



STAGE 5 SEMESTER TWO 2025



STRIVE ASSESSMENT POLICY & SUBJECT SCHEDULES



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STRIVE ASSESSMENT POLICY & SCHEDULES

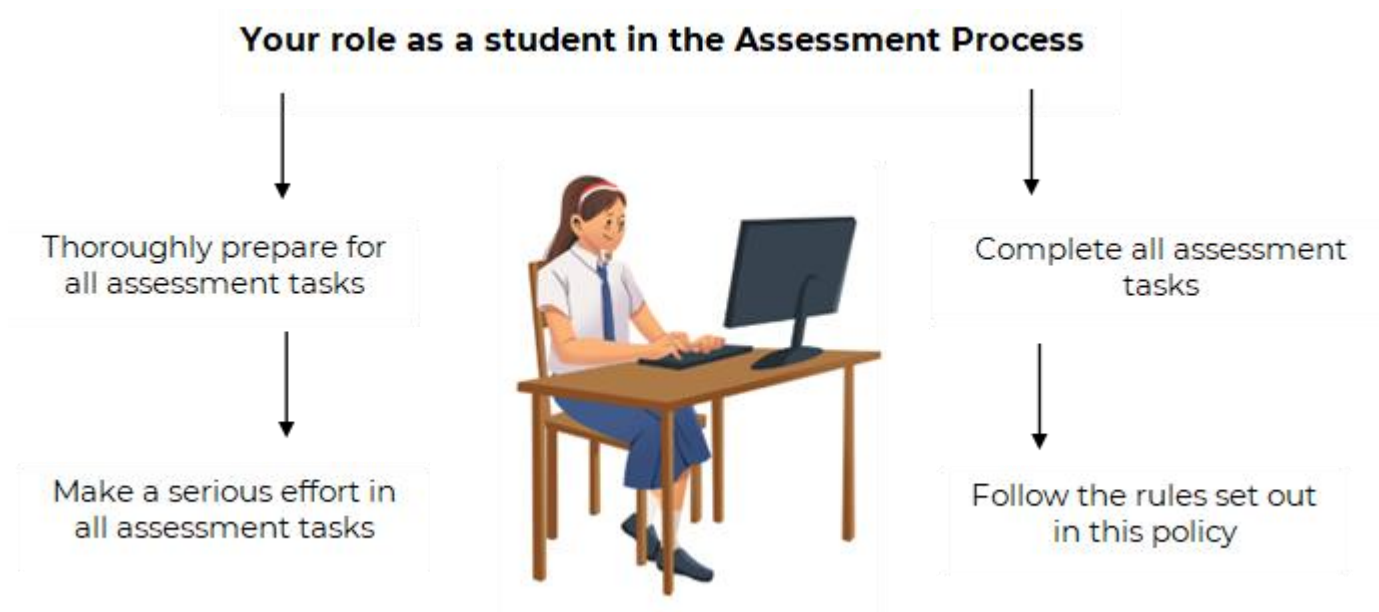
Introduction

This booklet has been prepared for issue to students in Stage 5 (Years 9 & 10) at Glendale Technology High School. It is aimed at giving 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.

Artificial Intelligence (AI), Arial ChatGPT or equivalent generative text software may only be used when explicit consent to do so has been stated clearly in a task notification. This applies to any submissible task, including formative, summative, informal or formal assessment. If permission is given to use AI, then explicit referencing must be provided by students.

This must accurately identify any or all use of AI generated text.

Zero marks may be awarded in cases of proven malpractice. Students have the right to appeal. A letter will also be sent to indicate the award of zero marks.

Teachers must be able to certify that work submitted by a student is that student's own work. It is the student's responsibility to provide sufficient proof to avoid non-certification of submitted work/tasks. Students may receive zero marks for any work/tasks that cannot be certified as being completed by the student.

Can I Use AI on this Assignment?

AI Acceptable Use Scale



| Level of AI Use | | Full Description | Disclosure Requirements |
|-----------------|---|---|--|
| 0 | NO AI use | This assessment is completed entirely without AI assistance. AI must not be used at any point during the assessment. This level ensures that students rely solely on their own knowledge, understanding and skills. | No AI disclosure required. May require an academic honesty pledge that AI was not used. |
| 1 | AI-Assisted Idea Generation and Structuring | No AI content is allowed in the final submission. AI can be used in the assessment for brainstorming, creating structures and generating ideas for improving work. | AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission. |
| 2 | AI-Assisted editing | No new content can be created using AI. AI can be used to make improvements to the clarity or quality of student created work, to improve the final output. | AI disclosure statement must be included disclosing how AI was used. Link(s) to AI chat(s) must be submitted with final submission. |
| 3 | AI for specific task completion | AI is used to complete certain elements of the task, as specified by the teacher. This level requires critical engagement with AI generated content and evaluating its output. Students are responsible for providing oversight and evaluation of all AI generated content. | Any AI created content must be cited using a proper reference list. Link(s) to AI chat(s) must be submitted with final submission. |
| 4 | Full AI use with human oversight | AI may be used throughout the assessment to support student's own work in any way they deem necessary. AI should be a tool to support the development of materials. Students are responsible for providing human oversight and evaluation of all AI generated content. | Students must cite the use of AI using proper reference list. Link(s) to AI chat(s) must be submitted with final submission. |

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.

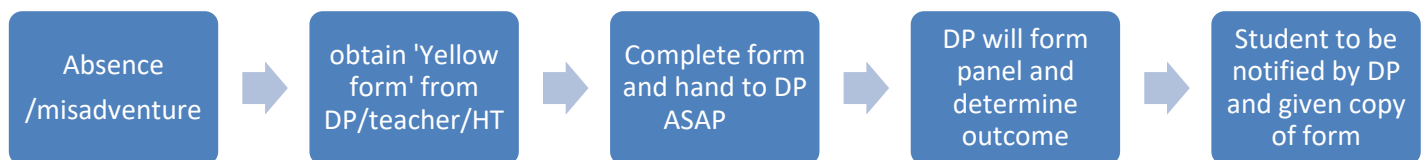
Should the reasons not be considered valid (or no appeal is made), then a "zero" mark will be recorded and your parents notified. If you have not completed tasks totalling 50% or more of a final course assessment mark, the Principal is required to inform the Authority that you have not satisfactorily 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



Appendix 1 – Strive Assessment Schedule

Glendale Technology High School
Year 10 Assessment Schedule 2025

Course: English

Head Teacher: Ms K. Dolle



| | Task 1 | Task 2 | Task 3 | Observational |
|-------------------|--|---|---|---|
| Unit | 101 - Scene and Unseen | 102 - Living the Dream | 103 - Genre Study (Senior Bootcamp) | Ongoing |
| Task type | In-class Task | Extended Response | In-class Task | |
| Task Title | Comparative Essay | Discursive Response | Imaginative Composition and Reflection | |
| Date Due | Term 2 Week 3 | Semester 1 Term 2 Week 3 Semester 2 Term 4 Week 3 | Term 3 Week 8 | |
| Level of AI Use | 0 | 0 | 0 | |
| Competency | | | | |
| Capability | P2 - Appreciate diverse perspective | | P3 - Communicate effectively P5 - Make decisions | All competencies identified in each unit will be observed throughout the year |
| Culture | E1 - Investigate culture & cultural identity E2 - Explores & compares knowledge, cultural beliefs and practices | E3 - Consider consequences E4 - Examine values E6 - Consider points of view | E6 - Consider point of view | |
| Creative Thinking | C6 - Draw conclusions | C1 - Pose questions & analyse perspectives | C4 - Seeks solutions | |
| Technology | | | | |
| Literacy | L1 - Interpret and analyse texts L2 - Compose texts L3 - Use language L5 - Sentence structures L7 - Understand vocabulary L8 - Use spelling | L2 - Compose texts L3 - Use language L5 - Sentence structures L6 - Express Opinions L7 - Understand vocabulary L8 - Use spelling | L2 - Compose texts L3 - Use language L5 - Sentence structures L6 - Express opinions L7 - Understand vocabulary L8 - Use spelling | |
| | 30% | 40% | 30% | |

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

Glendale Technology High School
Year 9 Assessment Schedule 2025

Course: English

Head Teacher: Ms K Dolle



| | Task 1 | Task 2 | Task 3 | Observational |
|-------------------|--|--|---|---|
| Unit | ENG901 Australian Experiences | ENG902 Documenting Lives | ENG903 Examining Social Concerns | Ongoing |
| Task type | Portfolio In-class Task | Presentation (Digital Submission) | In-class Task | |
| Task Title | Analytical Portfolio | Digital Product and Reflection | Imaginative Composition and Reflection | |
| Date Due | Term 2 Week 3 | Semester 1 Term 2 Week 3 Semester 2 Term 4 Week 3 | Term 4 Week 3 | |
| Level of AI Use | 0 | 3 | 0 | |
| Competency | | | | |
| Capability | P3 - Communicate effectively | P2 - Appreciate diverse perspectives | P5 - Make decisions | All competencies identified in each unit will be observed throughout the year |
| Culture | E1 - Investigate culture & cultural identity | E1 - Investigate culture & cultural identity | E6 - Consider point of view | |
| Critical Thinking | C2 - Identify & clarify information C6 - Draw conclusions | C7 - Evaluate procedure & outcomes | C1 - Pose questions & analyse perspectives C4 - Seeks solutions | |
| Technology | | I5 - Generate solutions | | |
| Literacy | L1 - Interpret and analyse texts L2 - Compose texts L3 - Use language L5 - Sentence structures L7 - Understand vocabulary L8 - Use spelling | L2 - Compose texts L3 - Use language L4 - Deliver presentations L5 - Sentence structures L7 - Understand vocabulary L8 - Use spelling | L2 - Compose texts L3 - Use language L5 - Sentence structures L6 - Express opinions L7 - Understand vocabulary L8 - Use spelling | |
| | 30% | 40% | 30% | |

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

Glendale Technology High School
Stage 5 Assessment Schedule 2025

Course: Geography

Head Teacher: Mr S. Budden



| | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 | Task 6 |
|------------------------------|--|---|---|--|---|---|
| Unit | HSE 901 Urban Jungle | HSE 901 Urban Jungle | HSE 902 Sustaining our world | HSE 902 Sustaining our world | HSE 101 Diversity and difference | HSE 101 Diversity and Difference |
| Task type | Project-based learning | Test | Project-based learning | Test | Project-based learning | Test |
| Task Title | Sustainable development | Examination | Sustainable Biomes | Examination | Change and management | Examination |
| Date Due | Term 1 Week 9 | Term 2 Week 4 | Sem 1 Term 1 Week 9 Sem 2 Term 3 Week 9 | Sem 1 Term 2 Week 4 Sem 2 Term 4 Week 4 | Term 1 Week 9 | Term 2 Week 4 |
| Level of AI Use | 1 | 0 | 1 | 0 | 1 | 0 |
| Competency | | | | | | |
| Personal Capability | P4 – Work collaboratively | P2 - Appreciate diverse perspective | P1 - Work independently. P3 – Communicate effectively. | P1 - Work independently | P3 - Communicate effectively P4 - Work collaboratively | P3 – Communicate effectively |
| Ethics & Culture | E5 – Explore rights & responsibilities | E 4 – Examines values | E6 – Consider points of view. | | E3 - Consider consequences E6 - Consider points of view | |
| Numeracy | N4 – Estimate & calculate | N2 - Interpret maps and diagrams N4 - Estimate and calculate N5 – Understand and use numbers in context | N2 - Interpret maps & diagrams. | N3 _ Interpret data displays | N2 - Interpret maps & diagrams N4 - Estimate & calculate | N2 - Interpret maps and diagrams N4 - Estimate and calculate |
| Critical & Creative Thinking | | C1 - Pose questions & analyse perspectives C6 – Draw conclusions | | C5 – Apply logic and reason C6 – Draw conclusions | C1 - Pose questions & analyse perspectives C7 – Evaluate procedures and outcomes | C7 – Evaluate procedures & outcomes |
| Information Technology | I5: Generate solutions | I3 Evaluate data and information | I2 - Access data & information. I3 – Evaluate data and information. | | I2 - Access data & information I4 - Generate, ideas, plans & processes | |
| Literacy | L2 – Compose texts L4 – Deliver Presentations | L2 – Compose Text | L2 – Compose texts. L5 - Sentence structures. L6 - Express opinion. | L5 - Sentence structures | L2 - Compose texts L6 - Express opinion | L2 – Compose Text L5 – Sentence Structures |
| | 15% | 15% | 15% | 15% | 20% | 20% |

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

Glendale Technology High School
Stage 5 Assessment Schedule 2025

Course: History

Head Teacher: Mr S. Budden



| | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 | Task 6 |
|------------------------------|--|---|--|---|--|---|
| Unit | HSE903 - New People New Worlds | | HSE102 - Australians at War | | HSE103 - Rights and Freedoms | |
| Task type | In Class Source Analysis | Digital Presentation | Source Based Task | Research Task | In class Test | Historical Account |
| Task Title | Source Analysis | Industrial Revolution Digital Presentation | WW1 Test | Historical Investigation | Rights and Freedoms Test | Historical Account |
| Date Due | Term 3 Week 4 | Term 3 Week 9 | Sem 1: Term 1 Week 4 Sem 2: Term 3 Week 4 | Sem 1: Term 1 Week 9 Sem 2: Term 3 Week 9 | Term 3 Week 4 | Term 3 Week 9 |
| Level of AI Use | 0 | 1 | 0 | 1 | 0 | 1 |
| Competency | | | | | | |
| Personal Capability | P5 – Make Decisions | P3 – Communicate Effectively | P3 – Communicate Effectively | P1 – Work Independently | P3 – Communicate Effectively | P2- Appreciate Diverse Perspectives |
| Ethics & Culture | E1 – Investigate Culture and Cultural Identity | E3- Consider Consequences | E1 – Investigate Culture and Cultural Identity | E3- Consider Consequences E6- Consider Points of View | E1 – Investigate culture & cultural identity E6 – Consider Points of View | E1 – Investigate Culture and Cultural Identity E2 – Explores and compares knowledge, cultural beliefs and practices. |
| Numeracy | N2 Interpret maps and diagrams | | | N2 Interpret maps and diagrams | | |
| Critical & Creative Thinking | C2 – Identify and Clarify Information | C6- Draw Conclusions | C3 – Organise and Process Information | C2 – Identify and clarify information | C2 – Identify and Clarify Information | C7 – Evaluate procedures and outcomes |
| 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 | L1- Interpret and Analyse Texts | L2 – Compose texts | L3 – Use Language | L6 – Express Opinion |
| | 15% | 15% | 15% | 20% | 15% | 20% |

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

Glendale Technology High School
Year 10 Assessment Schedule 2025

Course: Mathematics (Core)

Head Teacher: Mr N. Jones



| | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 | Observational |
|------------------------|---|---|--|-------------------------------------|---|---|
| Unit | MAT101 | MAT101 | MAT102 | MAT103 | MAT103 | Ongoing |
| Task type | In Class Assignment | In Class Test | In Class Assignment | In Class Task | In Class Exam | |
| Task Title | Trigonometry Task | Algebra Test | Non-Linear Relationships Investigation | Prisms Task | Surface Area & Volume Test | |
| Date Due | Term 1 Week 8 | Term 2 Week 3 | Term 2 Week 3 Term 4 Week 3 | Term 3 Week 3 | Term 4 Week 3 | |
| Level of AI Use | 0 | 0 | 2 | 0 | 0 | |
| Competency | | | | | | |
| 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 | | | | | | |
| Numeracy | N4 - Estimate & calculate N6 – Measure | N1 - Recognise & use patterns & relationships | N1 - Recognise & use patterns & relationships | N6 – Measure | N4 - Estimate & calculate N6 – Measure | |
| 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 | | |
| | 20% | 10% | 30% | 10% | 30% | |

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 | Task 6 | Observational |
|------------------------------|--|---|--|--|---|---|---|
| Unit | MAA101 | MAA101 | MAA102 | MAA102 | MAA103 | MAA103 | Ongoing |
| Task type | Assignment | In Class Test | In Class Test | Assignment | Take Home Assignment | In Class Test | |
| Task Title | Spatial Relations (Trigonometry) | Algebra & Equations | Quadratics & Exponential Task | Functions | Spatial Geometry Task | Indices | |
| Date Due | Term 1 Week 8 | Term 2 Week 3 | Term 1 Week 8 | Term 2 Week 3 | Term 3 Week 8 | Term 4 Week 3 | |
| Level of AI Use | 1 | 0 | 0 | 2 | 1 | 0 | |
| | Competency | | | | | | All competencies identified in each unit will be observed throughout the year |
| Personal Capability | P3 - Communicate effectively | P3 - Communicate effectively | P1- Work Independently P3 - Communicate effectively | P3 - Communicate effectively | P3 - Communicate effectively | P3 - Communicate effectively | |
| Ethics & Culture | | | | | | | |
| 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 | N1 - Recognise & use patterns & relationships N5 – Understand & use numbers in context | |
| Critical & Creative Thinking | C4 - Seek solutions | C5 - Apply logic & reasoning | C3 – Organise & process information C6 – Draw conclusions | C4 - Seek solutions | C3 – Organise & process information | C5 - Apply logic & reasoning | |
| Information Technology | | | | I2 - Access data & information I3 – Evaluate data & information | I4 - Generate, ideas, plans & processes | | |
| Literacy | L7 - Understand vocabulary | | | | L7 - Understand vocabulary L8 - Use spelling | | |
| | 15% | 15% | 20% | 15% | 20% | 15% | |

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

Glendale Technology High School
Year 9 Assessment Schedule 2025

Course: Mathematics (Core)

Head Teacher: Mr N. Jones



| | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 | Task 6 | Observational |
|-------------------|--|---|---|--|--|---|---|
| Unit | MAT901 | MAT901 | MAT902 | MAT902 | MAT903 | MAT903 | Ongoing |
| Task type | Take Home Assignment | In Class Test (one pager) | Take Home Assignment | In Class test | In Class Task | In Class Exam | |
| Task Title | Geometrical Representations | Working with triangles | Probability Investigation | Statistics Quiz | Financial Task | Rate of Change Exam | |
| Date Due | Term 1 Week 8 | Term 2 Week 3 | Term 1 Week 8 Term 3 Week 8 | Term 2 Week 3 Term 4 Week 3 | Term 3 Week 3 | Term 4 Week 3 | Ongoing |
| Level of AI Use | 1 | 0 | 2 | 0 | 0 | 0 | |
| Competency | | | | | | | |
| 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 |
| Culture | | | | | | | |
| Numeracy | N4 - Estimate & calculate N5 – Visualise shapes and objects | N2 – Interpret maps and diagrams N4 – Estimate & Calculate | N4 - Estimate & calculate | N3 – Interpret data displays | N5 – Understand & use numbers in context | N1 - Recognise & use patterns & relationships N2 – Interpret maps and diagrams | |
| Creative Thinking | C5 - Apply logic & reasoning | C4 - Seek solutions | C3 – Organise and process information | C3 – Organise and process information C4 - Seek solutions | C3 – Organise and process information C4 - Seek solutions | C4 - Seek solutions | |
| Technology | | | I2 – Access data & information | | | | |
| Literacy | | L7 - Understand vocabulary | L8 - Use spelling | | L7 - Understand vocabulary | | |
| | 15% | 20% | 15% | 20% | 10% | 20% | |

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

Year 9 Assessment Schedule 2025



| | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 | Task 6 | Observational |
|------------------------|---|---|--|--|--|---|---|
| Unit | MAA901 | MAA901 | MAA902 | MAA902 | MAA903 | MAA903 | Ongoing |
| Task type | Take Home Assignment | In Class Test (one pager) | Take Home Assignment | In Class Test | In Class Task | In Class Exam | |
| Task Title | Geometrical Representations | Working with Trigonometry | Probability Investigation | Data Task | Financial Task | Rate of Change Exam | |
| Date Due | Term 1 Week 8 | Term 2 Week 3 | Term 1 Week 8 | Term 2 Week 3 | Term 3 Week 3 | Term 4 Week 3 | |
| Level of AI Use | 1 | 0 | 2 | 0 | 0 | 0 | |
| 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 – Understand & use numbers in context | N2 – Interpret maps and diagrams N4 - Estimate & calculate | N4 - Estimate & calculate | N3 – Interpret Data displays | N5 – Understand & use numbers in context | N1 - Recognise & use patterns & relationships N2 – Interpret maps & diagrams | |
| 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 | | | I2 – Access data & information | | | | |
| Literacy | | L7 - Understand vocabulary | L8 - Use spelling | | L7 - Understand vocabulary | | |
| | 20% | 10% | 20% | 15% | 10% | 25% | |

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

Glendale Technology High School
Year 10 Assessment Schedule 2025

Course: PDHPE

Head Teacher: Mr M. Mansfield



| | Task 1 | Observational | Task 2 | Observational |
|------------------------------|--|---|---|---|
| Unit | My Now, My Future | | Healthy Youth | |
| Task type | Classwork Portfolio | | Classwork Portfolio | |
| Task Title | Semester One Portfolio | | Semester Two Portfolio | |
| Date Due | Term 2 Week 5 | Ongoing | Term 3 Week 10 | Ongoing |
| Level of AI Use | 1 | | 1 | |
| 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 | E2 – Explore and compare knowledge, cultural beliefs and practices E3 - Consider consequences | | E3 - Consider consequences E6 - Consider points of view | |
| Numeracy | N3 - Interpret data displays N5 – Understand & use numbers in context | | N3 - Interpret data displays 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 | I3 – Evaluate data & information I4 - Generate, ideas, plans & processes | | I4 - Generate, ideas, plans & processes I6 – Collaborate, share and exchange | |
| Literacy | L3 - Use language L6 - Express opinion | | L3 - Use language L6 - Express opinion | |
| | 50% | | 50% | |

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

Glendale Technology High School
Year 9 Assessment Schedule 2025

Course: PDHPE

Head Teacher: Mr M. Mansfield



| | Task 1 | Observational | Task 2 | Observational |
|------------------------------|--|---|---|---|
| Unit | All About You | | Nutrition and Wellbeing | |
| Task type | Classwork Portfolio | | Classwork Portfolio | |
| Task Title | Semester One Portfolio | | Semester Two Portfolio | |
| Date Due | Term 2 Week 5 | Ongoing | Term 4 Week 5 | Ongoing |
| Level of AI Use | 1 | | 1 | |
| 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 E4- Examine values | | E2- Explore and compare knowledge, cultural beliefs and practices E3 - Consider consequences | |
| Numeracy | N3 – Interpret data displays N5 - Understand & use numbers in context | | N4 – Estimate and calculate 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 | I4 – Generate ideas, plans and processes I6 - Collaborate, share & exchange | | I2 – Access data and information I6 - Collaborate, share & exchange | |
| Literacy | L3 - Use language L6 - Express opinion | | L3 - Use language L6 - Express opinion | |
| | 50% | | 50% | |

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

Glendale Technology High School
Year 10 Assessment Schedule 2025

Course: Science

Head Teacher: Mr S. Williamson



| | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 | Task 6 | Observational |
|------------------------------|---|--|--|-------------------------------------|--|--|---|
| Unit | SCI101 | SCI101 | SCI102 | SCI102 | SCI103 | SCI103 | |
| Task type | Research – at home | Investigation – in class | Research – at home | Investigation – in class | Model and Research – at home | Research – at home | |
| Task Title | Elements | Rates of Reaction | Constellations | Sun's Diameter | DNA Discovery | Mega fauna | |
| Date Due | Term 1 Week 10 | Term 2 Week 5 | Term 1 Week 5 Term 3 Week 5 | Term 1 Week 10 Term 3 Week 10 | Term 3 Week 5 | Term 3 Week 10 | Ongoing |
| Level of AI Use | 0 | 0 | 0 | 0 | 0 | 0 | |
| Competency | | | | | | | |
| Personal Capability | P3 – Communicate effectively | P3 – Communicate effectively | 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 | | | |
| 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 | 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 | | L8 – Use spelling | L6 – Express opinion | L7 – Understand vocabulary | L6 – Express opinion | L7 – Understand vocabulary | |
| | 20% | 15% | 20% | 15% | 15% | 15% | |

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

Glendale Technology High School
Year 9 Assessment Schedule 2025

Course: Science

Head Teacher: Mr S. Williamson



| | 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 | Infectious Disease | Sustainable Ecosystems | UV Beads | Advances in Science | Travel Brochure | Student Research Project | |
| Date Due | Term 1 Week 5 | Term 2 Week 5 | Term 1 Week 10 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 | 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 | | N2 – Interpret maps & diagrams | N3 – Interpret data displays | |
| Critical & Creative Thinking | | C6 – Draw conclusions | C7 – Evaluate procedures & outcomes | C3 – Organise & process information | | C3 – Organise & process information C7 – Evaluate procedures & processes | |
| Information Technology | I3 – Evaluate data & information | | | I2 – Access data & information | I2 – Access data & information | | |
| Literacy | L2 – Compose texts | L6 – Express opinion | L8 – Use spelling | L5 – Sentence structures | L6 – Express opinion | L6 – Express opinion | |
| | 20% | 15% | 20% | 15% | 15% | 15% | |

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

Glendale Technology High School
Stage 5 Assessment Schedule 2025

Course: AVD118 – AVID For Me


Head Teacher: Mrs S. Idris



| | Task 1 | Task 2 | Observational |
|------------------------------|--|---|---|
| Task type | In class activities and take home | In class activities and take home | |
| Task Title | AVID Binders | Collaborative Study Groups and Tutorials | |
| Date Due | Term 3 & 4 Ongoing | Term 3 & 4 Ongoing | Ongoing |
| Level of AI Use | 0 | 0 | |
| Competency | | | |
| Personal Capability | P3 – Communicate effectively | P4 – Work collaboratively | All competencies identified in each unit will be observed throughout the year |
| Ethics & Culture | | E6 – Consider points of view | |
| Numeracy | | | |
| Critical & Creative Thinking | C4 – Seek solutions C6 – Draw conclusions | C1 – Pose questions & analyse perspectives | |
| Information Technology | | I6 – Collaborate, share & exchange | |
| Literacy | L2 – Compose texts | L4 – Deliver presentation | |
| | 50% | 50% | |

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





| | Task 1 | Task 2 | Observational |
|------------------------------|--|--|-------------------------------|
| Unit | Play and the developing child | Play and the developing child | Play and the developing child |
| Task type | Practical/ Report | Portfolio | Group Work |
| Task Title | Commercial Toy Evaluation | Growth & Development Portfolio | Ongoing |
| Date Due | Term 3 Week 6 | Term 4 Week 1 | |
| Level of AI Use | 1 | 0 | |
| Competency | | | |
| Personal Capability | P3- Communicate effectively | | P4 – Work collaboratively |
| Ethics & Culture | E5 – Explore Rights and Responsibilities | E1 – Investigate culture & cultural identity | |
| Numeracy | N4 – Estimate and Calculate | | |
| Critical & Creative Thinking | C7 – Evaluate procedures and outcomes | C3 – Organise and process information | |
| Information Technology | | I4 – Generate ideas, plans and processes | I5 – Generate solutions |
| Literacy | | L2 – Compose texts | L7 – Understanding vocabulary |
| | 40% | 60% | |

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

Glendale Technology High School
Stage 5 Assessment Schedule 2025

Course: CHS115 - World Wide Kids

Head Teacher: Ms. L. Blake



| | Task 1 | Task 2 | Observational |
|------------------------------|--------------------------------------|--|---|
| Task type | Case Study | Oral and Visual Presentation | |
| Task Title | Countries and Cultures | Cultural Media Presentation | |
| Date Due | Term 3 Week 6 | Term 4 Week 1 | Ongoing |
| Level of AI Use | 1 | 1 | |
| Competency | | | |
| Personal Capability | P4 – Work collaboratively | P3 – Communicate effectively | All competencies identified in each unit will be observed throughout the year |
| Ethics & Culture | E4 – Examine Values | E5 – Explore rights and responsibilities | |
| Numeracy | N2 – Interpret maps & diagrams | N3 – Interpret data displays | |
| Critical & Creative Thinking | C2 – Identify & clarify information | C3 – Organise & process information | |
| Information Technology | I5 – Collaborate, share and exchange | I4 – Generate ideas, plans and process | |
| Literacy | L2 – Compose texts | L4 – Deliver presentations | |
| | 40% | 60% | |

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

Glendale Technology High School
Stage 5 Assessment Schedule 2025

Course: CHS116 - Learn it to Earn it

Head Teacher: Ms. L. Blake



| | Task 1 | Task 2 | Task 3 |
|------------------------------|---------------------------------------|--|-------------------------------|
| Task type | Group work | Folio | Observational Research Task |
| Task Title | Childcare Escape Room | Starting school | A Safe Environment |
| Date Due | Term 3 Week 7 | Term 4 Week 2 | Ongoing |
| Level of AI Use | 0 | 1 | 1 |
| Competency | | | |
| Personal Capability | P4 – Work Collaboratively | P3 – Communicate effectively | P1 – Work independently |
| Ethics & Culture | E3 – Consider consequences | | |
| Numeracy | | N4 – Estimate and calculate | |
| Critical & Creative Thinking | C3 – Organise and process information | C7 – Evaluate procedures and outcomes | |
| Information Technology | | I4 – Generate ideas, plans and processes | I5 – Generate solutions |
| Literacy | L2 – Compose texts | | L7 – Understanding vocabulary |
| | 50% | 50% | |

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



| | Task 1 | Task 2 |
|------------------------------|--|--|
| Task Type | Report - Take home | Examination |
| Task Title | Business Planning and Evaluation | In class examination |
| Date Due | Term 3 Week 6 | Term 4 Week 1 |
| Level of AI Use | 1 | 0 |
| Competency | | |
| Personal Capability | P1 – Work Independently P5 – Make decisions | P1 – Work Independently P3 - Communicate Effectively |
| Ethics & Culture | E4 – Examine Values | E3 – Consider consequences |
| Numeracy | N4 – Estimate and calculate | N3 – Interpret data displays |
| Critical & Creative Thinking | C3 – Organise and process information C7 – Evaluate procedures and outcomes | C3 – Organise and process information C4 – Seek solutions |
| Information Technology | I5 – Generate solutions | I2 – Access data and information |
| Literacy | L3 – Use language L7 – Understand vocabulary | L5 – Sentence structures L7 – Understand vocabulary |
| | 50% | 50% |

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

Glendale Technology High School
Stage 5 Assessment Schedule 2025

Course: COM115 - Marketing

Head Teacher: Mr S. Budden



| | Task 1 | Task 2 |
|---|--|--|
| Task Type | Research - Take home | Examination |
| Task Title | Promoting and selling | In class examination |
| Date Due | Term 3 Week 6 | Term 4 Week 1 |
| Level of AI Use | 1 | 0 |
| | | |
| Personal Capability | P1 – Work Independently | P1 – Work Independently P3 - Communicate Effectively |
| Ethics & Culture | E4 – Examine Values E5 – Explore rights & responsibilities | E5 – Explore rights & responsibilities |
| Numeracy | N4 – Estimate and calculate | N3 – Interpret data displays |
| Critical & Creative Thinking | C2 – Identify & clarify information C3 – Organise and process information | C3 – Organise and process information C6 – Draw conclusions |
| Information Technology | I1 – Plan information searches I2 – Access data and information | |
| Literacy | L4 – Deliver presentations L5 – Sentence structures | L5 – Sentence structures L7 – Understand vocabulary |
| | 50% | 50% |

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

Glendale Technology High School
Stage 5 Assessment Schedule 2025

Course: DAN112 - Dance Performance

Head Teacher: Ms B. Nelmes



| | Task 1 | Task 2 | Observational |
|------------------------------|--|------------------------------------|--|
| Task type | Portfolio | Research task | Product |
| Task Title | On Broadway | Marvellous Musicals | Body of Work |
| Date Due | Term 3 Week 7 | Term 4 Week 2 | Ongoing |
| Competency | | | |
| Personal Capability | P5 - Make decisions | P4 - Work collaboratively | |
| Ethics & Culture | E1-Investigate culture and cultural identity | E6 - Consider points of view | |
| Numeracy | | | N1- recognise & use patterns & relationships N6-Measure |
| Critical & Creative Thinking | C3 - Organise & process information | C4 - Seek solutions | |
| Information Technology | I4 - Generate, ideas, plans & processes | I6 - Collaborate, share & exchange | |
| Literacy | L1 - Interpret & analyse texts | L6 - Express opinion | |
| | 50% | 50% | |

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

Glendale Technology High School
Stage 5 Assessment Schedule 2025

Course: DAT111 - Jewellery Making


Head Teacher: Ms L. Blake



| | Task 1 | Task 2 | Task 3 | Observational |
|------------------------------|-------------------------------------|--|------------------------------------|---|
| Task type | Portfolio | Project | Observational | |
| Task Title | Portfolio | Practical project | Informal | |
| Date Due | Term 3 Week 6 | Term 4 Week 1 | Ongoing | Ongoing |
| Level of AI Use | 0 | 0 | 0 | |
| Competency | | | | |
| Personal Capability | | P3 Communicate effectively | P4 Work collaboratively | All competencies identified in each unit will be observed throughout the year |
| Ethics & Culture | E3 Consider Consequences | | | |
| Numeracy | N6 Measure | | | |
| Critical & Creative Thinking | C7 Evaluate procedures and outcomes | | C4 Seek solutions | |
| Information Technology | | I4 Generate ideas, plans and processes | I6 Collaborate, Share and Exchange | |
| Literacy | | | L4 Deliver Presentations | |
| | 40% | 60% | 0% | |

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





| | | | |
|------------------------------|--------------------------------|------------------------------|--|
| | Task 1 | Task 2 | Observational |
| Task type | Annotations - Take Home | Presentation - Take Home | <i>Ongoing</i> |
| Task Title | Case File Notes | Presentation | |
| Date Due | Term 3 Week 7 | Term 4 Week 2 | |
| Level of AI Use | 0 | 0 | |
| Competency | | | |
| Personal Capability | P5 – Make decisions | P3 - Communicate effectively | <i>All competencies identified in each unit will be observed throughout the year</i> |
| 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 | |
| | 50% | 50% | |

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

Glendale Technology High School
Stage 5 Assessment Schedule 2025

Course: FDT112 - Best Party Ever

Head Teacher: Ms L. Blake



| | Task 1 | Task 2 | Task 3 | Observational |
|------------------------------|--|--|--|---|
| Task type | Research Informal | Design Task | Observational | |
| Task Title | Around the World | Celebrations | Ongoing practical & safety | |
| Date Due | Term 3 Week 7 | Term 4 Week 2 | Ongoing | Ongoing |
| Level of AI Use | 1 | 1 | 0 | |
| Competency | | | | |
| Personal Capability | P3 Communicate effectively | | P4 Work collaboratively | All competencies identified in each unit will be observed throughout the year |
| Ethics & Culture | E1 Investigate culture & cultural identity | | E5 Explore Rights and Responsibilities | |
| Numeracy | | N4 Estimate & 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 | |
| | 0 % | 40 % | 60 % | |

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



| | Observational | Task 1 | Task 2 |
|------------------------------|-------------------------------------|--|------------------------------------|
| Task type | In class | Research Task | Observational |
| Task Title | WHS Audit | Health Conditions | Ongoing Practical and Safety |
| Date Due | Ongoing | Term 3 Week 6 | Term 4 Week 1 |
| Level of AI Use | 0 | 1 | 0 |
| Competency | | | |
| Personal Capability | P3 – Communicate effectively | | P4 – Work collaboratively |
| Ethics & Culture | E3 – Consider consequences | | |
| Numeracy | | N4 – Estimate & calculate | N5 – Understand the use of numbers |
| Critical & Creative Thinking | C7 – Evaluate procedures & outcomes | C3 – Organise & process information | |
| Information Technology | | I4 – Generate ideas, plans & processes | |
| Literacy | | L2 – Compose texts | L7 understands vocabulary |
| | 0% | 40% | 60% |

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

Glendale Technology High School
Stage 5 Assessment Schedule 2025

Course: FDT115 - Chefs Be Like

Head Teacher: Ms L. Blake



| | Task 1 | Task 2 | Task 3 | Observational |
|------------------------------|------------------------------------|--|--|---|
| Task type | In class informal | Design Task | Practical | |
| Task Title | Recipe Prediction | Function Planning | Practical preparations & safety | |
| Date Due | Term 3 Week 6 | Term 4 Week 1 | Ongoing | Ongoing |
| Level of AI Use | 0 | 1 | 0 | |
| Competency | | | | |
| 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 & calculate | |
| Critical & Creative Thinking | | | C3 Organise and process information | |
| Information Technology | I6 Collaborate, Share and Exchange | I4 Generate ideas, plans and processes | | |
| Literacy | | L2 Compose texts | L7 Understanding vocabulary | |
| | 0% | 40% | 60% | |

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



| | Observational | Task 1 | Task 2 |
|------------------------------|--|--|-----------------------------|
| Task type | In class informal | Design Task | Observational |
| Task Title | WHS Audit | Food Campaign | Ongoing Practical & Safety |
| Date Due | Ongoing | Term 3 Week 7 | Term 4 Week 2 |
| Level of AI Use | 0 | 1 | 0 |
| Competency | | | |
| Personal Capability | | P3 – Communicate effectively | P4 – Work collaboratively |
| Ethics & Culture | E5 – Explore rights & responsibilities | | |
| Numeracy | N5 – Understand the use of numbers | | N4 – Estimate and calculate |
| Critical & Creative Thinking | C3 – Organise and process information | C7 – Evaluate procedures and outcomes | |
| Information Technology | | I4 – Generate ideas, plans and processes | I5 Generate Solutions |
| Literacy | L7 – Understanding Vocabulary | L2 Compose Text | |
| | 0% | 40% | 60% |

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

Glendale Technology High School
Stage 5 Assessment Schedule 2025

Course: FDT117 - Outdoor Foodies

Head Teacher: Ms L. Blake



| | Task 1 | Task 2 | Task 3 | Observational |
|------------------------------|---------------------------------|--|--|---|
| Task type | Informal Quiz | Design Task | Practical Participation | |
| Task Title | Work Health & Safety | Outdoor Feast | Practical & Safety | |
| Date Due | Term 3 Week 6 | Term 4 Week 1 | Ongoing | Ongoing |
| Level of AI Use | 0 | 1 | 0 | |
| Competency | | | | |
| Personal Capability | | | P4 Work collaboratively | All competencies identified in each unit will be observed throughout the year |
| Ethics & Culture | E3 Consider Consequences | | E5 Explore Rights and Responsibilities | |
| Numeracy | | N4 Estimate & calculate | N5 Understand the use of numbers | |
| 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 | |
| | 0% | 40% | 60% | |

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

Glendale Technology High School
Stage 5 Assessment Schedule 2025

Course: FDT118 - Advanced Food Technology

Head Teacher: Ms L. Blake



| | Observational | Task 1 | Task 2 |
|------------------------------|---|---|---|
| Task type | Informal | Exam | Observational |
| Task Title | One-pager | In-class Exam | Practical & Safety |
| Date Due | Term 3 Week 7 | Term 4 Week 2 | Term 4 Week 2 |
| Level of AI Use | 0 | 0 | 0 |
| Competency | | | |
| Personal Capability | P3 – Communicate effectively | | P4 – Work collaboratively |
| Ethics & Culture | | | E3 – Consider consequences |
| Numeracy | | | N5 – Understand and use of numbers in context N6 - Measure |
| Critical & Creative Thinking | | C5 – Apply logic and reasoning C6 – Draw conclusions | |
| Information Technology | I2 – Access data and information | | |
| Literacy | L2 – Compose texts L7 – Understanding vocabulary | L2 – Compose texts L5 – Sentence structures | |
| | 0% | 70% | 30% |

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

Glendale Technology High School
Stage 5 Assessment Schedule 2025

Course: GRA111 - CAD & Drawing

Head Teacher: Ms L. Blake



| | Task 1 | Task 2 | Observational |
|------------------------------|--|--|--------------------------|
| Task type | Drawing Portfolio | Project | Observational |
| Task Title | CAD Portfolio | CAD Model | Ongoing Practical |
| Date Due | Term 3 Week 6 | Term 4 Week 1 | |
| Level of AI Use | 0 | 0 | 0 |
| Competency | | | |
| Personal Capability | | | P1 – Work independently |
| Ethics & Culture | E5 – Explore rights & responsibilities | | |
| Numeracy | N4 – Estimate & calculate | N5 – Understand the use of numbers | |
| Critical & Creative Thinking | | C3 – Organise & process information | |
| Information Technology | | I4 – Generate ideas, plans & processes | I5 – Generate solutions |
| Literacy | L2 – Compose texts | | |
| | 40% | 60% | 0% |

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

Glendale Technology High School
Stage 5 Assessment Schedule 2025

Course: GRA112 - Photo, Video & Animation

Head Teacher: Ms L. Blake



| | Task 1 | Task 2 | Task 3 | Observational |
|------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|---|
| Task type | Informal | Practical Task and Planning Folio | Practical Task and Planning Folio | |
| Task Title | Observational activities | Mini Project and Planning Folio | Major Project and Planning Folio | |
| Date Due | Ongoing | Term 3 Week 7 | Term 4 Week 2 | Ongoing |
| Level of AI Use | 0 | 1 | 1 | |
| Competency | | | | |
| Personal Capability | P4 Work collaboratively | P3 Communicate effectively | P4 Work collaboratively | All competencies identified in each unit will be observed throughout the year |
| Ethics & Culture | | E6 Consider points of view | | |
| Numeracy | | | N5 Understand the use of numbers | |
| Critical & Creative Thinking | C3 Organise and process information | C3 Organise and process information | C7 Evaluate procedures and outcomes | |
| Information Technology | I5 Generate solutions | | I5 Generate solutions | |
| Literacy | | L7 Understanding vocabulary | L5 Sentence Structures | |
| | 0 % | 40 % | 60 % | |

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



| | Task 1 | Task 2 |
|------------------------------|--|--|
| Task type | Research Task | Observation |
| Task Title | Personal Interest Project | |
| Date Due | Term 3 Week 6 | Ongoing |
| Level of AI Use | 1 | 1 |
| Competency | | |
| 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 | I2 - Access data & information |
| Literacy | L2 - Compose texts | L3 - Use language |
| | 50% | 50% |

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



| | Task 1 | Task 2 |
|------------------------------|---|---|
| Task type | In-Class Digital Project | Observation |
| Task Title | Creating a Secondary Source | |
| Date Due | Term 3 Week 9 | Ongoing |
| Level of AI Use | 1 | 1 |
| Competency | | |
| Personal Capability | P1 - Work independently P3 – Communicate effectively | P2- Appreciate diverse perspectives P3- Communicate effectively |
| Ethics & Culture | E3 – Consider consequences E6- Consider points of view | E3 - Consider consequences E4- Examine values |
| Numeracy | N2- Interpret maps and diagrams | N2 - Interpret maps & diagrams N5- Understand and use numbers in context |
| Critical & Creative Thinking | C1 – Pose questions & analyse perspectives C2 – Identify and clarify information | C3- Organise and process information C6 – Draw Conclusions |
| Information Technology | I1 – Plan information searches I2- Access data and information | I2 - Access data & information I3 - Evaluate data & information |
| Literacy | L1 – Interpret and analyse texts L3 – Use language | L1- Interpret and analyse texts L2 - Compose texts |
| | 50% | 50% |

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

Glendale Technology High School
Stage 5 Assessment Schedule 2025

Course: HIS115 - Murders, Mysteries & Assassinations **Head Teacher:** Mr S. Budden



| | Task 1 | Informal |
|-----------------------------------|---|---|
| Task type | In-Class Examination | Competency Observations |
| Task Title | Examination | Observations |
| Date Due | Term 4 Week 1 | Ongoing |
| Acceptable Level of AI Use | 0 | 0 |
| Competency | | |
| Personal Capability | P2- Work Independently P3 – Communicate effectively. | P2- Work Independently P3 – Communicate effectively. |
| Ethics & Culture | E6- Consider points of view | E6- Consider points of view |
| Numeracy | | |
| Critical & Creative Thinking | C2 – Identify and clarify information C6 – Draw Conclusions | C2 – Identify and clarify information C6 – Draw Conclusions |
| Information Technology | | |
| Literacy | L1 – Interpret and analyse texts L3 – Use language L6 – Express Opinion | L1 – Interpret and analyse texts L3 – Use language L6 – Express Opinion |
| | 100% | |

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

Glendale Technology High School
Stage 5 Assessment Schedule 2025

Course: ITG113 - Build a Bridge & Get Over It

Head Teacher: Ms. L. Blake



| | Task 1 | Task 2 | Observational |
|------------------------------|---|--|---|
| Task type | Annotated Folio | Practical Component | |
| Task Title | Build a Bridge & Get Over It | Concept Model | |
| Date Due | Term 3 Week 6 | Term 4 Week 1 | Ongoing |
| Level of AI Use | 0 | 0 | |
| Competency | | | |
| Personal Capability | P3 Communicate effectively | | All competencies identified in each unit will be observed throughout the year |
| Ethics & Culture | E1 Investigates culture & cultural identity E5 Explore rights & responsibilities | | |
| Numeracy | N4 Estimate and calculate | N5 Understand and use numbers in context | |
| Critical & Creative Thinking | | C3 Organise and process information C7 Evaluate procedures and outcomes | |
| Information Technology | I4 Generate ideas plans & procedures | | |
| Literacy | L2 Compose texts | | |
| | 50% | 50% | |

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

Glendale Technology High School
Stage 5 Assessment Schedule 2025

Course: ITM113 - Dig yourself out of Trouble

Head Teacher: Ms L. Blake



| | Task 1 | Task 2 | Task 3 |
|------------------------------|-------------------------------------|------------------------------------|--|
| Task type | Digital Media Project | Skills | Ongoing practical |
| Task Title | Portfolio | Metal Shovel | |
| Date Due | Term 3 Week 7 | Term 4 Week 3 | Ongoing |
| Level of AI Use | 0 | 0 | 0 |
| Competency | | | |
| Personal Capability | | P5 – Make decisions | P1 – Work independently P4 – Work collaboratively |
| Ethics & Culture | E3 – Consider consequences | | |
| Numeracy | | N5 – Understand the use of numbers | N4 – Estimate & calculate |
| Critical & Creative Thinking | C3 – Organise & process information | | |
| Information Technology | I1 – Plan information searches | I5 – Generate solutions | |
| Literacy | L2 – Compose texts | | |
| | 50% | 50% | 0% |

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

Glendale Technology High School
Stage 5 Assessment Schedule 2025

Course: ITT116 - Advanced Woodworking

Head Teacher: Ms L. Blake



| | Task 1 | Task 2 | Task 3 |
|------------------------------|-------------------------------------|------------------------------------|--|
| Task type | Presentation | Practical Project | Observational |
| Task Title | Portfolio | Dart Board | Ongoing Practical |
| Date Due | Term 3 Week 7 | Term 4 Week 2 | Ongoing |
| Level of AI Use | 0 | 0 | 0 |
| Competency | | | |
| Personal Capability | | P5 – Make decisions | P1 – Work independently P4 – Work collaboratively |
| Ethics & Culture | E3 – Consider consequences | | |
| Numeracy | | N5 – Understand the use of numbers | N4 – Estimate & calculate |
| Critical & Creative Thinking | C3 – Organise & process information | | |
| Information Technology | I5 – Generate solutions | I1 – Plan information searches | |
| Literacy | L2 – Compose texts | | |
| | 50% | 50% | 0% |

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



| | Task 1 | Task 2 |
|------------------------------|---|--|
| Task type | Test | Research task |
| Task Title | Fishing Test | Planning a fishing trip |
| Date Due | Term 3 Week 7 | Term 4 Week 2 |
| Level of AI Use | 0 | 1 |
| Competency | | |
| Personal Capability | P1 - Work independently P4 - Work collaboratively | P3 - Communicate effectively |
| Ethics & Culture | E4 - Examine values E5 - Explore rights & responsibilities | E2 - Explores & compares knowledge, cultural beliefs and practices E3 - Consider consequences |
| Numeracy | N3 - Interpret data displays | N2 - Interpret maps & diagrams N3 - Interpret data displays |
| Critical & Creative Thinking | | C2 – Identify & clarify information C4 – Seek solutions |
| Information Technology | | I2 - Access data & information I3 – Evaluate data and information |
| Literacy | L2 - Compose texts L5 - Sentence Structures | L2 - Compose texts L5 - Sentence Structures |
| | 50% | 50% |

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

Glendale Technology High School
Stage 5 Assessment Schedule 2025

Course: MTS112 - Motivated to Strive

Head Teacher: Ms R. Parkes



| | Task 1 | Task 2 | Task 3 | Observational |
|------------------------------|--|--|--|---|
| Task type | Portfolio Check #1 | Portfolio Check #2 | Portfolio Check | |
| Task Title | Student Learning and Organisation Portfolio | Student Learning and Organisation Portfolio | Student Learning and Organisation Portfolio | |
| Date Due | Term 3 Week 7 | Term 4 Week 2 | Term 4 Week 7 | Ongoing |
| Level of AI Use | 0 | 0 | 0 | |
| 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 | |
| | | | 100% | |

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



| | Task 1 | Task 2 | Observational |
|------------------------------|--|---|---|
| Task type | Formal | Formal | Informal |
| Task Title | Progress | Performance | Portfolio |
| Date Due | Term 3 Week 7 | Term 4 Week 7 | Ongoing |
| Competency | | | |
| Personal Capability | P1 –Work independently P5 – Make decisions | P3 – Communicate effectively P4 – Work collaboratively | |
| Ethics & Culture | | E6 – Consider points of view | E1 –Investigate culture & cultural identity |
| Numeracy | N1 –Recognise and use patterns and relationships | | |
| Critical & Creative Thinking | C2 – Identify & clarify information | | |
| Information Technology | | I6 – Collaborate, share and exchange | I1 –Plan information searches |
| Literacy | L2 – Compose texts | L6 – Express Opinion | |
| | 50% | 50% | |

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

Glendale Technology High School
Stage 5 Assessment Schedule 2025

Course: PAS112 – Sporting Nation

Head Teacher: Mr M. Mansfield



| | Task 1 | Task 2 | Observational |
|------------------------------|--|--|---|
| Task type | Presentation | Practical Participation | |
| Task Title | Sporting Identity | Glendale Games | |
| Date Due | Term 4 Week 2 | Term 4 Week 2 | Ongoing |
| Level of AI Use | 1 | 0 | |
| Competency | | | |
| Personal Capability | P1 - Work independently | P3 – Communicate effectively P4 - Work collaboratively P5 - Make decisions | All competencies identified in each unit will be observed throughout the year |
| Ethics & Culture | E1 - Investigate culture & cultural identity | | |
| Numeracy | N3 – Interpret data and displays | N5 - Understand & use numbers in context | |
| Critical & Creative Thinking | C2 - Identify & clarify information C3 - Organise & process information | C4 - Seek solutions | |
| Information Technology | I2 – Assess data and information I4 – Generate ideas, plans & processes | | |
| Literacy | L8 - Use spelling | | |
| | 50% | 50% | |

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

Glendale Technology High School
Stage 5 Assessment Schedule 2025

Course: PAS114 - Improving Performance

Head Teacher: Mr M. Mansfield



| | Task 1 | Task 2 | Observational |
|------------------------------|--|--|---|
| Task type | Application of prescribed criteria | Video Analysis | Skill and strategy development |
| Task Title | Elite Performance Evaluation | Personal Performance Analysis | Game Sense |
| Date Due | Term 3 Week 7 | Term 4 Week 2 | Ongoing |
| Level of AI Use | 1 | 1 | |
| Competency | | | |
| Personal Capability | P5 – Make decisions | P4 – Work collaboratively P5 – Make decisions | All competencies identified in each unit will be observed throughout the year |
| Ethics & Culture | E3 – Consider consequences | | |
| Numeracy | N3 – Interpret data displays | | |
| Critical & Creative Thinking | C7 – Evaluate procedures and outcomes | C6 – Draw conclusions | |
| Information Technology | I3 – Evaluate data and information | I3 – Evaluate data and information I6 – Collaborate, share and exchange | |
| Literacy | L3 – Use Language L6 – Express Opinions | L3 – Use Language L6 – Express Opinions | |
| | 50% | 50% | |

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



| | Task 1 | Task 2 | Observational |
|------------------------------|---|--|--|
| Task type | Website and Presentation | Practical Self Reflection | E Portfolio |
| Task Title | Physical Activity & Sport for Specific Groups | Skills Portfolio | E Portfolio |
| Date Due | Term 4 Week 1 | Term 4 Week 1 | Ongoing |
| Level of AI use | 2 | 0 | 0 |
| Competency | | | |
| 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 | |
| | 50% | 50% | |

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



| | Task 1 | Observational |
|------------------------------|---|---|
| Task type | Class Activities – in class | |
| Task Title | Portfolio | |
| Date Due | Term 4 Week 7 | Ongoing |
| Level of AI Use | 0 | |
| Competency | | |
| Personal Capability | P3 – Communicate effectively 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 | N1 – Recognise & use patterns & relationships N2 – Interpret maps & diagrams | |
| Critical & Creative Thinking | C6 – Draw conclusions C7 – Evaluate procedures & outcomes | |
| Information Technology | I2 – Access data & information I6 – Collaborate, share & exchange | |
| Literacy | L7 – Understand vocabulary L8 – Use spelling | |
| 100% | | |

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

Glendale Technology High School
Stage 5 Assessment Schedule 2025

Course: SCI113 – Bionics and the Body

Head Teacher: Mr S. Williamson



| | Task 1 | Task 2 | Observational |
|------------------------------|--|--|---|
| Task type | Research Task – at school and at home | Research Task – at school and at home | |
| Task Title | Assistive Technologies | Genetic Technologies | |
| Date Due | Term 3 Week 6 | Term 4 Week 1 | Ongoing |
| Level of AI Use | 0 | 0 | |
| Competency | | | |
| Personal Capability | P1 – Work independently P3 – Communicate effectively | P1 – Work independently P3 – Communicate effectively | All competencies identified in each unit will be observed throughout the year |
| Ethics & Culture | E3 – Consider consequences E5 – Explore rights & responsibilities | E3 – Consider consequences E5 – Explore rights & responsibilities | |
| Numeracy | | | |
| Critical & Creative Thinking | C6 – Draw conclusions | C6 – Draw conclusions | |
| Information Technology | I1 – Plan information searches I2 – Access data & information | I1 – Plan information searches I2 – Access data & information | |
| Literacy | L3 – Use language L6 – Express opinion | L3 – Use language L6 – Express opinion | |
| | 50% | 50% | |

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

Glendale Technology High School
Stage 5 Assessment Schedule 2025

Course: ART114 - Culture Kings

Head Teacher: Ms B. Nelmes



| | Task 1 | Task 2 | Observational |
|------------------------------|--|-----------------------------------|--|
| Task type | Planning | Product | Portfolio |
| Task Title | Design | Personal Project | Body Of Work |
| Date Due | Term 3 Week 7 | Term 4 Week 2 | Ongoing |
| Competency | | | |
| Personal Capability | P3-Communicate Effectively | P5-Make Decisions | |
| Ethics & Culture | E1-Investigate culture & cultural identity | | E5-Explore rights and responsibilities |
| Numeracy | | N6-Measure | N4-Estimate & calculate |
| Critical & Creative Thinking | C7- Evaluate procedures & outcomes | C2 Identify & clarify information | |
| Information Technology | I4-Generate ideas, plans & processes | | I6- Collaborate, share & exchange |
| Literacy | | L7- Understand Vocabulary | L5-Sentence structure |
| | 50% | 50% | |

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

Glendale Technology High School
Stage 5 Assessment Schedule 2025

Course: ART115 - Choose Your Own Artventure

Head Teacher: Ms B. Nelmes



| | Task 1 | Task 2 | Observational |
|------------------------------|------------------------------|--|---|
| Task type | Planning | Product | Portfolio |
| Task Title | Design | Personal Project | Body Of Work |
| Date Due | Term 3 Week 6 | Term 4 Week 1 | Ongoing |
| Competency | | | |
| Personal Capability | P5-Make Decisions | P1-Work Independently | |
| Ethics & Culture | | E1-Investigate culture & cultural identity | E5-Examine values |
| Numeracy | N4-Estimate & calculate | | N1-Recognise & use patterns & relationships |
| Critical & Creative Thinking | | C2-Identify & clarify information | C6-draw conclusions |
| Information Technology | I2-Access data & information | I4- Generate solutions | |
| Literacy | L1-Interpret & analyse texts | | L6- Express opinion |
| | 50% | 50% | |

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

Glendale Technology High School
Stage 5 Assessment Schedule 2025

Course: ART116 - Masters of Art

Head Teacher: Ms B. Nelmes



| | Task 1 | Task 2 | Observational |
|------------------------------|------------------------------|-----------------------|---------------------------|
| Task type | Experimentation | Development | Collection of Work |
| Task Title | Planning | Progress | Portfolio |
| Date Due | Term 3 Week 7 | Term 4 Week 2 | Ongoing |
| Competency | | | |
| Personal Capability | P1 – Work Independently | P5 - Make decisions | |
| Ethics & Culture | E6 – Consider points of view | E4 – Examine values | |
| Numeracy | | | N4 – Estimate & calculate |
| Critical & Creative Thinking | C4 – Seek Solutions | C6 – Draw conclusions | |
| Information Technology | | | I5 – Generate solutions |
| Literacy | L6 – Express opinion | L8 – Use spelling | |
| | 50% | 50% | |

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



| | Task 1 | Observational |
|------------------------------|---|---|
| Task type | In Class | |
| Task Title | Work Readiness Portfolio | |
| Date Due | Term 4 Week 1 | Ongoing |
| Level of AI Use | 0 | 0 |
| Competency | | |
| Personal Capability | P1 – Work Independently | P1 – Work Independently P3- Communicate Effectively |
| Ethics & Culture | | E3 – Consider consequences E6 – Consider points of view |
| Numeracy | | N4 – Estimate and Calculate N5 - Understand & use numbers in context |
| Critical & Creative Thinking | C3- Organise and Process Information | C2 – Identify & clarify information C3- Organise and Process Information |
| Information Technology | I2 – Access data & information I4- Generate ideas, plans and processes | I2 – Access data & information I4- Generate ideas, plans and processes |
| Literacy | L5- Sentence Structures | L4 – Deliver presentations L5- Sentence Structures |
| | 100% | |

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 |
|---------------|------|--|-----------------------|
| Term 3 - 2025 | 1 | 21 st – 25 th July | |
| | 2 | 28 th – 1 st July – Aug | |
| | 3 | 4 th – 9 th August | |
| | 4 | 11 th – 15 th August | |
| | 5 | 18 th – 22 nd August | |
| | 6 | 25 th – 29 th August | |
| | 7 | 1 st – 5 th September | |
| | 8 | 8 th – 12 th September | |
| | 9 | 15 th – 19 th September | |
| | 10 | 22 nd – 26 th September | |
| Term 4 - 2025 | 1 | 13 th – 17 th October | |
| | 2 | 20 th – 24 th October | |
| | 3 | 27 th – 31 st November | |
| | 4 | 3 rd – 7 th November | |
| | 5 | 10 th – 14 th November | |
| | 6 | 17 th – 21 st November | |
| | 7 | 24 th – 28 th November | |
| | 8 | 1 st – 5 th December | |
| | 9 | 8 th – 12 th December | |
| | 10 | 15 th – 19 th December | |



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: _____ Signed: _____
(Student) (Parent)

School Section:

| | | | |
|-------------------------------|---|----|---|
| Teacher Recommendation | <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) | | |
| Signed (Teacher) _____ | | | |

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: _____ Signed: _____
(Deputy Principal) (Student)

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