GE5-1 GE5-2 GE5-3 GE5-5 GE5-8	Part A: In this task, students use the PEDAL scaffold to individually respond to the question on food security. Part B: The exam will assess key skills, including reading maps of the world and Australia, synoptic charts, latitude and longitude, topographic mapping and climate graphs.
Reports					

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

ASSESSMENT SCHEDULE

Course Description:
In Geography, students investigate the challenges of sustaining biomes, with a focus on the challenges of food security. Students then investigate current environmental management issues. 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, Sustainable Biomes and Environmental Change and Management	"How can we make our world a better place?" (PBL task/passion project)	Term 1/3 Week 10	40	GE5-3 GE5-5 GE5-8	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.
Sustainable Biomes + Geographic Skills	Individual Essay + Geographic Skills examination	Term 2/4 Week 3	60	GE5-1 GE5-2 GE5-3 GE5-5 GE5-8	Part A: In this task, students use the PEDAL scaffold to individually respond to the question on food security. Part B: The exam will assess key skills, including reading maps of the world and Australia, synoptic charts, latitude and longitude, topographic mapping and climate graphs.
Reports					

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

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 world's oceans, how politics and geography are interrelated, and the role of global citizenship, including governing bodies and their responsibilities.

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Additional Information
Oceanography	Research and presentation	Term 1, Week 10	30	GEE5-2 GEE5-4 GEE5-5 GEE5-7	Students will be researching an issue related to oceanography and delivering a presentation to the class.
Political Geography	Project	Term 2, Week 9	30	GEE5-5 GEE5-7 GEE5-9	Students complete a research task and present on political geography.
Half Yearly Reports					
Oceanography + Political Geography + Global Citizenship	Examination	Term 4, Week 3	40	GEE5-5 GEE5-6 GEE5-7 GEE5-8	Students will be completing a yearly examination covering the topics explored in class.
Yearly Reports					

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

ASSESSMENT SCHEDULE

Course Description:
The Year 9 course covers the Industrial Revolution and Australia's involvement in World War I and World War II. Students will continue to develop their skills in research, source analysis and writing.

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Additional Information
Semester Assessment Schedule					
Industrial Revolution	Part A: Extended Response Part B: Source Analysis exam	Term 1 or 3 Week 6	50%	5-4, 5-5	Two source-based questions. One PESAL-based essay - Students will be given a question to research and expected to write the essay in the examination. Students will be allowed to bring in 20 words.
Australia during the wars	PBL	Term 2 or 4 Week 3	50%	5-1, 5-4, 5-6, 5-8, 5-10	This task is designed to develop critical thinking, creativity and innovation skills. Students collaborate to create a product and present it to an authentic audience.

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

ASSESSMENT SCHEDULE

Course Description:
The Year 9 course covers the Industrial Revolution and Australia's involvement in World War I and World War II. Students will continue to develop their skills in research, source analysis and writing.

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Additional Information
Semester Assessment Schedule					
Industrial Revolution	Part A: Extended Response Part B: Source Analysis exam	Term 1 or 3 Week 6	50%	5-4, 5-5	Two source based questions. One PESAL-based essay - Students will be given a question to research and expected to write the essay in the examination. Students will be allowed to bring in 20 words.
Australia during the wars	PBL	Term 2 or 4 Week 3	50%	5-1, 5-4, 5-6, 5-8, 5-10	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.

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

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
Term #1 My Friend / Fictional Character Speech & presentation & Interview	Speech on a friend or fictional Character with an electronic Powerpoint (or equivalent) presentation; Teacher will interview student on the content of the speech	Week 9 starting first lesson in class and continuing until all student finished interviews/ speeches	25%	ML5-INT-01; ML5-CRT-01	Speech & interview in class with digital images as support; audience fills in proforma on content of other students' speeches to assess listening skills. Speech script must be submitted for feedback prior to the due date.
Term #2 Reading and / or Listening and Responding in-class test	Reading Comprehension Test: Read and respond in English and extended creative response Japanese/Chinese	Term 2 Week 5	25%	ML5-UND-01	Reading: Focus on script Focus on sentence patterns & Vocabulary from recent units of study
Term #3 Interacting in Japan - past events and planning future activities	Conversation Page Formative task: Students will be provided with a list of basic questions to which they should be able to respond in the target language.	Speaking: Weeks 7-9 in class Test: Term 3 Week 9	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.
Term #4 Formal Examination & Speaking Test	Part A: Formal Examination	Weeks 5/6	25%	ML5-UND-01; ML5-CRT-01;	Conversation test with teacher; In-class examination (Listening/Reading and Writing) on paper
Note: Subject to change depending on the needs of the class. Any changes will be published on Google Classroom.					

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

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
Term #1 My Friend / Fictional Character Speech & presentation & Interview	Speech on a friend or fictional Character with an electronic Powerpoint (or equivalent) presentation; Teacher will interview student on the content of the speech	Week 9 starting first lesson in class and continuing until all student finished interviews/ speeches	25%	**ML5-INT-01; ML5-CRT-01**	Speech & interview in class with digital images as support; audience fills in proforma on content of other students' speeches to assess listening skills. Speech script must be submitted for feedback prior to the due date.
Term #2 Reading and / or Listening and Responding in-class test	Reading Comprehension Test: Read and respond in English and extended creative response Spanish	Term 2 Week 5	25%	**ML5-UND-01**	Reading: Focus on sentence patterns & Vocabulary from recent units of study
Term #3 Creating texts in Spanish using all relevant resources (like you would in the real world)	In class, series of extended, open-book writing tasks. Each week students will complete an extended writing text on a relevant topic. Texts will be scaffolded and students will have access to open-book resources/dictionaries/teacher questions to grow in length and complexity expected and see what they can produce in the target language within a set time-frame, using the variety of resources available.	Speaking: Weeks 7-9 in class Test: Term 3 Week 9	25%	**ML5-CRT-01**	Vocabulary and written structures from this year's units of work will be tested in a formative manner in class over a number of weeks in the second half of the term.
Term #4 Formal Examination & Speaking Test	Part A: Formal Examination Part B: Speaking Test	Weeks 5/6	25%	**ML5-UND-01; ML5-CRT-01; ML5-INT-01**	Conversation test with teacher; In-class examination on paper
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

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

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus Outcomes Assessed	Additional Information
SEMESTER 1					
Data Analysis A **Algebra Technique A**	**Assessment Task 1** (50 minutes)	**Term 1** Week 7, 8 or 9	25%	MA5-DAT-C-01, MA5-ALG-C-01, MAO-WM-01	Working Mathematically outcomes are embedded in all tasks. Specific information about the content of the assessments is given to students approximately two weeks prior to each test, except for topic tests.
Equations A **Measurement A (Area & S Area)** **Finance A** **Algebra A**	**Assessment Task 2** (50 minutes)	**Term 2** Week 6, 7 or 8	25%	MA5-EQU-C-01, MA5-ARE-C-01, MA5-FIN-C-01, MA5-ALG-C-01, MAO-WM-01	
SEMESTER 2					
Indices A **Trigonometry A and B** **Linear Relationships A**	**Assessment Task 3** (50 minutes)	**Term 3** Week 6, 7 or 8	25%	**MA5-IND-C-01, MA5-TRG-C-01, MA5-TRG-C-02, MA5-LIN-C-01, MAO-WM-01**	Specific information about the content of the assessments is given to students approximately two weeks prior to each test.
Linear Relationships B **Measurement Volume A** **Finance B**	**Assessment Task 4** (50 minute)	**Term 4** Week 6, 7 or 8	25%	**MA5-LIN-C-02, MA5-VOL-C-01, MA5-FIN-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

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

Topic	Task	Date (Term/Week)	Weighting	Syllabus Outcomes Assessed	Additional Information
SEMESTER 1					
Data Analysis A **Algebra A and B**	**Assessment Task 1** (50 minutes)	**Term 1** Week 7, 8 or 9	25%	MA5-DAT-C-01, MA5-ALG-C-01, MA5-ALG-P-01, MAO-WM-01	Working Mathematically outcomes are embedded in all tasks. Specific information about the content of the assessments is given to students approximately two weeks prior to each test, except for topic tests.
Indices A **Equations A and B** **Measurement A (Area & S Area)** **Finance A**	**Assessment Task 2** (50 minutes)	**Term 2** Week 6, 7 or 8	25%	MA5-IND-C-01, MA5-EQU-C-01, MA5-EQU-P-01, MA5-ARE-C-01, MA5-FIN-C-01, MAO-WM-01	
SEMESTER 2					
Variation & Rates of Change **Trigonometry A** **Linear Relationships A & B**	**Assessment Task 3** (50 minutes)	**Term 3** Week 6, 7 or 8	25%	MA5-RAT-P-01, MA5-TRG-C-01, MA5-TRG-C-02, MA5-LIN-C-01, MA5-LIN-C-02, MAO-WM-01	Specific information about the content of the assessments is given to students approximately two weeks prior to each test.
Probability A **Properties of Geo Figures A** **Indices A, B & C** **Financial Mathematics B**	**Assessment Task 4** (50 minute)	**Term 4** Week 6, 7 or 8	25%	MA5-PRO-C-01, MA5-GEO-C-01, MA5-IND-C-01, MA5-IND-P-01, MA5-IND-P-02, MA5-FIN-C-02, MAO-WM-01	

FACULTY: MATHEMATICS **SUBJECT:** MATHEMATICS EXTENSION PATH

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 approximately two weeks prior to each test, except for topic tests.
Data Analysis A **Algebra A and B** **Equations A** **Indices A**	**Assessment Term 2** (50 minutes)	**Term 2** Weeks 1 to 3	50%	**MA5-DAT-C-01, MA5-ALG-C-01, MA5-ALG-P-01, MA5-EQU-C-01, MA5-IND-C-01, MAO-WM-01**	
SEMESTER 2					
		Term 3	0%		Detailed information about the content of the assessments is given to students approximately two weeks prior to each test.
Algebra A and B **Variation and Rates of Change A** **Trigonometry A and B** **Linear Relationships A and B**	**Assessment Term 4** (50 minutes)	Term 4 Weeks 1 to 3	50%	**MA5-ALG-C-01, MA5-ALG-P-01, MA5-RAT-P-01, MA5-TRG-C-01, MA5-TRG-C-02, MA5-LIN-C-01, MA5-LIN-C-02, MAO-WM-01**	

FACULTY: PDHPE **SUBJECT:** PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

ASSESSMENT SCHEDULE

Topic	Task	Date (Term/Week)	Weighting	Outcomes	Assessment Information
Health: Looking Good, Feeling Great **Practical:** Fitness Testing, Athletics & Cross Country	**Health Assessment:** Nutrition Assessment Task	Term 1, Weeks 6-10	25%	PD5-5 PD5-9 PD5-10 PD5-11	A theoretical assessment task that develops students' skills in nutritional intake, food labels and healthy food habits.
Health: Respectful Relationships **Practical:** Team Games & Cultural Games	**Practical Assessment:** Team Games Assessment Task	Term 2, Weeks 1-5	25%	PD5-4 PD5-5 PD5-10 PD5-11	Practical task incorporating skills and technique development. This is an ongoing assessment task during class time.
SEMESTER 2					
Health: Talking Sexual Health **Practical:** Social Dance &Team Games	**Practical Assessment:** Social Dance Assessment Task	Term 3, Week 1-5	25%	PD5-4 PD5-5 PD5-10 PD5-11	Practical task where students learn the Cha Cha throughout the unit. Students are assessed on their ability to develop skill, technique and participation.
Health: The Mind Matters **Practical:** Summer Sports	**Health Assessment:** Yearly Examination	Term 4 Weeks 1-2	25%	PD5-1 PD5-2 PD5-3 PD5-9	A formal yearly examination covering health units from terms 1-3. Multiple choice, short answer responses.

FACULTY: PDHPE **SUBJECT:** PHYSICAL ACTIVITY AND SPORTS STUDIES

ASSESSMENT SCHEDULE

Term	Topic	Task	Date (Term/Week)	Weighting	Outcomes	Assessment Information
1	**Health:** Body Systems **Practical:** Fitness Lab Activities	**Assessment Task 1:** Movement Analysis Assessment	Term 1, Weeks 6-10	30%	PASS5-1 PASS5-2 PASS5-9 PASS5-10	A theoretical and practical assessment task that analyses how the body can efficiently move to enhance performance.
2	**Health:** Nutrition & Physical Activity **Practical:** Team Games	**Assessment Task 2:** Athlete Nutrition Assessment Task	Term 2, Weeks 1-5	30%	PASS5-1 PASS5-2 PASS5-8 PASS5-10	A theoretical assessment task that investigates the nutritional requirements for a variety of athletes and how to effectively plan for performance needs.
SEMESTER 2						
3	**Health:** Technology, Participation & Performance **Practical:** Alternative Sports	**Assessment Task 3: Yearly Examination**	Term 4 Week 3	40%	PASS5-3 PASS5-4 PASS5-6 PASS5-7	A formal yearly examination covering health units from terms 1-3. Multiple choice, short answer responses.
4	**Health:** Australia's Sporting Identity **Practical:** Recreational Sports					

FACULTY: SCIENCE **SUBJECT:** SCIENCE

ASSESSMENT SCHEDULE

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes addressed	Additional Information
SEMESTER 1					
Data Science Materials - Chemical Bonding	In-class tasks	On-going	15 (3 x 5%)	Selected outcomes from: SC-MAT-01,SC5-WS03,SC5-WS07,SC5-WS08	In-class skills and practical activities and in-class literacy activity
Materials - Chemical Bonding Data Science	Practical / Skills Task	Term 1 Week 6	20	Selected outcomes from: SC-MAT-01,SC5-WS03,SC5-WS07,SC5-WS08	Practical Examination - Practical experiment and analysis, Working scientifically skills
HALF YEARLY REPORTS - (35% of total)					
SEMESTER 2					
Student Research Project	SRP (Poster)	Final Report Due Term 2 Week 8	25	Selected outcomes from:SC-EGY-01,SC-DA2-01,SC5-WS01,SC5-WS04,SC5-WS06,SC5-WS07,SC5-WS08	Issued Early Term 2. Ongoing assessment until due date.
Disease Environmental sustainability	Two in-class literacy tasks	Term 3	10 (2 x 5%)	Selected outcomes from: SC-DIS-01,SC-ENV-01,SC-DA2-01,SC5-WS01,SC5-WS06,SC5-WS07,SC5-WS08	Across two lessons students are given 10 minutes to write a one paragraph response for each of the following • Prevention strategies of a non-infectious disease • benefits of farming a native Australian food or medicine plant.
All Topics (Energy, Disease, Material, Environmental sustainability)	Yearly Examination	Term 4 Week 4	30	All content covered	2 x 1 period tests Part A – Multiple Choice Part B – Short Answer/Extended Response
YEARLY REPORTS - (100%)					

FACULTY: TECHNOLOGICAL AND APPLIED STUDIES (TAS) **SUBJECT:** COMPUTING TECHNOLOGY

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				
Creating games and simulations Analysing Data 1	Creating a computer game/application.	Term 2 Week 2	50%	Students learn how to code using a general purpose/OO programming language and produce a computer game or application. Students use machine learning applications to simulate artificial intelligence.
Half Yearly Reports				
SEMESTER 2				
Analysing Data 2 Building mechatronic & automated systems	Modelling data using a spreadsheet	Term 3 Week 6	50%	Students use data analysis techniques to model and present data. Students investigate about robots, AI and its uses. They then create a robot and program it to fight in a sumo tournament.
Yearly Reports				

FACULTY: TECHNOLOGICAL AND APPLIED STUDIES (TAS) **SUBJECT:** FOOD TECHNOLOGY

ASSESSMENT SCHEDULE

COURSE DESCRIPTION:
The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

Component	Term 1	Term 2	Term 3	Term 4	Weighting %
	Food Technology in Australia	**Food Selection and Health**	**Food for Special Occasions**	**Food Product Development**	
	Assessment Task 1 **Part A Due:** **Term 2 Week 1** **Part B Due:** **Term 1 Week 9**	Assessment Task 2 Exam and In class practical observation mark Due: Term 2 Week 10 In class	Assessment Task 3 **Part A Due:** **Term 4 Week 1** **Part B Due:** **Term 3 Week 9**	No Assessment	
Theory	15	20	15		**50**
Assessment Practical	20	N/A	20		**40**
Weekly practicals	N/A	10	N/A		**10**
Total %	**35**	**30**	**35**	**N/A**	**100**

FACULTY: TECHNOLOGICAL AND APPLIED STUDIES (TAS) **SUBJECT:** HOSPITALITY FUNDAMENTALS

ASSESSMENT SCHEDULE

Component	Term 1	Term 2	Term 3	Term 4	Weighting %
	Term 1 progress	**Diet-Related Disease Profile**	**Catering a Special Occasion**	Term 4 progress	
		Week 5 + 6 (prac) Week 6 (theory)	Term 3 Week 9 (prac) Week 10 (theory)		
Theory	5	20	20	5	**50**
Assessment Practical		15	15		**30**
Weekly practicals	5	5	5	5	**20**
Total %	**10**	**40**	**40**	**10**	**100**

FACULTY: TECHNOLOGICAL AND APPLIED STUDIES (TAS) **SUBJECT:** INDUSTRIAL TECHNOLOGY ENGINEERING

ASSESSMENT SCHEDULE

Course Description: Industrial Technology Years 7–10 develops in students, 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					
St Ivell Tower (Straw tower)	IND5-1, IND5-2	Structures	Term 1 Week 7	15%	Group work (3) designing and construction of a water tower
Cantilever Bridge Design	IND5-3, IND5-8	Structures	Term 2 Week 5	15%	Group work (2) designing, constructing and destroying bridges.
Semester 1 Exam	As above	Structures	Term 2 Week 7	20%	Theory from the two practical projects from Semester 1
Half Yearly Reports					
SEMESTER 2					
Trebuchet	IND5-3, IND5-7	Mechanisms	Term 3 Week 8	30%	Individual - Design race cars using CAD to see who can go the furthest distance using mechanical energy
McLaren (Mouse trap car)	IND5-2, IND5-5	Mechanisms	Term 4 Week 5	20%	Group work (2-3) design and construct a complex machine to perform a simple task.
Yearly Reports					

FACULTY: TECHNOLOGICAL AND APPLIED STUDIES (TAS) **SUBJECT:** INDUSTRIAL TECHNOLOGY GRAPHICS

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 1: Instrument Drawing	1,5,6,7	Term 1 Week 10	30%	Students develop knowledge and skills to use drawing equipment and techniques to create 2D and 3D objects including prisms, logos, pictograms and engineering components.
Core Module 2: Computer-Aided Design (CAD)	1,5,6,7	Term 2 Week 6	30%	Students develop knowledge of drawing equipment, standards, techniques and types using CAD technology.
SEMESTER 2				
Option Module 7: Graphic Design and Communication	1, 2, 3, 6	Term 3 Week 10	30%	Students learn to use a range of appropriate manual and digital processes to produce graphics projects. They present logos, infographics and advertising material in print, digital and multimedia forms.
Option Module 1: Architectural Drawing		Term 4 Week 6	10%	Students will research Architectural Design, Cad Design and upskill using ArchiCAD
Yearly Reports				

FACULTY: TECHNOLOGICAL AND APPLIED STUDIES (TAS) **SUBJECT:** INDUSTRIAL TECHNOLOGY METAL

ASSESSMENT SCHEDULE Core Metal 1 & 2

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				
Industry Research	IND 5-8, IND 5-9, IND 5-10	Term 1 Week 6	10%	Written Report
TASK 2 Toolmaker	IND 5-1, IND 5-3, IND 5-5, IND 5-6,	Term 2 Week 4	30%	Practical Project
TASK 2 Portfolio	IND 5-2, IND 5-4, IND 5-5,	Term 2 Week 4	10%	Project Portfolio
Half Yearly Reports				
SEMESTER 2				
TASK 3 Toolbox Design	IND 5-1 IND 5-4, IND 5-7	Term 4 Week 2	30%	Practical Project
TASK 3 Portfolio	IND 5-2, IND 5-5, IND 5-8.	Term 4 Week 2	10%	Project Portfolio
TASK 4 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 3	10%	Yearly Examination Theoretical knowledge and procedural knowledge content.
Yearly Reports				

FACULTY: TECHNOLOGICAL AND APPLIED STUDIES (TAS) **SUBJECT:** INDUSTRIAL TECHNOLOGY MULTIMEDIA

ASSESSMENT SCHEDULE

Course Description: The 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. These are enhanced and further developed through the study of the Multimedia 2 specialist module in Apps and Interactivity, and Games and Simulations.

Topic	Task	Date Due (Term/Week)	Weighting (%)	Additional Information	Outcomes
SEMESTER 1					
Web Design	Students create, design, author and publish a webpage (*progress mark*)	Term 1 Week 11	10%	Students create, design, author and publish a webpage for a movie of their choice. Students need to demonstrate the 5 data types on their website.	IND5-2, IND5-4, IND5-5
	Students create, design, author and publish a webpage (*final mark*)	Term 2 Week 6	40%		
Half Yearly Reports					
SEMESTER 2					
Video Production *(Animation)*	Students create an animated music video	Term 3 Week 10	25%	Students create an animated music video to a song of their choice demonstrating the use of techniques learned throughout the unit. Design a production folio and storyboard to be included.	IND5-3, IND5-5
Video Production *(Live Action)*	Students create an infomercial using live action film as the basis	Term 4 Week 6	25%	Students script, film and edit an infomercial on a product of their choice. Design & production folio and storyboard to be included.	IND5-1, IND5-6, IND5-7
Yearly Reports					

FACULTY: TECHNOLOGICAL AND APPLIED STUDIES (TAS) **SUBJECT:** INDUSTRIAL TECHNOLOGY TIMBER

ASSESSMENT SCHEDULE

Course Description: Students safely work through a series of graded projects to enhance their practical skills and complete an accompanying design report. These skills are transferred to more complex projects as the course progresses, giving students greater flexibility with design choices.

Topic	Outcomes	Date Due (Term/Week)	Weighting (%)	Additional Information
SEMESTER 1				
Four Joint Tray Skills and Safety	IND5.1, IND5.3, IND5.6	Term 1 Week 7	15%	Practical Project and WHS
Mantle Clock and Portfolio	IND5.4, IND5.5, IND 5.7, IND5.8	Term 2 Week 6 Progress Mark	35%	Practical Project & Portfolio progress
Half Yearly Reports				
SEMESTER 2				
Sturdy Stool	IND5.2, IND5.4, IND5.7,	Term 4 Week 1	35%	Practical Project & Portfolio, final mark for Mantle clock added
Trinket Box	IND5.3, IND 5.10	Term 4 Week 6	15%	Practical Project and societal impacts study (continues into Year 10)
Yearly Reports				