

# Glendale Technology High School



## STRIVE Assessment Policy and Subject Schedules



**Stage 5**

**Semester 1**

**2024**

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# STRIVE Assessment Policy

## Student Information

### 2024

#### **Introduction:**

This booklet has been prepared for issue to students in Stage 5 (Years 9 & 10) at Glendale Technology High School. It is aimed to give those students and their parents information on student assessment for their courses. The format of this booklet is that of information supported by some commonly asked questions and their answers. **Please keep this booklet for future reference.**

#### **What is Assessment and why is it important?**

Assessment is the process by which your teachers gather information about your learning. The types of tasks are outlined on each assessment schedule. The main purpose of assessment is to provide information about your achievement, level of understanding and progress for reporting to you, your parents, employers and the NSW Educational Standards Authority. A critical component of assessment is the feedback provided by your teachers following the completion of a task and/or a section of coursework. Assessment information is also useful for teachers to measure the progress of all students for ongoing teaching and learning.

The NSW Educational Standards Authority has identified *compulsory components* that must be included in the assessment program of each course, and the proportion of marks to be allocated to each component. These vary from course to course. Assessment tasks are developed by the school to measure student performance in the course components. Some of the components can be tested by a formal examination, so a certain proportion of the assessment can be derived from major exams.



## ***What do I need to do to be a successful student?***

Students need to satisfactorily achieve the requirements set by the NSW Educational Standards Authority for all courses. The NSW Educational Standards Authority is the organisation that is responsible for -

- Writing the syllabus for each course.
- Setting the external exams for the HSC.
- Awarding students their Higher School Certificate (at the end of Year 12).
- Awarding of a Record of School Achievement (ROSA) for students who leave before completing their HSC.

To satisfactorily complete each course, students must:

- ✓ **apply** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- ✓ **achieve** some or all of the course outcomes.

In addition to any other set tasks and experiences in any course, students must complete assessment tasks that contribute to a significant portion of the total course marks.

## ***How will I be assessed?***

At the conclusion of each semester you will be awarded a grade based on the assessments undertaken. Your final grade will reflect the results of various assessment tasks. These tasks, which vary from course to course, are learning related activities such as tests, assignments, projects, examinations, essays and practical work units. Your teachers will assess your achievement against standards of performance that are established for each course. You will be awarded a mark that reflects the standard you achieve in each assessment task. You will be aware of the assessment criteria before you attempt a task. You should prepare yourself thoroughly for the task using this information.

## ***What are “Standards”?***

A standards-referenced approach for assessing and reporting student achievement is used by schools to provide internal assessment marks. These build on the sound practices currently used at Glendale Technology High School. Standards refer to:

- ✓ The knowledge, skills and understanding expected to be learned by the students. These standards are indicated in the **syllabus** for each course in the aims, objectives, outcomes and content.
- ✓ The levels of achievement of the students in each assessment task – student **performance** as indicated by the knowledge, skills and understandings achieved.

It is not necessary or appropriate to compare the performance of one student to another student in a standards assessment approach. Students are compared to the syllabus standards, with their marks reflecting how well they match the requirements of those standards.

## ***What information will I be told about assessment?***

In this booklet, you have been given Assessment Schedules which outline the assessment details for **each of the courses** you are studying. These will inform you;

- WHAT you are being assessed in
- HOW you will be assessed
- WHEN each task will be held
- The relative VALUE of each assessment task.

If an assessment task needs to be rescheduled your teacher will issue you with an amended copy of the Assessment Schedule for that course. You will be given this in class at least two weeks prior to the amended task occurring.

**In the administration and management of assessment tasks students will be given:**

- sufficient warning for each assessment task, or regarding variations to the assessment program for a course – a minimum of two weeks' notification;
- clear guidelines on assessment tasks when they are set.
- clear and meaningful feedback about your performance on specific tasks;
- information / warnings of school concerns, where you are in danger of not meeting Authority or school requirements in a course, in time for them to address and correct the problem. In addition to Teacher / Head Teacher interviews, letters of concern will be sent home to notify parents / carers when tasks are not completed.
- appropriate consideration / support arrangements when you have raised genuine problems in advance, or when you have provided appropriate proof of valid reasons for the non-attempt or non-submission of a task;
- appropriate provision in course assessment programs for students transferring from other schools / interstate;
- appropriate consideration, should they be granted permission by the Principal to change courses, and the adoption of a revised assessment program.

***How will my final assessment grade be determined?***

It is not possible (or fair) to test everything you know in one single examination. Progressive school assessment will give you credit for other tasks you complete throughout the year. The nature and value of tasks will vary between each course. All courses will calculate your final assessment mark based on a wide range of assessment tasks, including exams. All of these tasks are specified in your Assessment Schedules.

Once the assessment within a subject is completed your teachers will award a grade A- E, based on a set of Course Performance Descriptors.

***How will my RoSA grade be determined?***

To be awarded a RoSA grade you must complete 3 mandatory core units for English, Maths, Science, HSIE and 2 units for PDHPE. For electives students who complete 3 units of a subject, across years 9 & 10 will meet the 100 hours requirements to achieve a RoSA grade. Students who complete 5 units of a subject, across years 9 & 10 will meet the 200 hours requirements to achieve a RoSA grade. Students are awarded with a final assessment grade (A-E) for each course. The grades are based on NESA course performance descriptors for each course and determined by the students' performance on the assessment tasks outlined in each subject's schedule.

Please note that even though sport is not graded, it is a mandatory aspect of the RoSA.

A student will receive an 'N' determination (ie 'non completion') in a course if he or she has failed to apply due diligence and sustained effort to the set tasks and experiences required by the school to achieve some or all of the course outcomes.

## RoSA Performance Descriptors

For all courses each student's performance will be matched against Course Performance Descriptors based on the Knowledge and Skills objectives of courses. General performance descriptors describe the main features of a typical student's performance at each level of achievement in that course. They serve as standard or benchmarks against which teachers will be able to match their assessment records and professional judgement in determining grades for particular students. There are descriptors for each Grade A - E. Assessment Tasks and/or coursework will be used to determine the description, which best reflects the level of achievement of each student and thus the grade in a particular course.

Grade	Descriptor
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.

### What are my responsibilities as a student?

Assessment tasks in class are as important as formal examinations. Students are required to complete all assessment tasks by the due date and to the best of their abilities.

Furthermore, students must:

- make a *serious attempt* at assessment tasks, and avoid any behaviour which disrupts class colleagues during an in-class assessment task;
- approach each assessment task *honestly* and avoid any assessment malpractices (see Procedures relating to malpractice below);
- submit work for assessment directly to the relevant teacher, and ensure receipt is noted. This includes ensuring that the work is submitted in the required form such as typed / written response (already printed), major piece of work or submitted on-line;
- inform their teachers *in advance* if they know they are going to be absent for an assessment task;
- ask their teachers about any assessment tasks which may have been notified during an absence from school;
- provide appropriate documentation that they had a valid reason for the non-attempt or non-submission of a task.

Students are also strongly advised to inform/discuss any matters *in advance* (with their teachers) which may affect either:

- the standard of presentation of their assessment task work; and/or
- the timing of submitting a task.

### **Malpractice**

All work presented in assessment tasks must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to your receiving **zero marks** and may jeopardise your results. Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

### **What if I disagree with the teacher's assessment?**

If you are concerned about the mark awarded for a particular task, you need to discuss this with your teacher when the work is returned. Alternatively, you may contact the Head Teacher of the faculty with your concerns.

### **What if I fail to complete a task or submit a task late?**

Assessment tasks will be due on or by specified dates throughout the year. Your attendance on the day the task is either to be performed or submitted is therefore **essential**.

Tasks which are not submitted on time or not attempted on a set date without a valid reason will have the following procedures applied.

- A **deduction of 20%** of the mark received will be made **for each day late**, up to a maximum of five days (a weekend counting for two days).
- If work is more than five days late, it must still be submitted with a **ZERO MARK** being awarded.

If a student is unable to complete any assessment task by the due date, he/she may hand it in unfinished and receive marks according to the quality of the work done. The awarding of marks for late tasks will be at the discretion of the Head Teacher of the subject and be based on documented reasons for the task being late.

#### **Please note:**

Computer problems will not be considered as a valid reason for failing to submit a task on time. You should aim to have all tasks completed and printed at least 48 hrs prior to the due date to avoid such issues.

Following any period of absence, it is **your responsibility** to check with each of your teachers for any assessment information (or other work), which you may have missed.

**NOTE:** Letters of concern are sent home to formally inform students / parents that course requirements are not being met. They indicate the action necessary to rectify the problem.

**NOTE:** Warning letters are sent home to formally inform students/parents that course requirements are not being met. They indicate the action necessary to rectify the problem. If the problem is not rectified within the set time an "N" Determination could be awarded from the school after two "N" Award Warnings in a particular course.

### ***What happens when I make an appeal?***

Appeals must be handed to the Deputy Principal who has responsibility for the student on the form. These forms must be handed on either the first or second day of attendance after the closing date for the task.

The Deputy Principal will then form a panel with the subject Head Teacher and / or your Year Adviser. This panel will evaluate your appeal for special consideration. You will be advised by the Deputy Principal in writing of the decision and they will also notify your class teacher. Depending on the circumstances, your appeal might;

- Be accepted without penalty
- Grant you an extension of time
- Require you to complete a substitute task
- Allow an estimate based on other evidence to be awarded
- Be rejected altogether.

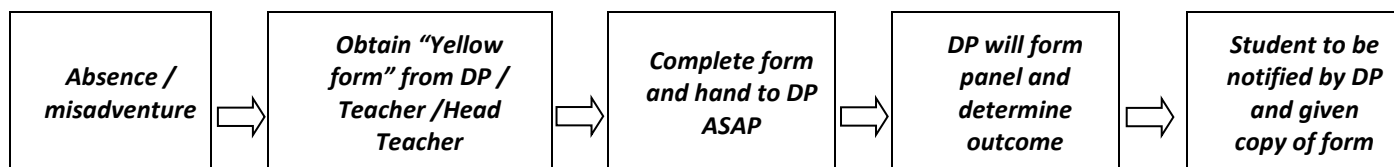
You have the right to appeal this determination, in which case, an appeals committee led by the Principal will determine a final outcome.

Should the reasons not be considered valid (or no appeal is made), then a "zero" mark will be recorded and your parents notified. If you have not completed tasks totalling 50% or more of a final course assessment mark, the Principal is required to inform the Authority that you have not satisfactorily completed the course. This will result in an N-determination for the course and you may not qualify the award of the HSC.

**NOTE:**

- There is no ground for appeal against the value of the mark given.
- Medical Certificates are expected in cases of absence through illness.

### ***The appeal process***





Year 9 Assessment Schedule 2024



	Task 1	Task 2	Task 3	Informal Assessment
<b>Unit</b>	ENG901- Poetic Purpose	ENG902- Australian Identities	ENG903- Shining A New Stage Light	
<b>Task type</b>	In Class- Portfolio of Annotated Poems	In Class- Essay Response	Multimodal Presentation	
<b>Task Title</b>	<b>Portfolio Task</b>	<b>Analytical Essay Response</b>	<b>Recorded Multimodal Presentation</b>	
<b>Date Due</b>	Term 2 Week 3	Term 2 Week 3 Term 4 Week 3	Term 4 Week 3	Ongoing

**Competency**

<b>Personal Capability</b>	P1 – Work independently P3 - Communicate effectively	P1 – Work independently P3 - Communicate effectively	P3 - Communicate effectively P4 - Work collaboratively P5 – Make decisions	All competencies identified in each unit will be observed throughout the year in their assessment drafts and planning.
<b>Ethics &amp; Culture</b>	E6 – Consider point of view	E1- Investigate culture & cultural identity E3- Consider consequences	E2 - Explores & compares knowledge, cultural beliefs and practices E4 - Examine values	
<b>Numeracy</b>	N1 - Recognise & use patterns & relationships	N/A	N/A	
<b>Critical &amp; Creative Thinking</b>	C2 – Identify & clarify information C6 - Draw conclusions	C2 – Identify & clarify information C3 – Organise & process information C4 - Seek solutions	C2 - Identify & clarify information C7 – Evaluate procedure & outcomes	
<b>Information Technology</b>	I4 - Generate, ideas, plans & processes	I4 - Generate, ideas, plans & processes	I3 – Evaluate data & information I6 – Collaborate, share & exchange	
<b>Literacy</b>	L1 - Interpret & analyse texts L3 - Use language L5 – Sentence Structure L6 – Express opinion	L2 - Compose texts L3 - Use language L6 - Express opinion	L1 - Interpret & analyse texts L4 – Deliver presentations	
	<b>35%</b>	<b>30%</b>	<b>35%</b>	

*Students are expected to maintain sustained and diligent effort at all times during course work.*



	Task 1	Task 2	Task 3	Observational
<b>Unit</b>	ENG101- The Hidden Message	ENG102- Text to Film	ENG103- Senior Bootcamp	
<b>Task type</b>	In Class- Short Story Task	In Class- Critical Response	In Class- Portfolio with Discursive Response	
<b>Task Title</b>	<b>Imaginative Response</b>	<b>Analytical Essay Response</b>	<b>Portfolio</b>	
<b>Date Due</b>	Term 2 Week 3	Term 2 Week 3 Term 4 Week 3	Term 3 Week 8	Ongoing
Competency				
<b>Personal Capability</b>	P2 - Appreciate diverse perspectives P5 – Make decisions	P1 – Work independently P3 - Communicate effectively	P3 - Communicate effectively P4 - Work collaboratively P5 – Make decisions	All competencies identified in each unit will be observed throughout the year in their drafts and planning.
<b>Ethics &amp; Culture</b>	E4 - Examine values E6 – Consider point of view	E1- Investigate culture & cultural identity E3- Consider consequences	E2 - Explores & compares knowledge, cultural beliefs and practices E4 - Examine values	
<b>Numeracy</b>	N1 - Recognise & use patterns & relationships			
<b>Critical &amp; Creative Thinking</b>	C1 - Pose questions & analyse perspectives C6 - Draw conclusions	C2 – Identify & clarify information C3 – Organise & process information C4 - Seek solutions	C2 - Identify & clarify information C7 – Evaluate procedure & outcomes	
<b>Information Technology</b>	I4 - Generate, ideas, plans & processes	I4 - Generate, ideas, plans & processes	I3 – Evaluate data & information I6 – Collaborate, share & exchange	
<b>Literacy</b>	L1 - Interpret & analyse texts L2 - Compose texts L6 – Express opinion	L2 - Compose texts L3 - Use language L6- Express opinion	L1 - Interpret & analyse texts L4 – Deliver presentations	
	<b>35%</b>	<b>30%</b>	<b>35%</b>	

*Students are expected to maintain sustained and diligent effort at all times during course work.*

**Glendale Technology High School**  
**Stage 5 Assessment Schedule 2024**

**Course: Geography**

**Head Teacher: Mr S. Budden**



	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
<b>Unit</b>	HSE 901 Sustaining our world		HSE 902 Urban Jungle		HSE 101 Diversity and difference	
<b>Task type</b>	Project-based learning	Test	Project-based learning	Test	Project-based learning	Test
<b>Task Title</b>	<b>Sustainable Biomes</b>	<b>Yearly Examination</b>	<b>Sustainable development</b>	<b>Yearly Examination</b>	<b>Change and management</b>	<b>Yearly Examination</b>
<b>Date Due</b>	Term 1 Week 10	Term 2 Week 4	S1 Term 1 Week 10 S2 Term 3 Week 9	S1 Term 2 Week 4 S2 Term 4 Week 4	Term 1 Week 10	Term 2 Week 4
<b>Competency</b>						
<b>Personal Capability</b>	P1 - Work independently P4 - Work collaboratively	P1 - Work independently	P4 - Work collaboratively	P2 - Appreciate diverseperspective	P3 - Communicate effectively P4 - Work collaboratively	P3 – Communicate effectively
<b>Ethics &amp; Culture</b>	E3 - Consider consequences E4 - Examine values E6 – Consider points of view		E5 - Explore rights & responsibilities	E 4 – Examines values	E3 - Consider consequences E6 - Consider points of view	
<b>Numeracy</b>	N2 - Interpret maps & diagrams	N3 - Interpret data displays	N4 - Estimate & calculate	N2 - Interpret maps and diagrams N4 - Estimate and calculate N5 – Understand and usenumbers in context	N2 - Interpret maps & diagrams N4 - Estimate & calculate	N2 - Interpret maps anddiagrams N4 - Estimate and calculate
<b>Critical &amp; Creative Thinking</b>		C5 – Apply logic and reason C6 – Draw conclusions		C1 - Pose questions & analyseperspectives C6 – Draw conclusions	C1 - Pose questions & analyseperspectives C7 – Evaluate procedures and outcomes	C7 – Evaluate procedures &outcomes
<b>Information Technology</b>	I2 - Access data & information I3 – Evaluate data and information		I5 - Generate solutions	I3 Evaluate data and information	I2 - Access data & information I4 - Generate, ideas, plans & processes	
<b>Literacy</b>	L5 - Sentence structures L6 - Express opinion	L5 - Sentence structures	L2 - Compose texts L4 – Deliver Presentations	L2 – Compose Text	L2 - Compose texts L6 - Express opinion	L2 – Compose Text L5 – Sentence Structures
	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	<b>20%</b>	<b>20%</b>

*Students are expected to maintain sustained and effort diligent effort at all times during course work.*



	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
Unit	903 New People New Worlds		102 Australians at War		103 Rights and Freedoms	
Task type	In Class Source Analysis	Digital Presentation	Research Task	Source Based Task	Historical Account	In class Test
Task Title	Source Analysis	Industrial Revolution Digital Presentation	Historical Investigation	WWI Test	Civil Rights Movement Historical Account	Rights and Freedoms Test
Date Due	Sem 2: Term 3 Week 4	Sem 2: Term 3 Week 9	Sem 1: Term 1 Week 10 Sem 2: Term 3 Week 9	Sem 1: Term 1 Week 10 Sem 2: Term 3 Week 9	Sem 2: Term 3 Week 4	Sem 2: Term 3 Week 9
Competency						
Personal Capability	P5 – Make Decisions	P3 – Communicate Effectively	P1 – Work Independently	P3 – Communicate Effectively	P2- Appreciate Diverse Perspectives	P3 – Communicate Effectively
Ethics & Culture	E1 – Investigate Culture and Cultural Identity	E3- Consider Consequences	E3- Consider Consequences E6- Consider Points of View	E1 – Investigate Culture and Cultural Identity	E1 – Investigate Culture and Cultural Identify E2 – Explores and compares knowledge, cultural beliefs and practices.	E3 – Consider Consequences E6 – Consider Points of View
Numeracy	N2 Interpret maps and diagrams		N2 Interpret maps and diagrams			
Critical & Creative Thinking	C2 – Identify and Clarify Information	C6- Draw Conclusions	C2 – Identify and clarify information	C3 – Organise and Process Information	C7 – Evaluate procedures and outcomes	C2 – Identify and Clarify Information
Information Technology		I1- Plan Information Searches I2 – Access data and information	I1- Plan Information Searches I2 – Access data and information		I1- Plan Information Searches I2 – Access data and information	
Literacy	L7 – Understanding Vocabulary	L3 – Use Language L4 – Deliver Presentations	L2 – Compose texts	L1- Interpret and Analyse Texts	L6 – Express Opinion	L3 – Use Language
	15%	15%	20%	15%	20%	15%

*Students are expected to maintain sustained and diligent effort at all times during course work.*

Year 9 Assessment Schedule 2024



	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Observational
Unit	MAT901	MAT901	MAT902	MAT902	MAT903	MAT903	
Task type	Take Home Assignment	In Class Test (one pager)	Take Home Assignment	In Class test	In Class Task	In Class Exam	
Task Title	<b>Geometrical Representations</b>	<b>Working with triangles</b>	<b>Probability Investigation</b>	<b>Statistics Quiz</b>	<b>Financial Task</b>	<b>Rate of Change Exam</b>	
Date Due	Term 1 Week 9	Term 2 Week 3	Term 1 Week 9 Term 3 Week 8	Term 2 Week 3 Term 4 Week 3	Term 3 Week 3	Term 4 Week 3	Ongoing

**Competency**

Personal Capability	P3 - Communicate effectively	P3 – Communicate effectively	P3 - Communicate effectively P4 – Work collaboratively	P3 - Communicate effectively	P3 - Communicate effectively	P3 - Communicate effectively	All competencies identified in each unit will be observed throughout the year
Ethics & Culture							
Numeracy	N4 - Estimate & calculate N5 – Visualise shapes and objects	N2 – Interpret maps and diagrams N4 – Estimate & Calculate	N4 - Estimate & calculate	N4 - Estimate & calculate	N5 – Understand & use numbers in context	N1 - Recognise & use patterns & relationships N2 – Interpret maps and diagrams	
Critical & Creative Thinking	C5 - Apply logic & reasoning	C4 - Seek solutions	C2 – Identify and clarifying information C3 – Organise and process information	C3 – Organise and process information C4 - Seek solutions	C4 - Seek solutions	C4 - Seek solutions	
Information Technology					I3 – Evaluate data & information		
Literacy		L7 - Understand vocabulary	L8 - Use spelling		L7 - Understand vocabulary		
	<b>20%</b>	<b>10%</b>	<b>20%</b>	<b>15%</b>	<b>10%</b>	<b>25%</b>	

Students are expected to maintain sustained and diligent effort at all times during course work.

Year 9 Assessment Schedule 2024



	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Observational
<b>Unit</b>	MAA901	MAA901	MAA902	MAA902	MAA903	MAA903	
<b>Task type</b>	Take Home Assignment	In Class Test (one pager)	Take Home Assignment	In Class Test	In Class Task	In Class Exam	
<b>Task Title</b>	<b>Geometrical Representations</b>	<b>Working with Trigonometry</b>	<b>Probability Investigation</b>	<b>Trigonometry Quiz</b>	<b>Financial Task</b>	<b>Rate of Change Exam</b>	
<b>Date Due</b>	Term 1 Week 9	Term 2 Week 3	Term 1 Week 9	Term 2 Week 3	Term 3 Week 3	Term 4 Week 3	Ongoing
<b>Competency</b>							
Personal Capability	P3 - Communicate effectively	P3 - Communicate effectively	P3 - Communicate effectively P4 – Work collaboratively	P3 - Communicate effectively	P3 - Communicate effectively	P3 - Communicate effectively	All competencies identified in each unit will be observed throughout the year
Ethics & Culture							
Numeracy	N4 - Estimate & calculate N5 – Understand & use numbers in context	N2 – Interpret maps and diagrams N4 - Estimate & calculate	N4 - Estimate & calculate	N4 - Estimate & calculate	N5 – Understand & use numbers in context	N1 - Recognise & use patterns & relationships N2 – Interpret maps & diagrams	
Critical & Creative Thinking	C5 - Apply logic & reasoning	C4 - Seek solutions	C2 – Identify and clarify information C3 – Organise and process information	C3 – Organise and process information C4 - Seek solutions	C4 - Seek solutions	C4 – Seek solutions	
Information Technology					I3 – Evaluate data & information		
Literacy		L7 - Understand vocabulary	L8 - Use spelling		L7 - Understand vocabulary		
	<b>20%</b>	<b>10%</b>	<b>20%</b>	<b>15%</b>	<b>10%</b>	<b>25%</b>	

*Students are expected to maintain sustained and diligent effort at all times during course work.*

Year 10 Assessment Schedule 2024



	Task 1	Task 2	Task 3	Task 4	Task 5	Observational
<b>Unit</b>	MAT101	MAT101	MAT102	MAT103	MAT103	
<b>Task type</b>	In Class Assignment	In Class Test	In Class Assignment	In Class Task	In Class Exam	
<b>Task Title</b>	Trigonometry Task	Algebra Test	Non-Linear Relationships Investigation	Prisms Task	Surface Area & Volume Test	
<b>Date Due</b>	Term 1 Week 9	Term 2 Week 3	Term 2 Week 3 Term 4 Week 3	Term 3 Week 3	Term 4 Week 3	Ongoing
<b>Competency</b>						
Personal Capability	P3 - Communicate effectively P4 – Work collaboratively	P3 - Communicate effectively	P3 - Communicate effectively P4 – Work collaboratively	P3 - Communicate effectively	P3 - Communicate effectively	All competencies identified in each unit will be observed throughout the year
Ethics & Culture	E3 - Consider consequences					
Numeracy	N4 - Estimate & calculate N6 – Measure	N1 - Recognise & use patterns & relationships	N1 - Recognise & use patterns & relationships	N6 – Measure	N4 - Estimate & calculate N6 – Measure	
Critical & Creative Thinking	C4 - Seek solutions	C4 - Seek solutions	C3 – Organise & process information C6 – Draw Conclusions	C3 – Organise & process information	C4 - Seek solutions	
Information Technology			I2 – Access data & information			
Literacy	L7 - Understand vocabulary		L7 - Understand vocabulary	L8 - Spelling		
	<b>20%</b>	<b>10%</b>	<b>30%</b>	<b>15%</b>	<b>25%</b>	

Students are expected to maintain sustained and diligent effort at all times during course work.



	Task 1	Task 2	Task 3	Task 4	Task 5	Observational
Unit	MAA101	MAA101	MAA102	MAA102	MAA103	
Task type	In Class Test	Learning Journal	Investigation	In Class Test	Take Home Assignment	
Task Title	<b>Simultaneous Equations</b>	<b>Quadratics Task</b>	<b>Bivariate Data Task</b>	<b>Trigonometry Test</b>	<b>Coordinate Geometry Task</b>	
Date Due	Term 1 Week 9	Term 2 Week 3	Term 1 Week 9	Term 2 Week 3	Term 4 Week 3	Ongoing
<b>Competency</b>						
Personal Capability	P3 - Communicate effectively	P3 - Communicate effectively	P4 – Work collaboratively P3 - Communicate effectively	P3 - Communicate effectively	P3 - Communicate effectively	All competencies identified in each unit will be observed throughout the year
Ethics & Culture	E3 - Consider consequences					
Numeracy	N1 - Recognise & use patterns & relationships N4 - Estimate & calculate	N1 - Recognise & use patterns & relationships	N3 – Interpret data displays N5 – Understand & use numbers in context	N6 – Measure	N1 - Recognise & use patterns & relationships N2 – Interpret maps & diagrams	
Critical & Creative Thinking	C4 - Seek solutions	C5 - Apply logic & reasoning	C3 – Organise & process information C6 – Draw conclusions	C4 - Seek solutions	C3 – Organise & process information	
Information Technology		I4 – Generate, ideas, plans & processes	I2 - Access data & information I3 – Evaluate data & information		I4 - Generate, ideas, plans & processes	
Literacy		L7 - Understand vocabulary L8 - Use spelling			L7 - Understand vocabulary L8 - Use spelling	
	<b>15%</b>	<b>20%</b>	<b>20%</b>	<b>15%</b>	<b>30%</b>	

*Students are expected to maintain sustained and diligent effort at all times during course work.*





	Task 1	Observational	Task 2	Observational
Unit	All About You		Nutrition and Wellbeing	
Task type	Classwork Portfolio		Classwork Portfolio	
Task Title	<b>Semester One Portfolio</b>		<b>Semester Two Portfolio</b>	
Date Due	Term 2 Week 5	Ongoing	Term 4 Week 5	Ongoing
Competency				
Personal Capability	P4 - Work collaboratively P5 - Make decisions	All competencies identified in each unit will be observed throughout the year	P4 - Work collaboratively P5 - Make decisions	All competencies identified in each unit will be observed throughout the year
Ethics & Culture	E3 - Consider consequences		E3 - Consider consequences	
Numeracy	N5 - Understand & use numbers in context		N5 - Understand & use numbers in context	
Critical & Creative Thinking	C4 - Seek solutions C5 - Apply logic & reasoning		C2 - Identify & clarify information C4 - Seek solutions	
Information Technology	I6 - Collaborate, share & exchange		I6 - Collaborate, share & exchange	
Literacy	L3 - Use language L6 - Express opinion		L3 - Use language L6 - Express opinion	
	<b>50%</b>		<b>50%</b>	

*Students are expected to maintain sustained and diligent effort at all times during course work.*



	Task 1	Observational	Task 2	Observational
Unit	My Now, My Future		Healthy Youth	
Task type	Classwork Portfolio		Classwork Portfolio	
Task Title	<b>Semester One Portfolio</b>		<b>Semester Two Portfolio</b>	
Date Due	Term 2 Week 5	Ongoing	Term 3 Week 10	Ongoing
Competency				
Personal Capability	P4 - Work collaboratively P5 - Make decisions	All competencies identified in each unit will be observed throughout the year	P2 - Appreciate diverse perspectives P4 - Work collaboratively	All competencies identified in each unit will be observed throughout the year
Ethics & Culture	E3 - Consider consequences		E6 - Consider points of view	
Numeracy	N3 - Interpret data displays		N3 - Interpret data displays	
Critical & Creative Thinking	C4 - Seek solutions C5 - Apply logic & reasoning		C2 - Identify & clarify information C4 - Seek solutions	
Information Technology	I4 - Generate, ideas, plans & processes		I4 - Generate, ideas, plans & processes	
Literacy	L3 - Use language L6 - Express opinion		L3 - Use language L6 - Express opinion	
	<b>50%</b>		<b>50%</b>	

*Students are expected to maintain sustained and diligent effort at all times during course work.*

Year 9 Assessment Schedule 2024



	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Observational
Unit	SCI901	SCI901	SCI902	SCI902	SCI903	SCI903	
Task type	Research – at home	Research – at home	Investigation – in class	Research – at home	Research – take home	Investigation – at school	
Task Title	<b>Infectious Disease</b>	<b>Sustainable Ecosystems</b>	<b>UV Beads</b>	<b>Advances in Science</b>	<b>Travel Brochure</b>	<b>Student Research Project</b>	
Date Due	Term 1 Week 6	Term 2 Week 5	Term 1 Week 11 Term 3 Week 10	Term 2 Week 5 Term 4 Week 5	Term 3 Week 5	Term 4 Week 5	Ongoing

**Competency**

Personal Capability	P3 – Communicate effectively	P2 – Appreciate diverse perspectives	P4 – Work collaboratively	P1 – Work independently	P1 – Work independently P5 – Make decisions	P5 – Make decisions	All competencies identified in each unit will be observed throughout the year
Ethics & Culture	E3 – Consider consequences	E2 – Explores & compares knowledge, cultural beliefs and practices	E3 – Consider consequences	E6 – Consider points of view	E3 – Consider consequences		
Numeracy	N3 – Interpret data displays	N2 – Interpret maps & diagrams	N1 – Recognise & use patterns & relationships	N3 – Interpret data displays	N2 – Interpret maps & diagrams	N3 – Interpret data displays	
Critical & Creative Thinking	C7 – Evaluate procedures & outcomes	C6 – Draw conclusions	C7 – Evaluate procedures & outcomes	C3 – Organise & process information		C2 – Organise & process information C7 – Evaluate procedures & processes	
Information Technology	I2 – Access data & information I3 – Evaluate data & information		I3 – Evaluate data & information	I2 – Access data & information	I2 – Access data & information	I4 – Generate ideas, plans & processes	
Literacy	L2 – Compose texts	L6 – Express opinion	L8 – Use spelling	L5 – Sentence structures	L6 – Express opinion	L3 – Use language L6 – Express opinion	
	<b>20%</b>	<b>15%</b>	<b>20%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	

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	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Observational
<b>Unit</b>	SCI101	SCI101	SCI102	SCI102	SCI103	SCI103	
<b>Task type</b>	Research – at home	Investigation – in class	Research – at home	Investigation – in class	Model and Research – at home	Research – at home	
<b>Task Title</b>	<b>Elements</b>	<b>Rates of Reaction</b>	<b>Constellations</b>	<b>Sun's Diameter</b>	<b>DNA Discovery</b>	<b>Megafauna</b>	
<b>Date Due</b>	Term 1 Week 11	Term 2 Week 5	Term 1 Week 6 Term 3 Week 5	Term 1 Week 11 Term 3 Week 10	Term 3 Week 5	Term 3 Week 10	Ongoing
<b>Competency</b>							
Personal Capability	P3 – Communicate effectively	P3 – Communicate effectively P4 – Work collaboratively	P1 – Work independently	P4 – Work collaboratively	P3 – Communicate effectively	P2 – Appreciate diverse perspectives	All competencies identified in each unit will be observed throughout the year
Ethics & Culture	E3 – Consider consequences		E2 – Explores & compares knowledge, cultural beliefs and practices		E3 – Consider consequences	E2 – Explores & compares knowledge, cultural beliefs and practices	
Numeracy	N1 – Recognise & use patterns & relationships N2 – Interpret maps & diagrams	N1 – Recognise & use patterns & relationships	N2 – Interpret maps & diagrams	N4 – Estimate & calculate	N2 – Interpret maps & diagrams	N3 – Interpret data displays	
Critical & Creative Thinking	C6 – Draw conclusions	C6 – Draw conclusions C7 – Evaluate procedures & outcomes	C2 – Identify & clarify information	C7 – Evaluate procedures & outcomes	C3 – Organise & process information	C6 – Draw conclusions	
Information Technology	I2 – Access data & information I3 – Evaluate data & information		I5 – Generate solutions	I6 – Collaborate, share & exchange	I2 – Access data & information I3 – Evaluate data & information	I2 – Access data & information I3 – Evaluate data & information	
Literacy	L7 – Understand vocabulary	L8 – Use spelling	L6 – Express opinion	L7 – Understand vocabulary	L6 – Express opinion L7 – Understand vocabulary	L7 – Understand vocabulary	
	<b>20%</b>	<b>15%</b>	<b>20%</b>	<b>15%</b>	<b>15%</b>	<b>15%</b>	

*Students are expected to maintain sustained and diligent effort at all times during course work.*



	Task 1	Task 2	Observational
<b>Task type</b>	Experimentation	Design	Collection of Work
<b>Task Title</b>	<b>Planning</b>	<b>Progress</b>	<b>Portfolio</b>
<b>Date Due</b>	Term 1 Week 7	Term 2 Week 6	Ongoing
Competency			
Personal Capability	P2-Appreciate diverse perspectives	P3- Communicate effectively	
Ethics & Culture	E2-Explores & compares knowledge, cultural beliefs and practices.	E4-Examine values	
Numeracy	N1-Recognise and use patterns and relationships		N5- Understand and use numbers in context
Critical & Creative Thinking		C3-Seek solutions	C1- Pose questions and analyse perspectives
Information Technology		I1-Plan information searches	I6-Collaborate, share and exchange
Literacy	L2- Compose texts		L3-Use language
	<b>50%</b>	<b>50%</b>	

*Students are expected to maintain sustained and diligent effort at all times during course work.*



	Task 1	Task 2	Observational
<b>Task type</b>	Skills and Planning	Product	Portfolio
<b>Task Title</b>	<b>Flippin Out</b>	<b>Stop Motion</b>	
<b>Date Due</b>	Term 1 Week 8	Term 2 Week 7	Ongoing
Competency			
Personal Capability	P2-appreciate diverse perspectives	P3-Communicate Effectively	
Ethics & Culture	E2- Explores & compares knowledge, cultural beliefs and practices	E3- Consider Consequences	
Numeracy			N1- Recognise & use patterns & relationships N4-Estimate and calculate
Critical & Creative Thinking	C3-Organise & process information		C4-Seek solutions
Information Technology	I4-Generate ideas, plans & processes	I6-Collaborate share & exchange	
Literacy		L4-Deliver presentations	L7-Understand vocabulary
	<b>50%</b>	<b>50%</b>	

*Students are expected to maintain sustained and diligent effort at all times during course work.*

**Glendale Technology High School**  
**Stage 5 Assessment Schedule 2024**

**Course: ART113 – Street Art**

**Head Teacher: Mrs B Nelmes**



	<b>Task 1</b>	<b>Task 2</b>	<b>Observational</b>
<b>Task type</b>	Planning	Product	Portfolio
<b>Task Title</b>	<b>Graffiti Wars</b>	<b>Street Style</b>	<b>Body of Work</b>
<b>Date Due</b>	Term 1 Week 7	Term 2 Week 6	Ongoing
<b>Competency</b>			
Personal Capability	P3 - Communicate effectively		P4 - Work collaboratively
Ethics & Culture	E6 - Consider points of view	E5 - Explore rights & responsibilities	
Numeracy		N4 - Estimate & calculate	N2 - Interpret maps & diagrams
Critical & Creative Thinking	C5 - Apply logic & reasoning		C1 - Pose questions & analyse perspectives
Information Technology		I5 - Generate solutions	I6 - Collaborate, share & exchange
Literacy	L8 - Use spelling	L1 - Interpret & analyse texts	
	<b>50%</b>	<b>50%</b>	

*Students are expected to maintain sustained and diligent effort at all times during course work.*



	Task 1	Task 2
<b>Task type</b>	In Class Activities and Take Home	In Class Activities and Take Home
<b>Task Title</b>	<b>Passion Project</b>	<b>AVID Binders, Collaborative Study Groups and Tutorials</b>
<b>Date Due</b>	Term 2 Week 6	Term 1 & 2 Ongoing
<b>Competency</b>		
Personal Capability	P3 - Communicate effectively	P4 – Work collaboratively
Ethics & Culture	E6 – Consider points of view	
Numeracy		
Critical & Creative Thinking	C4 - Seek solutions	C1 – Pose questions & analyse perspectives C6 – Draw conclusions
Information Technology	I5 – Generate solutions	I6 – Collaborate, share & exchange
Literacy	L4 - Deliver presentations	L2 – Compose texts
	<b>50%</b>	<b>50%</b>

*Students are expected to maintain sustained and diligent effort at all times during course work.*





	<b>Task 1</b>	<b>Task 2</b>
<b>Task type</b>	Event Management Project	In Class Activities and Take Home
<b>Task Title</b>	<b>Planning Task</b>	<b>AVID Binders, Collaborative Study Groups and Tutorials</b>
<b>Date Due</b>	Term 2 Week 6	Term 1 & 2 Ongoing
<b>Competency</b>		
Personal Capability	P3 – Communicate effectively	P4 – Work collaboratively
Ethics & Culture		
Numeracy	N4 – Estimate and Calculate	
Critical & Creative Thinking	C3 – Organise and Process Information	C1 – Pose questions & analyse perspectives C6 – Draw conclusions
Information Technology	I4 – Generate ideas, plans and processes	I6 – Collaborate, share & exchange
Literacy	L4 – Deliver Presentations	L2 – Compose texts
	<b>50%</b>	<b>50%</b>

*Students are expected to maintain sustained and diligent effort at all times during course work.*



	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Observational</b>
<b>Task type</b>	Informal - Folio	Vest Case Study	Presentation	
<b>Task Title</b>	<b>Pregnancy</b>	<b>Birth Plan</b>	<b>Design a Nursery</b>	
<b>Date Due</b>	Term 1 Week 7	Term 2 Week 1	Term 2 Week 6	Ongoing
<b>Competency</b>				
Personal Capability	P1-Work independently	P2- Appreciate diverse perspectives		All competencies identified in each unit will be observed throughout the year
Ethics & Culture	E2- Explores & compares beliefs		E1 –Investigates culture & cultural identity	
Numeracy			N4 – Estimate & calculate	
Critical & Creative Thinking		C2- Identify & clarify information	C4 – Seek solutions	
Information Technology			I2- Access data and information I4 – Generate ideas, plans and processes	
Literacy	L5 Sentence structures	L7 – Understanding Vocabulary		
	<b>0%</b>	<b>40%</b>	<b>60%</b>	

*Students are expected to maintain sustained and diligent effort at all times during course work.*

**Glendale Technology High School**  
**Stage 5 Assessment Schedule 2024**

**Course:** COM112 - Independent World Travel

**Head Teacher:** Mr S Budden



	<b>Task 1</b>	<b>Task 2</b>
<b>Task type</b>	Research – Take Home	In-class Test
<b>Task Title</b>	Planning a Dream Holiday	In-class Test
<b>Date Due</b>	Term 1 Week 8 Term 3 Week 7	Term 2 Week 2 Term 4 Week 2
Competency		
Personal Capability	P5- Make decisions	P1 – Work independently
Ethics & Culture	E1 – Investigate culture & cultural identity	E3 – Consider consequences
Numeracy		N4 – Estimate & calculate
Critical & Creative Thinking	C7 – Evaluate problems & outcomes	C5- Apply logic & reasoning C6 – Draw conclusions
Information Technology	I2 – Access data & information I4 – Generate ideas	
Literacy	L3 – Use language	L1 – Interpret & analyse texts
	<b>50%</b>	<b>50%</b>

*Students are expected to maintain sustained and diligent effort at all times during course work.*



	<b>Task 1</b>	<b>Task 2</b>
<b>Task Type</b>	Report - Take home	Examination
<b>Task Title</b>	<b>Business Planning and Evaluation</b>	<b>In class examination</b>
<b>Date Due</b>	Term 1 Week 7 Term 3 Week 6	Term 2 Week 1 Term 4 Week 1
<b>Competency</b>		
<b>Personal Capability</b>	P1 – Work Independently P5 – Make decisions	P1 – Work Independently P3 - Communicate Effectively
<b>Ethics &amp; Culture</b>	E3 – Examine Values	E3 – Consider consequences
<b>Numeracy</b>	N4 – Estimate and calculate	N3 – Interpret data displays
<b>Critical &amp; Creative Thinking</b>	C3 – Organise and process information C7 – Evaluate procedures and outcomes	C3 – Organise and process information C4 – Seek solutions
<b>Information Technology</b>	I5 – Generate solutions	I2 – Access data and information
<b>Literacy</b>	L3 – Use language L7 – Understand vocabulary	L5 – Sentence structures L7 – Understand vocabulary
	<b>50%</b>	<b>50%</b>

*Students are expected to maintain sustained and diligent effort at all times during coursework*



	Task 1	Task 2
<b>Task type</b>	Research – Take Home	In-class Test
<b>Task Title</b>	Investment Portfolio	Investing In-class Test
<b>Date Due</b>	Term 1 Week 8	Term 2 Week 2
<b>Competency</b>		
Personal Capability	P1- Work Independently P3- Communicate Effectively	P1- Work Independently P3- Communicate Effectively
Ethics & Culture	E1- Investigate culture & cultural identity E5 – Explore Rights and Responsibilities	E2- Explore & compares knowledge, cultural beliefs, and practices
Numeracy	N4- Estimate and Calculate	N3- Interpret Data Displays
Critical & Creative Thinking	C2- Organise and Clarify Information	
Information Technology	I2- Access Data and Information	I3- Evaluate Data and Information
Literacy	L5- Sentence Structures	L3- Use Language L5- Sentence Structures
	<b>50%</b>	<b>50%</b>

Stage 5 Assessment Schedule 2024



	Task 1	Task 2
<b>Task type</b>	Annotations – Take Home	Presentation- Take Home
<b>Task Title</b>	<b>Case File Notes</b>	<b>Presentation</b>
<b>Date Due</b>	Term 1, Week 8	Term 2, Week 2
	Term 3, Week 7	Term 4, Week 2

Personal Capability	P5 – Make decisions	P3 - Communicate effectively
Ethics & Culture	E6 - Consider points of view	E3 - Consider consequences
Numeracy	N2 - Interpret maps & diagrams	
Critical & Creative Thinking	C5 - Apply logic & reasoning	C6 - Draw conclusions
Information Technology		I5 - Generate solutions
Literacy	L6 - Express opinion	L4 - Deliver presentations
	<b>50%</b>	<b>50%</b>

*Students are expected to maintain sustained and diligent effort at all times during course work.*



		<b>Task 1</b>	<b>Task 2</b>
<b>Task Type</b>	Informal - Quiz	Presentation-Formal	Practical Project-Formal
<b>Task Title</b>	<b>Safety Folio</b>	<b>Culture &amp; Food</b>	<b>Folio</b>
<b>Date Due</b>	Term1 Week 7	Term 2 Week 6	Ongoing
<b>Competency</b>			
Personal Capability	P3 – Communicate effectively	P3 – Communicate effectively	P4 – Work collaboratively
Ethics & Culture	E3- Consider Consequences		E1 – Investigates culture & cultural identity
Numeracy			N4 – Estimate and Calculate
Critical & Creative Thinking	C6- Draw conclusions	C3 – Organise and process information	
Information Technology	I4 – Generate ideas, plans and processes	I2 – Access data & information	
Literacy		L2 – Compose Texts	L7 – Understanding Vocabulary
		<b>40%</b>	<b>60%</b>

*Students are expected to maintain sustained and diligent effort at all times during course work.*



	<b>Observational</b>	<b>Task 1</b>	<b>Task 2</b>
<b>Task type</b>	Research Informal	Design Task	Observational
<b>Task Title</b>	<b>Around the World</b>	<b>Celebrations</b>	<b>Ongoing Practical &amp; Safety</b>
<b>Date Due</b>	Term 1 Week 8	Term 2 Week 2	Ongoing
<b>Competency</b>			
Personal Capability	P3 – Communicate effectively		P4 – Work collaboratively
Ethics & Culture	E1 – Investigates culture & cultural identity		E5 – Explore rights and responsibilities
Numeracy		N4 – Estimate and calculate	N5 – Understand the use of numbers
Critical & Creative Thinking		C3 – Organise and process information	
Information Technology	I5 – Generate solutions	I4 – Generate ideas, plans and processes	
Literacy			L7 – Understanding Vocabulary
	<b>0%</b>	<b>40%</b>	<b>60%</b>

*Students are expected to maintain sustained and diligent effort at all times during course work.*





		<b>Task 1</b>	<b>Task 2</b>
<b>Task type</b>	Informal - Quiz	Folio	Practical
<b>Task Title</b>	<b>Kitchen Safety</b>	<b>Design Folio</b>	<b>Ongoing Practical Application</b>
<b>Date Due</b>	Term 1 Week 8	Term 2 Week 2	Ongoing
<b>Competency</b>			
Personal Capability			P4 – Work collaboratively
Ethics & Culture	E3 – Consider consequences	E1 – Investigates culture & cultural identity	
Numeracy			N5 – Understand the use of numbers N4 – Estimate and Calculate
Critical & Creative Thinking	C7 – Evaluate procedures and outcomes	C3 – Organise & process information	
Information Technology		I5 – Generate solutions	
Literacy		L2 – Compose Texts L7 – Understanding Vocabulary	
		<b>40%</b>	<b>60%</b>

*Students are expected to maintain sustained and diligent effort at all times during course work.*

**Glendale Technology High School**  
**Year 9/10 Assessment Schedule 2024**

**Course: FDT115 - Chef's Be Like**

**Head Teacher: Ms L. Blake**



	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Observational</b>
<b>Task type</b>	In-class Informal Task	Design Task	Practical	
<b>Task Title</b>	<b>Recipe Prediction</b>	<b>Function Planning</b>	<b>Practical Tasks</b>	
<b>Date Due</b>	Term 1 Week 7	Term 2 Week 6	Ongoing	Ongoing
<b>Competency</b>				
Personal Capability	P4 – Work collaboratively		P3 – Communicate effectively	All competencies identified in each unit will be observed throughout the year
Ethics & Culture		E5 – Explore Rights and Responsibilities		
Numeracy	N5 – Understand the use of numbers		N4 – Estimate and Calculate	
Critical & Creative Thinking			C3 – Organise and process information	
Information Technology	I6 – Collaborate, share & exchange	I4 – Generate ideas, plans and processes		
Literacy		L2 – Compose Texts	L7 – Understanding Vocabulary	
	<b>0%</b>	<b>40%</b>	<b>60%</b>	

*Students are expected to maintain sustained and diligent effort at all times during course work.*



	Observational	Task 1	Task 2
<b>Unit</b>			
<b>Task type</b>	Informal Quiz	Design Task	Practical Participation
<b>Task Title</b>	<b>Work Health &amp; Safety</b>	<b>Outdoor Feast!</b>	<b>Ongoing Practical &amp; Safety</b>
<b>Date Due</b>	Semester 1 Term 1 Week 7	Semester 1 Term 2 Week 6	Semester 1 Ongoing
<b>Competency</b>			
Personal Capability			P4 – Work collaboratively
Ethics & Culture	E3 – Consider Consequences		E5 – Explore rights and responsibilities
Numeracy		N4 – Estimate and calculate	N5 – Understand and use numbers in context
Critical & Creative Thinking		C7 – Evaluate procedures and outcomes	
Information Technology		I4 – Generate ideas, plans and processes	I6 – Collaborate, share and exchange
Literacy		L2 – Compose texts	L7 – Understanding vocabulary
	<b>0%</b>	<b>40%</b>	<b>60%</b>

*Students are expected to maintain sustained and diligent effort at all times during course work.*



	Task 1	Task 2
<b>Task Type</b>	Research Task	Observation
<b>Task Title</b>	<b>Personal Interest Project</b>	
<b>Date Due</b>	Semester 1 Term 1 Week 7 Semester 2 Term 3 Week 6	Ongoing
<b>Competency</b>		
Personal Capability	P1 - Work independently P3 - Communicate effectively	P1 - Work independently P3 - Communicate effectively
Ethics & Culture	E2 - Explores & compares knowledge, cultural beliefs and practices E6 - Consider points of view	E2 - Explores & compares knowledge, cultural beliefs and practices E6 - Consider points of view
Numeracy		
Critical & Creative Thinking	C1 - Pose questions & analyse perspectives C3 - Organise & process information	C2 - Identify & clarify information C3 - Organise & process information
Information Technology	I1 - Plan information searches I2 - Access data & information	I1 - Plan information searches I2 - Access data & information
Literacy	L2 - Compose texts	L2 - Compose texts
	<b>100%</b>	

*Students are expected to maintain sustained and diligent effort at all times during course work*



	Task 1	Informal
<b>Task type</b>	In-Class Digital Project	Observation
<b>Task Title</b>	<b>Creating a Secondary Source</b>	
<b>Date Due</b>	Semester 1 Term 1 Week 8 Semester 2 Term 3 Week 7	Ongoing
Competency		
Personal Capability	P1 - Work independently P3 – Communicate effectively	P1 - Work independently P3 – Communicate effectively
Ethics & Culture	E3 – Consider consequences E6- Consider points of view	E3 – Consider consequences E6- Consider points of view
Numeracy	N2- Interpret maps and diagrams	N2- Interpret maps and diagrams
Critical & Creative Thinking	C1 – Pose questions & analyse perspectives C2 – Identify and clarify information	C1 – Pose questions & analyse perspectives C2 – Identify and clarify information
Information Technology	I1 – Plan information searches I2- Access data and information	I1 – Plan information searches I2- Access data and information
Literacy	L1 – Interpret and analyse texts L3 – Use language	L1 – Interpret and analyse texts L3 – Use language
	<b>100%</b>	

*Students are expected to maintain sustained and diligent effort at all times during course work*



	<b>Task 1</b>	<b>Task 2</b>	
<b>Task type</b>	<b>Portfolio</b>	<b>Progress check</b>	<b>Informal Observation</b>
<b>Task Title</b>	Safety tests / Material list / Finance plan	Practical and Portfolio	Ongoing Practical
<b>Date Due</b>	Term 1 Week 7	Term 2 Week 6	Ongoing
<b>Competency</b>			
Personal Capability			P1 – Work independently P4 – Work collaboratively
Ethics & Culture	E2 – Consider consequences		
Numeracy	N4 – Estimate and calculate	N6 - Measure	
Critical & Creative Thinking		C4 – Seek solutions C7 – Evaluate procedures and outcomes	
Information Technology		I4 – Generate ideas, plans and processes I5 – Generate solutions	
Literacy			L1 – Interpret and analyse texts
	<b>40%</b>	<b>60%</b>	<b>0%</b>

*Students are expected to maintain sustained and diligent effort at all times during course work.*



	<b>Task 1</b>	<b>Task 2</b>	
<b>Task type</b>	Portfolio	Design project	Observational
<b>Task Title</b>	<b>Portfolio</b>	<b>Practical Projects</b>	<b>Informal</b>
<b>Date Due</b>	Term 1 Week 8	Term 2 Week 7	Ongoing
<b>Competency</b>			
Personal Capability		P3 – Communicate effectively	P1 – Work independently P4 – Work collaboratively
Ethics & Culture	E3 – Consider Consequences		
Numeracy	N6 - Measure		
Critical & Creative Thinking	C7 – Evaluate procedures and outcomes	C4 – Seek Solutions	
Information Technology		I5 – Generate solutions	I6 – Collaborate, Share and Exchange
Literacy			
	<b>40%</b>	<b>60%</b>	<b>0%</b>

*Students are expected to maintain sustained and diligent effort at all times during course work.*



	<b>Task 1</b>	<b>Task 2</b>	
<b>Task type</b>	Safety tests – costing activity	Practical Project	Observational
<b>Task Title</b>	<b>Portfolio</b>	<b>Practical project</b>	<b>Ongoing Practical</b>
<b>Date Due</b>	Term 1 Week 8	Term 2 Week 7	Ongoing
<b>Competency</b>			
Personal Capability			P1 – Work independently P4 – Work collaboratively
Ethics & Culture	E2 – Consider consequences		
Numeracy	N4 – Estimate and calculate	N6 - Measure	
Critical & Creative Thinking		C4 – Seek solutions C7 – Evaluate procedures and outcomes	
Information Technology		I4 – Generate ideas, plans and processes I5 – Generate solutions	
Literacy			L1 – Interpret and analyse texts
	<b>40%</b>	<b>60%</b>	

*Students are expected to maintain sustained and diligent effort at all times during course work.*





	Task 1	Task 2
<b>Task Type</b>	Research Task	Presentation
<b>Task Title</b>	<b>Dangerous Marine Creatures</b>	<b>Conservation</b>
<b>Date Due</b>	Term 1 Week 7 Term 3 Week 6	Term 2 Week 1 Term 4 Week 1

Personal Capability	P1 - Work independently P3 - Communicate effectively	P1 - Work independently
Ethics & Culture	E3 - Consider consequences	E3 - Consider consequences
Numeracy	N2 – Interpret maps & diagrams	N3 – Interpret data displays
Critical & Creative Thinking	C2 - Identify & clarify information C3 - Organise & process information	C2 - Identify & clarify information
Information Technology	I2 - Access data & information	I2 - Access data & information I4 - Generate, ideas, plans & processes
Literacy	L2 - Compose texts L5 - Sentence structures	L2 - Compose texts L5 - Sentence structures
	<b>50%</b>	<b>50%</b>

*Students are expected to maintain sustained and diligent effort at all times during course work.*



	Task 1	Task 2	Task 3	Observational
Task type	Portfolio Check #1	Portfolio Check #2	Portfolio	
Task Title	Student Learning and Organisation Portfolio	Student Learning and Organisation Portfolio	Student Learning and Organisation Portfolio	
Date Due	Term 1 Week 7	Term 2 Week 1	Term 2 Week 6	Ongoing
Competency				
Personal Capability	P5 –Make decisions P1 – Work Independently			All competencies identified in each unit will be observed throughout the year
Ethics & Culture		E3 – Consider consequences E6 – Consider points of view		
Numeracy		N3 – Interpret data displays N5 - Understand & use numbers in context		
Critical & Creative Thinking		C2 – Identify & clarify information	C5 – Apply logic & reasoning	
Information Technology	I2 – Access data & information		I6 – Collaborate, share & exchange	
Literacy			L4 – Deliver presentations L6 – Express opinion	
			<b>100%</b>	

*Students are expected to maintain sustained and diligent effort at all times during course work.*



	<b>Task 1</b>	<b>Task 2</b>	<b>Observational</b>
<b>Task type</b>	Formal	Formal	Portfolio
<b>Task Title</b>	<b>Concepts/Plan</b>	<b>Progress</b>	<b>Performance</b>
<b>Date Due</b>	Term 1 Week 7	Term 2 Week 6	Ongoing
<b>Competency</b>			
Personal Capability	P1-Work Independently	P2-Appreciate diverse perspectives	P4-work collaboratively
Ethics & Culture	E6-Consider points of view	E1-Investigate culture & cultural identity	
Numeracy		N1-Recognise & use patterns & relationships	
Critical & Creative Thinking	C2-Identify & clarify information	C5-Apply logic & reasoning	
Information Technology	I2-Access data & information		I3-Evaluate data and information
Literacy			L3-use language L7-Understanding vocabulary
	<b>50%</b>	<b>50%</b>	

*Students are expected to maintain sustained and diligent effort at all times during course work.*



	Task 1	Task 2	Observational
<b>Task type</b>	Skill Analysis	Portfolio	Practical
<b>Task Title</b>	<b>Body Systems</b>	<b>Fitness Portfolio</b>	<b>Practical Application</b>
<b>Date Due</b>	Term 2 Week 1	Term 2 Week 6	Ongoing
<b>Competency</b>			
Personal Capability	P5 – Make decisions	P4 – Work Collaboratively	P4 – Work collaboratively P5 – Make decisions
Ethics & Culture	E3 – Consider consequences		E3 – Consider consequences
Numeracy		N3 – Interpret data displays N6 - Measure	
Critical & Creative Thinking	C2 – Identify & clarify information		C4 – Seek solutions
Information Technology		I3 – Evaluate data & information	
Literacy	L3 – Use language L7 – Understand vocabulary	L3 – Use language L7 – Understand vocabulary	
	<b>50%</b>	<b>50%</b>	

*Students are expected to maintain sustained and diligent effort at all times during course work.*



	Task 1	Task 2	Observational
<b>Task type</b>	Peer Presentation	Tournament Application	Practical
<b>Task Title</b>	Peer Coach	Event Management	Practical Application
<b>Date Due</b>	Term 2 Week 1	Term 2 Week 6	Ongoing
<b>Competency</b>			
Personal Capability	P3 - Communicate effectively P4 - Work Collaboratively	P4 - Work Collaboratively	P1 – Work independently P5 - Make decisions
Ethics & Culture			E3 - Consider consequences
Numeracy		N5 – Understand & use numbers in context	
Critical & Creative Thinking	C2 – Identify & clarify information	C7 – Evaluate procedures & outcomes	C4 - Seek solutions
Information Technology	I6 – Collaborate, share & exchange		
Literacy	L4 - Deliver presentations	L3 - Use language L6 – Express opinion	
	<b>50%</b>	<b>50%</b>	

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**Glendale Technology High School**  
**Stage 5 Assessment Schedule 2024**

**Course: PAS115 - Active Lifestyle**

**Head Teacher: M Mansfield**



	<b>Task 1</b>	<b>Task 2</b>	<b>Observational</b>
<b>Task type</b>	Website and Presentation	Practical Self Reflection	E Portfolio
<b>Task Title</b>	<b>Physical Activity &amp; Sport for Specific Groups</b>	<b>Skills Portfolio</b>	<b>E Portfolio</b>
<b>Date Due</b>	Term 2 Week 1	Term 2 Week 6	Ongoing
<b>Competency</b>			
Personal Capability	P2 – Appreciate diverse perspectives	P4 – Work collaboratively	P1 - Work independently
Ethics & Culture			E5 – Explore rights and responsibilities
Numeracy		N5 – Understand & use numbers in context	
Critical & Creative Thinking	C3 – Organise and process information	C5 – Apply logic & reasoning	C3 – Organise & process information
Information Technology	I4 – Generate ideas, plans & processes	I6 – Collaborate, share and exchange	
Literacy	L4 – Deliver presentations	L3 – Use language	
	<b>50%</b>	<b>50%</b>	

*Students are expected to maintain sustained and diligent effort at all times during course work.*

**Glendale Technology High School**  
**Stage 5 Assessment Schedule 2024**

**Course: PAS116 - Football Codes**

**Head Teacher: M Mansfield**



	<b>Task 1</b>	<b>Task 2</b>	<b>Observational</b>
<b>Task type</b>	Presentation	Practical Application	Portfolio
<b>Task Title</b>	<b>Contemporary Issue Analysis</b>	<b>Practical Engagement</b>	<b>Classwork Portfolio</b>
<b>Date Due</b>	Term 2 Week 2	Term 2 Week 7	Ongoing
<b>Competency</b>			
Personal Capability	P1 – Work Independently	P4 – Work collaboratively P5 – Make decisions	All competencies identified in each unit will be observed throughout the semester
Ethics & Culture	E1 – Investigate culture and cultural identity		
Numeracy		N5 – Understand & use numbers in context	
Critical & Creative Thinking	C1 – Pose questions and analyse perspectives C2 – Identify and clarify information	C4 – Seek solutions	
Information Technology	I4 – Generate ideas, plans & processes		
Literacy	L4 – Deliver presentations L6 – Express Opinion		
	<b>50%</b>	<b>50%</b>	

*Students are expected to maintain sustained and diligent effort at all times during course work.*



	Task 1	Task 2	Observational
Unit	SCI111	SCI111	
Task type	Model – in class	Research – at home	
Task Title	<b>Tensegrity</b>	<b>Medicinal Physics</b>	
Date Due	Term 1 Week 7	Term 2 Week 6	Ongoing

Personal Capability	P5 – Make decisions	P3 – Communicate effectively	All competencies identified in each unit will be observed throughout the year
Ethics & Culture		E3 - Consider consequences	
Numeracy	N2 – Interpret maps & diagrams		
Critical & Creative Thinking	C4 – Seek solutions	C2 – Identify & clarify information	
Information Technology	I5 – Generate solutions	I3 – Evaluate data & information	
Literacy	L6 – Express opinion	L3 – Use language	
	<b>50%</b>	<b>50%</b>	

*Students are expected to maintain sustained and diligent effort at all times during course work.*



**Glendale Technology High School**  
**Stage 5 Assessment Schedule 2024**

**Course: SCI114 – Rocks, Rocks, Rocks**

**Head Teacher: Mr S.Williamson**



	<b>Task 1</b>	<b>Task 2</b>	<b>Observational</b>
<b>Unit</b>	SCI114	SCI114	
<b>Task type</b>	Investigation – in class	Research – at home	
<b>Task Title</b>	<b>Rocks and Minerals</b>	<b>Ethics, Mining and the Environment</b>	
<b>Date Due</b>	Term 1 Week 8	Term 2 Week 7	Ongoing

<b>Personal Capability</b>	P4 – Work collaboratively	P1 – Work independently	All competencies identified in each unit will be observed throughout the year
<b>Ethics &amp; Culture</b>		E2 – Explores & compares knowledge, cultural beliefs and practices E3 – Consider consequences	
<b>Numeracy</b>	N2 – Interpret maps & diagrams N4 – Estimate & calculate		
<b>Critical &amp; Creative Thinking</b>	C6 – Draw conclusions	C2 – Identify & clarify information	
<b>Information Technology</b>	I2 – Access data & information	I1 – Plan information searches	
<b>Literacy</b>	L7 – Understands vocabulary	L6 – Express opinion	
	<b>50%</b>	<b>50%</b>	

*Students are expected to maintain sustained and diligent effort at all times during course work.*



	<b>Task 1</b>	<b>Observational</b>
<b>Task Type</b>	Portfolio	
<b>Task Title</b>	<b>Work Readiness Portfolio</b>	
<b>Date Due</b>	Term 2 Week 6	Ongoing
<b>Competency</b>		
<b>Personal Capability</b>	P1 – Work independently	P1 – Work independently P3 – Communicate effectively
<b>Ethics &amp; Culture</b>		E3 – Consider consequences E6 – Consider points of view
<b>Numeracy</b>		N4 – Estimate & calculate N5 – Understand & use numbers in context
<b>Critical &amp; Creative Thinking</b>	C3 – Organise & process information	C2 – Identify & clarify information C3 – Organise & process information
<b>Information Technology</b>	I2 – Access data & information I4 – Generate ideas, plans & processes	I2 – Access data & information I4 – Generate ideas, plans & processes
<b>Literacy</b>	L5 – Sentence structures	L4 – Deliver presentations L5 – Sentence structures
	<b>100%</b>	

*Students are expected to maintain sustained and diligent effort at all times during course work.*

## My Assessment Tasks

Term	Week	Date	Subject and Task Name
<b>Term 1 - 2024</b>	2	5 <sup>th</sup> -9 <sup>th</sup> February	
	3	12 <sup>th</sup> -16 <sup>th</sup> February	
	4	19 <sup>th</sup> -23 <sup>rd</sup> February	
	5	26 <sup>th</sup> February- 1 <sup>st</sup> March	
	6	4 <sup>th</sup> -8 <sup>th</sup> March	
	7	11 <sup>th</sup> -15 <sup>th</sup> March	
	8	18 <sup>th</sup> -22 <sup>nd</sup> March	
	9	25 <sup>th</sup> -29 <sup>st</sup> March	
	10	1 <sup>st</sup> -5 <sup>th</sup> April	
	11	8 <sup>th</sup> - 12 <sup>th</sup> April	
<b>Term 2 - 2024</b>	1	29 <sup>th</sup> - April 3 <sup>rd</sup> - March	
	2	6 <sup>th</sup> -10 <sup>th</sup> May	
	3	13 <sup>th</sup> -17 <sup>th</sup> May	
	4	20 <sup>th</sup> -24 <sup>th</sup> May	
	5	27 <sup>th</sup> -31 <sup>st</sup> May	
	6	3 <sup>rd</sup> -7 <sup>th</sup> June	
	7	10 <sup>th</sup> -14 <sup>th</sup> June	
	8	17 <sup>th</sup> -21 <sup>st</sup> June	
	9	24 <sup>th</sup> -28 <sup>rd</sup> June	
	10	1 <sup>st</sup> -5 <sup>th</sup> July	



# Illness, Accident and Misadventure Appeal

Student Name: \_\_\_\_\_ Year: \_\_\_\_\_

Course: \_\_\_\_\_

Assessment Task (no. and Name) \_\_\_\_\_

Due Date of Task: \_\_\_\_\_

- Please provide your reasons for failing to meet the assessment deadline and provide details to support your case.
- This form should be presented to your class teacher for their input and then a Deputy Principal immediately after missing the task or where possible before that task is due.

Reason:

\_\_\_\_\_  
\_\_\_\_\_

A medical certificate is attached: Yes / No

Signed: \_\_\_\_\_ (Student)      Signed: \_\_\_\_\_ (Parent)

### School Section:

<b>Teacher Recommendation</b>	<input type="checkbox"/> Recommend approval      OR	<input type="checkbox"/> <u>Do not</u> recommend approval
	<input type="checkbox"/> Task has been submitted	<input type="checkbox"/> Task <u>has not been</u> submitted
	<input type="checkbox"/> Extension until _____ (date)	
<b>Signed (Teacher)</b> _____		

Panel members: \_\_\_\_\_

Date of meeting: \_\_\_\_\_

Decision:

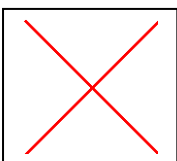
- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Appeal accepted without penalty                            | <input type="checkbox"/> Extension for task granted until _____ | <input type="checkbox"/> Student to complete an alternate task |
| <input type="checkbox"/> Student to complete / submit the task at an alternate time | <input type="checkbox"/> Student to receive an estimate mark    | <input type="checkbox"/> Work to marked with a _____% penalty  |

Appeal rejected for the following reason:

\_\_\_\_\_  
\_\_\_\_\_

Date feedback given to student: \_\_\_\_\_

Signed: \_\_\_\_\_ (Deputy Principal)      Signed: \_\_\_\_\_ (Student)



Copy to student file – Copy for student – Original to Faculty Monitoring Folder