



YEAR 8 2025 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 2025

CONTENTS

	Page
Guidelines for Assessments	4
Creative Arts	
Drama.....	6
Illustration – Elective.....	7
Music.....	8
Music Media - Elective.....	9
Photographic & Digital Media - Elective	10
Visual Arts.....	11
Visual Design – Elective	12
English	13
Human Society & Its Environment (HSIE)	
Geography and History.....	14
History Extension & Geography Extension	15
Languages Other Than English (LOTE)	
Japanese.....	16
Spanish	17
Chinese	18
French	19
Mathematics	
Mathematics	20
Mathematics Accelerated	21
Personal Development, Health, Physical Education (PDHPE)	22
Dance	23
Science	24
Technology and Applied Studies (TAS)	
Technology – Mandatory	25
Technology Elective - Food Design	26
Technology Elective – Digital Technologies (STEM 2)	27
Technology Elective – Textiles Design	28
Technology Elective - Timber Design	29

2025 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

In Year 8 Elective Drama, students continue to develop their performance skills while learning about playbuilding, the elements of drama and the dramatic forms: Commedia Dell' Arte and Transformational Acting. Students will be given the opportunity to explore, develop and showcase their skill, knowledge and understanding of subject content by engaging in a range of workshop activities, written tasks and performances.

TOPIC	TASK	DUE DATE	WEIGHTING	OUTCOMES	ADDITIONAL INFORMATION
Playbuilding	Group Performance, Rationale & Logbook	Term 1, Week 10	25%	4.1.1 4.1.2 4.2.2 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 logbook and performance rationale.
HALF YEARLY REPORTS					
Introduction to Commedia Dell' Arte	Commedia Dell' Arte Duologue Performance Reflection	Term 2, Week 9	30%	4.1.1 4.1.2 4.2.2 4.3.3	In pairs, students will devise, script and perform a drama that demonstrates their understanding of the dramatic elements and comic techniques of Commedia Dell' Arte. Each student will also submit a logbook and performance reflection.
From Page to Stage	Character Monologue or Costume Design and Directorial Vision	Term 3, Week 10	45%	4.1.4 4.2.1 4.2.3	Individually, students will create and perform a monologue of a character from the play studied in class or design a set of costumes for one or two characters. They will write a directorial vision of the play to show their understanding of the role of their character within the play.
Performing a Scripted Play	Performance	Term 4, Week 10		4.2.3 4.3.2	Students will rehearse, develop & perform the play studied in Term 3.
YEARLY REPORTS					

ASSESSMENT SCHEDULE

Course Description: In the Year 8 Illustration and Animation course, students understand how drawing and illustration techniques can communicate meaning. Through the exploration of media, students engage in an artmaking practice that involves illustrating narratives, creating rotoscoped animations and digital artworks, and learning to portray people through caricatures and cartooning.

Topic	Task	Date (Term/Week)	Weighting	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
SEMESTER TWO				
Illustration Narratives	Portfolio of designs and folding book based on narratives	Term 3 Week 2	20%	4.5, 4.7, 4.9
Animated drawing sequence	Animation based on a narrative	Term 3 Week 9	15%	4.1, 4.3, 4.4, 4.6
Presentation on an animators / digital illustrators practice	Artist as animator/digital illustrator – visual verbal	Term 4 Week 3	20%	4.4, 4.5, 4.7, 4.9

ASSESSMENT SCHEDULE

Course Description: This course provides opportunities for students to further explore ways in which the musical concepts are used, manipulated and recorded in a variety of musical styles, through experiences in performing, composing and listening, and the exploration of musical notation.

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	Five tasks completed at home or in class which can include quizzes, performance skills exercises, homework worksheets, listening. Three tasks will include integrated composition activities such as chord progressions, strumming patterns, basslines, riffs, drumbeats or melodies.
Half Yearly or Yearly Reports (Semesterised)					

ASSESSMENT SCHEDULE

Course description: In this course students explore music technology to record, edit, arrange and perform musical compositions that relate to a wide range of real-world topic areas.

TOPIC	TASK	DATE (TERM/WEEK)	WEIGHTING (%)	SYLLABUS OUTCOMES ASSESSED	ADDITIONAL INFORMATION
SEMESTER 1					
Foundations of DAWs	Composition & Performance	Term 1 Week 10	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	Composition	Term 2 Week 5	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	Composition	Term 3 Week 10	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	Composition	Term 4 Week 5	30%	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

Course Description: In the Year 8 Photomedia course students explore the creative processes used by photographers, film makers and digital artists. There is an emphasis upon the development of skills and aesthetic decision making. Students apply an understanding of composition and techniques of digital media artists to develop their own practice.

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.	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

Course Description: In the Year 8 Visual Arts course, students explore imaginative thinking processes to stimulate their creativity. In addition, students learn to appreciate the role and contribution of artists, audience and the artworld. This course is covered in one semester.

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	
Outrageous Art or Inside Outside	Written response	Term 1, Week 11 or Term 4, Week 2	20%	20%	4.4 representation	References a range of artists.
	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

Course Description: In the Year 8 Visual Design course, students understand how design elements and principles, combined with media techniques, can create functional forms that communicate meaning. Students learn to appreciate the work of designers by analysing a range of historical and contemporary works.

Topic	Task	Date (Term/Week)	Weighting %	Syllabus outcomes	Additional Information
Semester One					
Design Fundamentals	Design fundamentals in Visual Diary.	Term 1 Week 4	5%	4.3	Structural and subjective analysis of art, design and compositional elements.
Design Thinking & VAPD	Problem solving and design thinking.	Term 1 Week 7	10% 5%	4.4 4.1	An introduction to the Design Process. Understanding design through exploration of the documenting process
2D Design & VAPD	Application of design to 2D work. Documentation of design process.	Term 2 Week 5	15% 5%	4.5	Development of skills in a range of media.
Analysing Design Works	Applying knowledge and understanding of design.	Term 1 Week 10	10%	4.9	Analysing using Art World Concepts.
Semester Two					
3D Design & VAPD	3D forms and functional processes.	Term 3 Week 6	15% 5%	4.5 4.1	Considering demands of 3D design.
Designer Practice	Applying practical understanding to the study of designers.	Term 4 Week 2	10%	4.8	Research using artists practice.
3D / 2D Design & VAPD		Term 4 Week 5	15% 5%	4.2	Emphasis upon incorporating influence into design works.

ASSESSMENT SCHEDULE

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Focus
SEMESTER 1					
Representations of Australia	Multimodal presentation (10%) plus reflection (15%)	Term 1, Week 9	25%	EN4-RVL-01 EN4-URC-01	Students will explore a collection of Australian poetry.
Close study of a novel	Speaking task	Term 2, Week 7	25%	EN4-URB-01	Through the close study of prose fiction, students will explore how texts represent ideas and values.
Half Yearly Reports					
SEMESTER 2					
First Nations Perspectives	Essay	Term 3, Week 6	25%	EN4-URA-01	Students will study a film text to explore how an audience is positioned to engage with different perspectives.
Creative Writing	Writing journal (25%)	Term 4, Week 5	25%	EN4-ECA-01 EN4-ECB-01	Students will engage with a range of short stories and excerpts to inspire their own original compositions.
Yearly Reports					

ASSESSMENT SCHEDULE

Course Description: In Year 8, Geography and History will be semesterised.

Geography: Students will focus on the issues that arise from global interconnections, before examining issues surrounding access to fresh water and sustainability of natural resources. They will continue to develop their ability to interpret a range of geographical maps and charts.

History: The course begins with a brief investigation into the rise and fall of the Roman Empire, prior to an in-depth examination of medieval Europe and the impact of the Black Death. The course finishes with an investigation of the ongoing relevance of medieval Japan.

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Additional Information
Semester 1 or 2					
Interconnections	Extended Response	Term 1 or 3 Week 8	50	GE4-7 GE4-8	In this task, students use the PEEL scaffold to respond to the prescribed question individually.
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	Source Analysis Examination	Term 1, Week 7	50	HT 4-3 HT 4-6 HT 4-9, HT 4-10	In this task, students use the PEEL scaffold to respond to the prescribed question individually - "Why does History remember...?".
Medieval Period	Extended Response	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

Course Description: In Year 8, Geography and History will be semesterised.

Geography: Students will focus on the issues that arise from global interconnections, before examining issues surrounding access to fresh water and sustainability of natural resources. They will continue to develop their ability to interpret a range of geographical maps and charts.

History: The course begins with a brief investigation into the rise and fall of the Roman Empire, prior to an in-depth examination of medieval Europe and the impact of the Black Death. The course finishes with an investigation of the ongoing relevance of medieval Japan.

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Additional Information
Semester 1 or 2					
Interconnections	Extended Response	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					
Ancient Rome and Medieval Europe	Source Analysis Exam	Term 1, Week 7	50	HT 4-3 HT 4-6 HT 4-9 HT 4-10	This examination will test students' ability to interpret a range of sources.
Medieval Europe	Extended Response	Term 2, Week 4	50	HT4-5 HT4-9 HT4-10	In this task, students use the PESAL scaffold to individually create an extended response evaluating an area of the Medieval Europe course.
Yearly Reports					

FACULTY: LANGUAGES**SUBJECT: JAPANESE****ASSESSMENT SCHEDULE****Course Description:**

The Stage 4 elective language 80-hour courses provide students with the opportunity to experience their chosen language and their culture(s) in a fun and interactive way and to look forward to Stage 5 with confidence. Assessments measure student skills in understanding, creating and interacting. Additionally, students learn about the cultural implications of language use. Students gain an appreciation of culture, language and develop their ability to communicate with growing confidence and maturity.

Topic	Task	Date	Weighting (%)	Syllabus Outcomes Assessed	Additional Information
Semester 1					
Japanese Script Cities and Towns	Hiragana script test.	Term 1 Week 9	25%	ML5-CRT-01 ML5-UND-01	In-class test on hiragana reading and writing on the topic of Self Introduction.
	Conversation Page Formative task: Students will be provided with a list of basic questions to which they should be able to respond in the target language.	Term 2 Weeks 1-5 ongoing	25%	ML5-INT-01	Conversation items will be tested in a formative manner in class over a number of weeks in the first half of the term.
Semester 2					
Pitch your Prefecture	Multimodal task promoting a prefecture in Japan.	Term 3 Weeks 9-10	25%	ML5-INT-01 ML5-CRT-01	Google Slides / Canva presentation with voiceover.
	Listening and Responding Formative Quizzes in class.	Terms 3-4 in class every 2-3 weeks	25%	ML5-UND-01	Regular Listening quizzes will be completed in class over the course of the semester.
Note: Subject to change depending on the needs of the class. Any changes will be published on Google Classroom.					

FACULTY: LANGUAGES**SUBJECT: SPANISH****ASSESSMENT SCHEDULE****Course Description:**

The Stage 4 elective language 80-hour courses provide students with the opportunity to experience their chosen language and their culture(s) in a fun and interactive way and to look forward to Stage 5 with confidence. Assessments measure student skills in understanding, creating and interacting. Additionally, students learn about the cultural implications of language use. Students gain an appreciation of culture, language and develop their ability to communicate with growing confidence and maturity.

Topic	Task	Date	Weighting (%)	Syllabus Outcomes Assessed	Additional Information
Semester 1	Travel Journal task - Students create a range of travel documents ranging from passports, through to hotel descriptions, city activities brochures, and budget for the full travel itinerary to a Spanish speaking country.	Travel Journal will be due in set classes throughout weeks 5-10 of Term 1 and weeks 1-5 of Term 2	40%	ML5-INT-01 ML5-CRT-01 ML5-UND-01	In-class task: Students create their passport, travel plan, and itinerary over the course of several weeks. This will be heavily scaffolded and marked in class.
	Bookwork	Week 5 Term 2	10%		
Semester 2	Cooking task - Students create a ‘MasterChef’ style video of themselves cooking a Spanish/ Hispanic cultural dish.	Term 3 Weeks 9-10	30%	ML5-INT-01 ML5-CRT-01	At-home task: Students should make a cooking video of a Spanish/Latin or Southern American dish at home, verbally listing all the main ingredients and explaining the cooking process in Spanish. In-class task: Students will complete a quiz of listening and reading tasks testing their knowledge and understanding of content covered through the year.
	Yearly Quiz	Term 4 Week 5	20%	ML5-UND-01	
Note: Subject to change depending on the needs of the class. Any changes will be published on Google Classroom.					

FACULTY: LANGUAGES**SUBJECT: CHINESE****ASSESSMENT SCHEDULE****Course Description:**

The Stage 4 elective language 80-hour courses provide students with the opportunity to experience their chosen language and their culture(s) in a fun and interactive way and to look forward to Stage 5 with confidence. Assessments measure student skills in understanding, creating and interacting. Additionally, students learn about the cultural implications of language use. Students gain an appreciation of culture, language and develop their ability to communicate with growing confidence and maturity.

Topic	Task	Date	Weighting (%)	Syllabus Outcomes Assessed	Additional Information
Semester 1					
Self Introduction: Travel	Travel Journal task - Students create a range of travel documents ranging from passports, through to hotel descriptions, city activities brochures, and budget for the full travel itinerary to a province in China.	Travel Journal will be due in set classes throughout weeks 5-10 of Term 1 and weeks 1-5 of Term 2	40%	ML5-CRT-01 ML5-UND-01 ML5-INT-01	In-class task: Students create their passport, travel plan, and itinerary over the course of several weeks. This will be heavily scaffolded and marked in class.
	Bookwork	Term 2 Week 5	10%		
Semester 2					
Food: Celebration	Cooking task - Students create a 'MasterChef' style video of themselves cooking a Chinese dish.	Term 3 Weeks 9-10	30%	ML5-INT-01 ML5-CRT-01	At-home task: Students should make a cooking video of a Chinese dish at home, verbally listing all the main ingredients and explaining the cooking process in Chinese. In-class task: Students will complete a quiz of listening and reading tasks testing their knowledge and understanding of content covered through the year.
	Yearly Quiz	Term 4 Week 5	20%	ML5-UND-01	
Note: Subject to change depending on the needs of the class. Any changes will be published on Google Classroom.					

ASSESSMENT SCHEDULE

Course Description:

The Stage 4 elective language 80-hour courses provide students with the opportunity to experience their chosen language and their culture(s) in a fun and interactive way and to look forward to Stage 5 with confidence. Assessments measure student skills in understanding, creating and interacting. Additionally, students learn about the cultural implications of language use. Students gain an appreciation of culture, language and develop their ability to communicate with growing confidence and maturity.

Topic	Task	Date	Weighting (%)	Syllabus Outcomes Assessed	Focus
Semester 1	Task 1 Composition & Spoken Conversation	Term 1, Week 9	25%	ML5-INT-01 ML5-CRT-01 ML5-UND-01	In-class task: Students complete a composition and engage in a conversation with the teacher.
	Bookwork - Continuous				
	(Optional task: Power point with voice over - describing your town in France)	Term 2, Weeks 1-5	25%	ML5-CRT-01	
Half Yearly Reports					
Semester 2	Task 2 MasterChef Video - Students create a “MasterChef” style video of themselves cooking a French cultural dish.	Term 3 Week 8 (or possible sooner)	25%	ML5-INT-01 ML5-CRT-01	At-home task: Students will make a cooking video of a French dish at home, verbally listing all the main ingredients in French and explaining the cooking process in English.
	Task 3 Yearly Test: Listening, Reading, Writing	Week 5, Term 4	25%	ML5-UND-01	In-class task: Students will complete a quiz of listening, composition and reading tasks testing their knowledge and understanding of content covered through the year.
Yearly reports					
Note: Subject to change depending on the needs of the class. Any changes will be published on Google Classroom.					

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

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

Topics	Task	Date	Weighting	Syllabus Outcomes Assessed	Additional Information
SEMESTER 1					
Data Classification and Visualisation Equations	Term 1 50-minute test	Term 1	25%	MA4-DAT-C-01, MA4-EQU-C-01 MAO-WM-01	Working Mathematically outcomes are embedded in all tasks. Specific information about the content of the assessments is given to students approximately two weeks prior to each test, except for topic tests.
Pythagoras, Equations, Fractions and Percentages	Term 2 50-minute test (20-minute NC, 30-minute Calc)	Term 2	25%	MA4-EQU-C-01, MA4-PYT-C-01 MA4-FRC-C-01, MAO-WM-01	
SEMESTER 2					
Algebra, Graphing Linear Equations Length (quadrilateral and circles) s	Term 3 50-minute test	Term 3	25%	MA4-ALG-C-01, MA4-LIN-C-01 MA4-LEN-C-01, MAO-WM-01	Specific information about the content of the assessments is given to students approximately two weeks prior to each test.
Data, Measurement and Algebra, Indices	Term 4 50-minute test	Term 4	25%	MA4-DAT-C-02, MA4-VOL-C-01, MA4-ALG-C-0, MA4-IND-C-01, MAO-WM-01	

FACULTY: MATHEMATICS**SUBJECT:** MATHEMATICS EXTENSION

ASSESSMENT SCHEDULE

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

Topics	Tasks	Date	Weight	Outcomes	Additional Information
SEMESTER 1					
		Term 1	0%		Working Mathematically outcomes are embedded in all tasks. Specific information about the content of the assessments is given to students approximately two weeks prior to each test, except for topic tests.
Data, Equations, Pythagoras Theorem, Fractions	Task 1 50-minute test	Term 2 Weeks 1 to 3	50%	MA4-DAT-C-01, MA4-EQU-C-01, MA4-PYT-C-01, MA4-FRC-C-01, MAO-WM-01	
SEMESTER 2					
		Term 3	0%		Specific information about the content of the assessments is given to students approximately two weeks prior to each test.
Algebra, Graphing Linear Relationships, Indices, Measurement	Task 2 50-minute test	Term 4 Weeks 1 to 3	50%	MA4-ALG-C-01, MA4-LIN-C-01, MA4-IND-C-01, MA4-VOL-C-01, MAO-WM-01	

ASSESSMENT SCHEDULE

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Assessment Information
Health: Get Moving Practical: Fitness Testing, Athletics & Cross Country	Practical Assessment: Get Moving Assessment Task	Term 1, Weeks 7-10	25%	PD4-6 PD4-7 PD4-8 PD4-9	A theoretical assessment task that reviews the Australian physical activity guidelines with students reviewing healthy behaviours for lifelong physical activity.
Health: Positive Choices Practical: Inclusion Games & Line Dance	Practical Assessment: Line Dance	Term 2, Weeks 4-8	25%	PD4-4 PD4-8 PD4-10 PD4-11	Practical task where students learn line dances throughout the unit. Students are assessed on their ability to develop skill, technique and participation.
SEMESTER 2					
Health: Celebrating Diversity Practical: Team Games	Health Assessment: Team Games Assessment Task	Term 3, Weeks 1-10	25%	PD4-5 PD4-9 PD4-10 PD4-11	Practical assessment task incorporating skills and technique development. This is an ongoing assessment task during class time.
Health: Managing Safety & Risk Practical: Summer Sports	Health Assessment: Yearly Examination	Term 4, Weeks 1-2	25%	PD4-1 PD4-2 PD4-3 PD4-8	A formal yearly examination covering health units from terms 1-3. Multiple choice, short answer responses.
YEARLY REPORTS					

ASSESSMENT SCHEDULE

Topic	Task	Date (Term/Week)	Weighting (%)	Syllabus outcomes assessed	Assessment Information
Health: Safe Dance Practice Practical: Dance Technique	Assessment Task 1: Safe Dance Practice Assessment Task	Term 1, Week 9	25%	4.1.1 4.1.2 4.1.3	A theoretical assessment task that demonstrates an understanding of safe dance practice and appropriate dance technique in the performance of combinations, sequences and dances.
Health: Popular Dance Styles Practical: Popular Dance Styles	Assessment Task 2: Popular Dance Assessment Task	Term 2, Week 10	25%	4.1.1 4.1.2 4.1.3	A practical assessment task that demonstrates aspects of the elements of dance in dance performance.
SEMESTER 2					
Health: Composition Practical: Composition	Assessment Task 3: Composition Assessment Task	Term 3, Week 10	25%	4.2.1 4.2.2 4.2.3	A theoretical assessment task that identifies and explores aspects of the elements of dance in response to a range of stimuli.
Health: Dance Appreciation Practical: Dance Technique	Health Assessment: Dance Appreciation Assessment Task	Term 4, Week 5	25%	4.3.1 4.3.2 4.3.3	A practical assessment task that describes dance performances through the elements of dance.
YEARLY REPORTS					

ASSESSMENT SCHEDULE

TOPIC	TASK	DATE (TERM/WEEK)	WEIGHTING %	SYLLABUS OUTCOMES ASSESSED	ADDITIONAL INFORMATION
SEMESTER 1					
Energy (PW) What's the Matter? (CW)	In-class tasks	On-going	15 (3 x 5%)	SC4-10PW, SC4-11PW, SC4-16CW, SC4-17CW	In-class skills and practical activities and in-class literacy activity
Working Scientifically	Scientific Model	Term 2 Week 2	25	SC4-6WS, SC4-7WS, C4-9WS	Construct and use a model to accurately, clearly and succinctly present information
HALF YEARLY REPORTS (40% of total)					
SEMESTER 2					
Fantastic Voyage (LW) Taking From the Earth (ES)	In-class tasks	On-going	10 (2 x 5%)	SC4-14LW, SC4-15LW, SC4-12ES, SC4-13ES	In-class skills and practical activities and in-class literacy activity
What's the Matter? (CW)	Practical Task	Term 3 Week 8/9	20	SC4-16CW, SC4-17CW, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS	Follow instructions to complete practical activities and analyse results
All Topics	Yearly Examination	Term 4 Week 3	30	All Outcomes	2 x 1 period test Part A – Multiple Choice Part B – Short Answer/Extended Response
YEARLY REPORTS (100%)					

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					

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 10	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

ASSESSMENT SCHEDULE

8STEM

Topic/Areas of Study	Task	Date	Weighting (%)	Additional Information
SEMESTER 1				
Robotics	Solve missions on the City Shaper challenge	Term 1 Week 11B	25%	Students learn how to construct and program a robot using EV3 Lego Mindstorms. They will use their robot to solve problems on the FLL challenge – City Shaper theme.
Micro:bits	Solving problems with the micro:bit	Term 2 Week 10	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.
Half Yearly Reports				
SEMESTER 2				
STEM Video Game Challenge	Create a game based on the 2023 STEM Video Game Challenge	Term 3 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 2022 theme of “networks” following rules from STEM Video Game Challenge https://www.stemgames.org.au/
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	Colour and decorate: Textile item	Sweet Dreams (Pyjamas): Textile item and portfolio	Monogram cross stitch: Design proposal
Timing	Term 1, Week 11 Tuesday 8 April 2025	Term 3, Week 9 Wednesday 17 September 2025	Term 4, Week 2 Tuesday 21 October 2025
Outcomes assessed	TEX4-5, TEX4-10	TEX4-8, TEX4-11	TEX4-4, TEX4-8
Weight	25%	50%	25%

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 10	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 and progress on practical
Half Yearly Reports				
SEMESTER 2				
Carry All - Completion	IND4.2, IND4.4, IND4.10	Term 3 - Week 2	25%	Practical Project
Desk Lamp Portfolio and Project progress	IND4.5, IND 4.7, IND 4.8	Term 4 - Week 5	25%	Management Folio and Practical project
Yearly Reports				