



**YEAR 8 2024
ASSESSMENT SCHEDULES**

Stage 4 - Year 8

Year 8 students continue to study English, Mathematics, Science, HSIE (Human Society and Its Environment - including Geography and History), PDHPE (Personal Development, Health & Physical Education), Drama, Music, Technological and Applied studies (TAS) and Visual Arts.

A variety of electives are offered to students in Year 8. Electives offered include Digital Technologies & STEM, Textile Technologies, Food Design, Industrial Design Timber Technology, Illustration/Animation, Visual Design, Photomedia, Media Music, Music Performance, Drama, Languages (Japanese, French, Spanish).

The Parents page on the NSW Education Standards Authority (NESA) has information about Stage 4. It also has links to other websites that may be of interest to both students and parents.

This booklet outlines the key assessments students will be required to complete in the subjects they study in Year 8. Students should study the information provided to gain an understanding of when and in what form the assessment will be offered.

Please be aware that times are indicative and may be varied with notice from the teacher.

Parents can also regularly check the Year 8 calendar on the Sentral Parent Portal for an overview of precise due dates.

Official assessment task notices can be found on your child's google classroom for the relevant subject.

Students and parents should carefully read the Assessment Task Policy and Guidelines on pages 4-5 of this booklet to ensure all expectations are met.

YEAR 8 ASSESSMENT SCHEDULES 2024

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2024 YEAR 8 ASSESSMENT TASK POLICY GUIDELINE

Regular Homework

Students have non-assessment assignments and regular homework that aims to develop skills and enhance understanding. **The following guide does not include this homework.** Completing homework is one of the conditions of completing a course satisfactorily. Students are expected to apply themselves with diligence and sustained effort to the set tasks and experiences in the course provided by the school.

Advice for Assessment Tasks

Students are responsible for ensuring they attend all of their scheduled exams and assessment tasks and for:

- regularly checking Google Classroom for assessment task notifications
- carefully checking their assessment dates and the venue
- having the correct, approved equipment for each exam
- wearing full school uniform
- behaving in a manner that does not interfere with the performance of others
- leaving mobile phones and electronic/digital devices switched off and inside their bags

Taking holidays with school terms

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

Failure to submit assessment task on the due date

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

On return to school, students

- are to provide appropriate documentation from their parent or doctor to their teacher as soon as they return to school;
- should approach their class teacher to make arrangements for the missed task or an alternative task to be completed. Failure to do so will result in the student losing 10% each day. After three days the student will receive zero.

If Suspended on the day of an Assessment Task

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

Attendance

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

School Review of Assessments

Following discussion with the class teacher, students who do not agree with the teacher's judgment of the worth of an individual assessment task or who consider that their final grade for any course is not correct (on the basis of feedback on their performance and results during the course), have a right to appeal to the Head Teacher KLA of the subject.

Malpractice

Any behaviour carried out for the purpose of gaining an unfair advantage in the assessment process constitutes malpractice, or cheating. Students who cheat in an exam will be given a zero mark and other consequences. Malpractice in any form, including plagiarism, is unacceptable and may be awarded zero.

Disability Provisions

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

ASSESSMENT SCHEDULE

| Topic | Task | Date (Term/Week) | Additional Information | | |
|---|--|---------------------|------------------------|-------------------------------|--|
| | | | | Syllabus outcomes assessed | |
| SEMESTER ONE | | | | | |
| Drawing and Cartooning | Portfolio: illustrations exploring media, cartooning, and caricaturing. | Term 1 Week 10 | 25% | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 | |
| Presentation on Illustrator | Case Study on Illustrator's Practice | Term 2 Week 6 | 20% | 4.7, 4.8, 4.9 | |
| Illustration Narratives | Portfolio of designs and folding book based on narratives | Term 2 Week 9 | 20% | 4.5, 4.7, 4.9 | |
| SEMESTER TWO | | | | | |
| Rotoscoping Animation | Animation based on a narrative | Term 3 Week 8 | 15% | 4.1, 4.3, 4.4, 4.6 | |
| Presentation on a animators/digital illustrators practice | Artist as animator/digital illustrator – visual verbal | Term 4 Week 3 | 20% | 4.4, 4.5, 4.7, 4.9 | |

FACULTY: CREATIVE ARTS

SUBJECT: MUSIC

ASSESSMENT SCHEDULE

| Topic | Task | Date (Term/Week) | Weighting (%) | Syllabus outcomes assessed | Additional Information |
|---|---------------------|--------------------------------------|----------------------|-----------------------------------|--|
| Music Now! | Performance Task | Term 1 Week 7 or Term 3 Week 6 | 15% | 4.3 | In class task: solo performance on guitar or ukulele |
| | Research Task | Term 1 Week 9 or Term 3 Week 8 | 20% | 4.7 | At home task: analysis of a contemporary popular music composition, negotiated with the teacher |
| Screen Sounds | Aural Task | Term 2 Week 4 or Term 4 Week 4 | 20% | 4.8 | In class task: unprepared listening based on the musical concepts and/or transcription |
| | Performance Task | Term 2 Week 6 or Term 4 Week 5 | 15% | 4.3 | In class task: performance of individual part for a whole class or small group ensemble piece |
| | Informal Assessment | Throughout the semester | 30% | 4.4 4.9 | 5 tasks completed at home or in class which can include quizzes, performance skills exercises, homework worksheets, listening. 3 tasks wil include integrated composition activities such as chord progressions, strumming patterns, basslines, riffs, drumbeats or melodies. |
| Half Yearly or Yearly Reports (Semesterised) | | | | | |

ASSESSMENT SCHEDULE

| TOPIC | TASK | DATE (TERM/WEEK) | WEIGHTING (%) | SYLLABUS OUTCOMES ASSESSED | ADDITIONAL INFORMATION |
|-----------------------------|---------------------------|---------------------|------------------|----------------------------------|--|
| SEMESTER 1 | | | | | |
| Foundations of DAWs 20% | Composition & Performance | Term 1 week11 | 20% | 4.1 4.6 | Students create a rap song using a DAW. Featuring use of loops and recording effects. Lyrics written and performed by students. Obvious use of layering and exploration of texture. |
| TV and Advertising 30% | Composition | Term 2 week5 | 30% | 4.4 4.10 | Creates song reflecting music for advertising such as a jingle or a theme song for a tv show. Written component – portfolio/analysis and reflections. |
| Half Yearly Reports | | | | | |
| SEMESTER 2 | | | | | |
| Cartoon & Film Music 20% | Composition | Term 3 week10 | 20% | 4.4 4.6 | Creates a track to match a video based on incidental and film music features. Focuses on tone colour, dynamics and texture. |
| Remixes 30% | Composition | Term 4 week5 | 20% | 4.4 4.12 | Creates a remix of an original file such as a song or speech. Focuses on pitch and duration as well as dynamics and texture to create contrast from original. Written summary about process including a reflection. |
| Yearly Reports | | | | | |

ASSESSMENT SCHEDULE

| Topic | Task | Date (Term/Week) | Weighting (%) | Syllabus outcomes assessed | Additional Information |
|--------------------------------|---|---|---------------|--|---|
| Semester 1 | | | | | |
| Developing Photographic skills | Portfolio: exploration of photography through a range of subjects and techniques | Term 1 week 10 | 25% | 4.1 practice | Photography skills, composition and aesthetics Supported by study of digital and photographic artists |
| Digital skills | Exploration of Photoshop technique including manipulation of photos and Surreal digital manipulation | Term 2 week 8 | 25% | 4.4 representation | Photoshop skills Supported by study of digital and photographic artists |
| Semester 2 | | | | | |
| Animation | Storyboarding use to plan and create short animations using techniques such as Pop ins, digital Animation Claymation or paper | Term 3 part a week 6 part b week 10 | 25% | 4.8 conceptual strength and meaning | Supported by a study of digital and photographic artists and animators Record of ideas and techniques used |
| Film Production | Video Film and still shots | Term 4 week 6 | 25% | 4.6 Resolution | Supported by study of digital and photographic artists and filmmakers |

ASSESSMENT SCHEDULE

| Topic | Task | Date (Term/Week) | Weighting (%) | | Syllabus outcomes assessed | Additional Information |
|---|---|---------------------------------------|---------------|-----------|----------------------------------|--|
| | | | mainstream | extension | | |
| Units : Imaginary Worlds / Skulls and Bones | | | | | | |
| Practical Portfolio | Technical skills Includes drawings, painting, photos, ceramics, sculpture, etc | Term 2 week 6 or Term 4 week 5 | 50% | 40% | 4.1 practice | |
| | Resolution in practical tasks | Term 2 week 6 or Term 4 week 5 | 20% | 15% | 4.6 resolution | |
| Imaginary Worlds Or Skulls and Bones | Written response | Term 1 week 11 or Term 4 week 2 | 20% | 20% | 4.4 representation | References a range of artists such as the Surrealists, Basquiat, Hoekstra, Murakamai, KAWs, Kusama etc |
| | Enrichment Task GATS Extension | Term 2 week 2 or Term 4 week 2 | | 10% | | |
| Visual Diary | Brainstorm, Art Process Artists study Planning and evaluation | Term 2 week 5 or Term 4 week 5 | 10% | 15% | 4.2, 4.8 Conceptual Framework | |
| Half Yearly or Yearly Reports (Semesterised) | | | | | | |

ASSESSMENT SCHEDULE

| Topic | Task | Date (Term/Week) | Weighting % | Syllabus outcomes | Additional Information |
|--------------------------------|---|-------------------|-------------|------------------------------|--|
| Semester One | | | | | |
| Design Fundamentals | Design fundamentals in Visual Diary | Term 1 Week 9 | 20% | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 | Structural and subjective frames analysis of designed packaging |
| Stationary Range | Frames analysis– in class task applying design principles to stationery | | | | |
| Analysis of Design Shoe Design | Urban design applied to canvas shoe | Term 2 Week 5 | 20% | 4.7, 4.8, 4.9 | Design notes and planning in Visual Diary Design on canvas shoes Photographic presentation |
| | Branding | Term 2 Week 10 | 20% | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 | Study of typography, text types and marketing |
| Semester Two | | | | | |
| Kite design and construction | Research given theme then apply to kite | Term 3 Week 6 | 20% | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 | Designing and using product |
| Designer Practice | Research | Term 4 Week 2 | 5% | 4.7, 4.8, 4.9 | Research using artists practice |
| 3D design | Clock or ceramic Jug Task | Term 4 Week 5 | 15% | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 | Utilitarian object design Awareness of Audience |

FACULTY: ENGLISH

SUBJECT: DRAMA

ASSESSMENT SCHEDULE

| TOPIC | TASK | DUE DATE | WEIGHTING | OUTCOMES | ADDITIONAL INFORMATION |
|--|--|-----------------|-----------|----------------------------------|---|
| Playbuilding: Colourful Characters | Group Performance & Logbook | Term 1, Week 10 | 30% | 4.1.2 4.2.1 4.3.3 | In groups, students will develop a character-based performance that demonstrates an understanding of the elements of drama and characterisation. Each student will also submit a performance logbook. |
| HALF YEARLY REPORTS | | | | | |
| From Page to Stage | Performance & Reflection | Term 2, Week 10 | 35% | 4.1.1 4.1.3 4.2.3 4.3.1 | Students learn about the process of performance from page to stage. Students will select, direct and perform an extract from a published script, using appropriate dramatic techniques. |
| Introduction to Commedia Dell' Arte | Commedia Dell'Arte Performance & Logbook | Term 3, Week 10 | 35% | 4.1.4 4.2.2 4.3.3 | In groups or pairs, students will devise, script and perform a drama that demonstrates their understanding of the dramatic elements and the comic techniques of Commedia Dell' Arte. Each student will also submit a performance logbook. |
| YEARLY REPORTS | | | | | |

ASSESSMENT SCHEDULE

| Topic | Task | Date (Term/Week) | Weighting (%) | Syllabus outcomes assessed | Focus |
|--|---|-------------------------|---------------|----------------------------|---|
| SEMESTER 1 | | | | | |
| Representations of Australia (Poetry) | Assessment 1: Part 1 - Visual Representation (Poem) Part 2 – Handwritten reflection statement | Term 1 Week 9 | 25% | EN 4-6C EN4-2A, EN4-3B | How poems visually represent ideas How we can use visual language to represent poetry |
| | | | | | |
| Close Study (Novel) | Assessment 2: Interview Students script and perform an interview | Term 2 Week 7 | 25% | EN4-7D EN4-9E | How language is used to shape meaning How we can use spoken text to explore perspectives |
| | | | | | |
| <i>Half Yearly Reports</i> | | | | | |
| SEMESTER 2 | | | | | |
| First Nations Perspectives (Film Study) | Assessment 3: Formal Essay (in class) | Term 3 Week 6 | 25% | EN4-5C, EN4-8D | How an audience is positioned through film |
| Creative Writing | Assessment 4: Creative Writing (hand in) | Term 4 Week 5 | 25% | EN4-1A, EN4-4B | Orientating and engaging the reader |
| <i>Yearly Reports</i> | | | | | |

ASSESSMENT SCHEDULE

| Topic | Task | Date (Term/Week) | Weighting (%) | Syllabus outcomes assessed | Additional Information |
|----------------------------|-------------|--------------------|---------------|---------------------------------------|---|
| Semester 1 or 2 | | | | | |
| Interconnections | Essay | Term 1 or 3 week 8 | 50 | GE4-7 GE4-8 | In this task, students use the PEEL scaffold to individually respond to the question. |
| Geographic skills | Examination | Term 4, week 4 | 50 | GE4-2, GE4-3, GE4-7 GE4-8 | The exam will assess key skills including reading maps of the world and Australia, latitude and longitude, topographic mapping, climate graphs and synoptic charts. |
| Half Yearly Reports | | | | | |
| Semester 1 or 2 | | | | | |
| Medieval Europe | Essay | Term 1, Week 10 | 50 | HT 4-3, HT 4-6, HT 4-9, HT 4-10 | In this task, students use the PEEL scaffold to individually respond to the question "Why does History remember...?" |
| Source analysis skills | Examination | Term 2, Week 4 | 50 | HT4-5, HT4-9, HT4-10 | This examination will test students' ability to interpret a range of sources. |
| Yearly Reports | | | | | |

ASSESSMENT SCHEDULE

| Topic | Task | Date (Term/Week) | Weighting (%) | Syllabus outcomes assessed | Additional Information |
|----------------------------|--|---|---------------|---------------------------------------|---|
| Semester 1 or 2 | | | | | |
| Interconnections | Essay | Term 1 or 3 week 11 | 30 | GE4-7 GE4-8 | In this task, students use the PEEL scaffold to individually respond to the driving question. |
| Interconnections | "Globalisation: Boycott or Buy?" PBL task | Term 1 or 3, week 10 | 40 | GE4-2, GE4-3, GE4-5, GE4-8 | This task is designed to develop skills in critical thinking, creativity and innovation. Students create a product and present it to an authentic audience. It includes a collaborative and individual element. |
| Geographic skills | Examination | Term 2 or 4, week 4 | 30 | GE4-2, GE4-3, GE4-7 GE4-8 | The exam will assess key skills including reading maps of the world and Australia, latitude and longitude, topographic mapping, climate graphs and synoptic charts. |
| Half Yearly Reports | | | | | |
| Semester 1 or 2 | | | | | |
| Medieval Europe | Essay | Term 1, Week 10 or Term 3 week 10 | 30 | HT 4-3, HT 4-6, HT 4-9, HT 4-10 | In this task, students use the PEEL scaffold to individually respond to the question "Why does History remember...?" |
| Medieval Europe | "Why does History remember...?" PBL task | Term 2 Week 2, or term 4 week 2 | 40 | HT4-6, HT 4-7, HT4-8, HT4-10 | This task is designed to develop skills in critical thinking, creativity and innovation. Students collaborate to create a product and present it to an authentic audience. |
| Source analysis skills | Examination | Term 2 or 4, week 4 | 30 | HT4-5, HT4-9, HT4-10 | This examination will test students' ability to interpret a range of sources. |
| Yearly Reports | | | | | |

ASSESSMENT SCHEDULE

| Topic | Task | Date: Term/ Week | Weighting (%) | Syllabus outcomes assessed | Focus |
|---|---|---------------------|------------------|-------------------------------|---|
| Term 1 The history and geopolitics of Europe | Assessment 1 In class test including multiple choice and short answer questions | Term 1 Week 8 | 25% | | Students discover the history and geopolitics of Europe from Ancient Greece to today. |
| Term 2 The European Union | Assessment 2 In class test including multiple choice, short answer and extended-response questions | Term 2 Week 6 | 25% | | Students discover the history of the European Union from Post WWII to today. |
| | | | | | |
| Term 3 Germany | Assessment 3 Part A: In class/ at home In class, group (of three students maximum) mini lesson presentations | Term 3 Week 5 | 25% | | Students share information about their chosen topic reflecting German culture. |
| Term 4 Let's explore! (Using France as the example) | Assessment 4 Part A: In class/ at home Podcast in pairs Part B: : In class/ at home Information text in pairs | Term 4 Week 5 | 25% | ML4-Int-01; ML4-Crt-01 | |
| Yearly reports | | | | | |

ASSESSMENT SCHEDULE

| Topic | Task | Date: Term/ Week | Weighting (%) | Syllabus outcomes assessed | Focus |
|--|--|---------------------|------------------|---------------------------------------|---|
| Term 1 Identity: Me and my friends | Assessment 1 Part A: In class, interaction in pairs about me and my friends. Part B: In class, responding to texts about me and my friends. | Term 1 Week 8 | 25% | ML4-Int-01; ML4-Und-01; | Students exchanging personal information such as name, age and nationality, using features of the language system and respond to main ideas and supporting details in the texts |
| Term 2 Belonging | Assessment 2 Part A: In class, interaction about students' personal worlds Part B: In class/ at home, imaginative creation of an ideal place | Term 2 Week 6 | 25% | ML4-Int-01; ML4-Crt-01 | Students reciprocate information about their personal world and develop their knowledge and skills to create an imaginative text about an ideal place to live |
| Term 3 My activities: at school and on the weekend | Assessment 3 Part A: In class/ at home Information text in pairs about school/ weekends Part B: In class, read and respond to online posts about school/ weekends | Term 3 Week 5 | 25% | ML4-Int-01; ML4-Und-01; ML4-Crt-01 | Students share information about school life and weekend activities. |
| Term 4 Celebrations | Assessment 4 Part A: In class/ at home Information video in groups (of three students maximum) Part B: In class response to cooking videos | Term 4 Week 5 | 25% | ML4-Und-01; ML4-Crt-01 | Students observe food and celebrations to reflect cultural practices and describe a cultural celebration to peers at a partner school. |
| Yearly reports | | | | | |

ASSESSMENT SCHEDULE

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

| Topics | Task | Date | Weighting | Outcomes Assessed | Additional Information |
|---|--|------------------------|-----------|---|---|
| SEMESTER 1 | | | | | |
| Pythagoras Algebra | Task 1 50 minute assessment | Term 1 Week 7 to 10 | 20% | MA4-16MG, MA4-8NA MA5.1-5NA | Assessment of Working Mathematically outcomes {MA4- 1WM, MA4-2WM, MA4-3WM} is embedded in all tasks. |
| Algebra Indices Measurement | Task 2 50 minute assessment | Term 2 Week 4 or 6 | 25% | MA4-8NA, MA5.1-5NA MA4-9NA, MA5.2-7NA, MA4-12MG, MA4-13MG, MA4- 14MG, MA5.2-12MG | |
| SEMESTER 2 | | | | | |
| Equations Graphing Linear Equations Fractions, Decimals, Percentages | Task 3 50 minute assessment | Term 3 Week 6 or 8 | 25% | MA4-10NA, MA4-21SP, MA5.1-13SP, MA4-5NA, MA4-6NA, | Specific information about the content of the assessments is given to students prior to each test. |
| All of the above Topics plus Data, Probability, Rates and Ratios. | Task 4 two 50 minute assessments | Term 4 Week 4 or 6 | 30% | All of the above outcomes plus MA4-19SP, MA4-20SP, MA4- 21SP and MA4-7NA. | |

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

| SEMESTER 1 | | | | | |
|--|-------------------------------------|------------------------|---------------|---|--|
| Topics | Tasks | Date | Weight | Outcomes | |
| Pythagoras Algebra Techniques | Task 1 50 minute test | Term 1 Week 7 to 10 | 20% | MA4-16MG, MA5.3-6NA, MA4-8NA, MA4-9NA, MA5.1-5NA, MA5.2-6NA, MA5.2-7NA. | Assessment of Working Mathematically outcomes {MA4-1WM, MA4-2WM, MA4-3WM and also MA5.1-1WM, MA5.1-2WM, MA5.1-3WM} is embedded in all tasks. |
| Algebra Techniques Indices Measurement | Task 2 50 minute test | Term 2 Week 4 or 6 | 25% | MA4-8NA, MA4-9NA, MA5.1-5NA, MA5.2-6NA, MA5.2-7NA, MA5.3-NA, MA5.1-9NA, MA5.2-11MG, MA4-12MG, MA4-13MG, MA4-14MG, MA4-15MG, MA4-16MG, MA5.1-8MG, MA5.1-9MG, MA5.2-12MG. | |
| SEMESTER 2 | | | | | |
| Solving Equations Fractions, Percentages and Decimals. Graphing Linear Relationships | Task 3 50 minute test | Term 3 Week 6 or 8 | 25% | MA4-10NA, MA5.2-8NA, MA5.3-7NA, MA4-5NA, MA4-6NA, MA4-11NA, MA5.1-6NA, MA5.2-9NA, MA5.2-5NA | Specific information about the content of the assessments is given to students prior to each test. |
| All of the above topics plus Data and Quartiles Rates and Graphs Probability | Test 4 (2 tests, 50 minute each) | Term 4 Week 4 or 6 | 30% | All of the above outcomes plus: MA4-19SP, MA4-20SP, MA5.1-12SP, MA5.215SP, MA5.2-16SP, MA4-6NA, MA4-7NA, MA5.1-4A, MA5.2-5NA, MA5.1-13SP. | |

ASSESSMENT SCHEDULE

| Topic | Task | Date (Term/Week) | Weighting (%) | Syllabus outcomes assessed | Additional Information Units of work |
|-------------------------------------|--|------------------|---------------|------------------------------|---|
| Health Assessment Task - Get Moving | 1 <input type="checkbox"/> Get Moving Assessment Task | T1 Week 7-11 | 25 | PD4-6, PD4-7, PD4-8, PD4-9 | <input type="checkbox"/> Students will demonstrate an understanding of healthy attitudes and behaviours and propose strategies to enhance health, safety, wellbeing and participation in physical activity. |
| Dance Assessment Task | 2 <input type="checkbox"/> Dance - Line Dance | T2 Week 5-10 | 25 | PD4-4, PD4-8, PD4-10, PD4-11 | <input type="checkbox"/> Students will be marked according to proficiency, coordination, rhythm & timing and overall group presentation. |
| Half Yearly Reports | | | | | |
| Inclusion Games Assessment Task | 3 <input type="checkbox"/> Inclusion Games Task | T3 Week 4 | 25 | PD4-3, PD4-7, PD4-10, PD4-11 | <input type="checkbox"/> Students will be assessed on the creation of an inclusive physical activity for stage 4 students.. |
| Yearly Examination | 4 <input type="checkbox"/> One hour exam on units of work covered in class | T4 Week 1/2 | 25 | PD4-1, PD4-2, PD4-3, PD4-8 | <input type="checkbox"/> Multiple choice, short answer, extended response |
| Yearly Reports | | | | | |

ASSESSMENT SCHEDULE

| TOPIC | TASK | DATE (TERM/WEEK) | WEIGHTING % | SYLLABUS OUTCOMES ASSESSED | ADDITIONAL INFORMATION |
|--|-------------------------|---|-------------|--|--|
| SEMESTER 1 | | | | | |
| Class Mark | In-class tasks | On-going | 5 | | Bookmark, Homework, Practical Tasks |
| Working Scientifically | Scientific Model | Term 1 Week 7 First science lesson | 20 | SC4 –4WS, 9WS | Constructs and uses a model to accurately, clearly and succinctly present information |
| Energy (PW) What’s the Matter? (CW) | Half Yearly Examination | Term 2 Week 3 Fri 17th May | 20 | Selected outcomes from: SC4 – PW3, PW4, CW2 | 1 period test Part A – Multiple Choice/Short Answer Part B – Extended Response |
| HALF YEARLY REPORTS (45% of total) | | | | | |
| SEMESTER 2 | | | | | |
| Class Mark | In-class tasks | On-going | 5 | | Bookmark, Homework, Practical Tasks |
| What’s the Matter? (CW) | Practical Task | Term 3 Week 8/9 11th, 13th & 18th September | 20 | SC4 – 6WS, 7WS, 8WS, CW4 | Follow instructions to complete practical activities and analyse results |
| All Topics | Yearly Examination | Term 4 Week 3 28th-31st October | 30 | All Outcomes | 2 x 1 period test Part A – Multiple Choice Part B – Short Answer/Extended Response |
| YEARLY REPORTS (55% of total) | | | | | |

ASSESSMENT SCHEDULE

Course Description: Technology encompasses a diverse collection of knowledge, skills and processes that people use to satisfy their needs and to extend human capabilities. Technology Mandatory is a rich and complex subject that provides students with opportunities to become technologically literate individuals capable of developing creative solutions to identified problems and situations.

All students complete at least two units throughout the year from Agriculture and Food Technologies and Material Technologies. Material Technologies include Metal, Textiles, Timber or Graphics Technologies.

| Topic / Unit of Work | Task | Date (Term/Week) | Weighting (%) | Syllabus outcomes assessed | Additional Information |
|---|--------------------|------------------|---------------|----------------------------|------------------------|
| SEMESTER 1 | | | | | |
| <i>Each student completes two units this semester from the syllabus focus areas of Agriculture and Food Technologies, Engineering and/or Material Technologies. Material Technologies include Metal, Textiles, Timber or Graphics Technologies.</i> | | | | | |
| Semester 1 Unit 1 | Practical Work | Week 5 Term 2 | 15% | TE4-3DP | |
| | Portfolio/Workbook | Week 5 Term 2 | 10% | TE4-1DP | |
| Semester 1 Unit 2 | Practical Work | Week 5 Term 2 | 15% | TE4-3DP | |
| | Portfolio/Workbook | Week 5 Term 2 | 10% | TE4-1DP | |
| Half Yearly Reports | | | | | |
| SEMESTER 2 | | | | | |
| <i>Each student completes two units this semester from the syllabus focus areas of Agriculture and Food Technologies, Engineering and/or Material Technologies. Material Technologies include Metal, Textiles, Timber or Graphics Technologies.</i> | | | | | |
| Semester 2 Unit 3 | Practical Work | Week 6 Term 4 | 15% | TE4-3DP | |
| | Portfolio/Workbook | Week 6 Term 4 | 10% | TE4-1DP | |
| Semester 2 Unit 4 | Practical Work | Week 6 Term 4 | 15% | TE4-3DP | |
| | Portfolio/Workbook | Week 6 Term 4 | 10% | TE4-1DP | |
| Yearly Reports | | | | | |

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

ASSESSMENT SCHEDULE

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

| Component | Task 1 | Task 2 | Weighting % |
|------------------------|--------------------------------|----------------|-------------|
| | Grow Harvest Prepare and Share | Cafe Culture | |
| | Term 1, Week 8/9 | Term 3, Week 9 | |
| | FT4-1, FT4-3 | FT4-8, FT4-13 | |
| Theory weighting | 25 | 25 | 50 |
| Practical weighting | 25 | 25 | 50 |
| Average total % | 50 | 50 | 100 |

FACULTY: TECHNOLOGICAL AND APPLIED STUDIES (TAS) **SUBJECT:** TECHNOLOGY ELECTIVE – STEM

ASSESSMENT SCHEDULE

8STEM

| Topic/Areas of Study | Task | Date | Weighting (%) | Additional Information |
|----------------------------|---|-------------------|---------------|---|
| SEMESTER 1 | | | | |
| Micro:bits | Solving problems with the micro:bit | Term 1 Week 11 | 25% | Students learn to use the micro:bit by programming it with Python and build electric circuits using the inventor's kit. They think of a real-life problem they can solve using the micro:bit. |
| STEM Video Game Challenge | Create a game based on the 2022 STEM Video Game Challenge | Term 2 Week 10 | 25% | Students learn how to code using a game platform such as Scratch, Unity, Godot or Greenfoot. Students create a game based on the 2023 theme of "construction and deconstruction" following rules from STEM Video Game Challenge https://www.stemgames.org.au/ |
| Half Yearly Reports | | | | |
| SEMESTER 2 | | | | |
| Robotics | Solve missions on the City Shaper challenge | Term 3 Week 10 | 25% | Students learn how to construct and program a robot using LEGO Spike Prime kits. They will use their robot to solve problems on the FLL challenge – City Shaper theme. |
| Animation | Create a short animation based on criteria given | Term 4 Week 10 | 25% | Students learn the basics of path based animation involving keyframes and tweening to create a short animation. |
| Yearly Reports | | | | |

ASSESSMENT SCHEDULE

| | Task 1 | Task 2 | Task 3 |
|--------------------------|---|---|---|
| Nature of task | Elements and principles of design: Portfolio | Sweet Dreams (Pyjamas): Textile item and portfolio | Monogram cross stitch: Design proposal |
| Timing | Term 2, Week 4 Monday 20 May 2024 | Term 3, Week 7 Thursday 5 September 2024 | Term 4, Week 2 Thursday 24 October 2024 |
| Outcomes assessed | TEX4-3, TEX4-4, TEX4-8 | TEX4-8, TEX4-11 | TEX4-4, TEX4-8 |
| Weight | 35% | 45% | 20% |

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

ASSESSMENT SCHEDULE

| Topic | Outcomes | Date Due (Term/Week) | Weighting (%) | Additional Information |
|----------------------------|--------------------------------|----------------------------------|------------------|--------------------------------------|
| SEMESTER 1 | | | | |
| Marble Maze | IND4.1 IND4.2 IND4.3 IND4.4 | Term 1 - Week 11 | 25% | Safety Modules and Practical Project |
| Carry All - CAD Drawings | IND4.5, IND 4.7 | Term 2 - Week 5 Progress Mark | 25% | Design Process - 3D CAD |
| Half Yearly Reports | | | | |
| SEMESTER 2 | | | | |
| Carry All - Completion | IND4.2, IND4.4, 4.10 | Term 3 - Week 2 | 25% | Practical Project |
| Desk Lamp | IND4.5, IND 4.7, IND 4.8 | Term 4 - Week 5 | 25% | Practical Project & Design Folio |
| Yearly Reports | | | | |