



**Year 8**

**Assessment Booklet**

**2023**

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## Welcome

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Year 8 marks the second year of your high school journey and to ensure that you achieve the best that you can.

This handbook outlines information regarding your assessment requirements and support and processes to help you plan ahead and be successful. Each subject has a published schedule of assessment tasks that must be completed throughout the year for a grade to be awarded to a student.

We hope that you will read this information together with your parents/carers, to understand the school's expectations regarding assessment and to assist in organising time for you to complete necessary homework and assessment tasks successfully.

Ensure you keep the booklet in a safe place and remember to put all the tasks that you have due on a calendar so you can plan, complete and hand in all tasks on time.

Year 8 requires a new level of maturity, responsibility, and a recognition that your primary school years are well and truly behind you.

**Rationale:** This policy seeks to provide a fair and equitable assessment process to all students completing year 8 in 2023.

Joanne St Hill

Deputy Principal

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## Year 8 Student Assessment and Reporting

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In 2019, James Fallon High School introduced a policy of ongoing reporting and feedback. The aim of this is to ensure that assessment and reporting assists in the learning of our students by giving them timely and valuable feedback so that they can achieve their best.

The following is an outline of the roles and responsibilities of all stakeholders regarding assessment and reporting at James Fallon High School.

It is your responsibility to read this information carefully. The following points apply to all students studying any subject in any Faculty at James Fallon High School.

For each course the principal will need to declare that a student has:

- followed an approved course of study.
- applied themselves with diligence and sustained effort.
- participated in and achieved some or all of the course outcomes.

*Attendance at school and in classes is critical to a student achieving course outcomes.*

### **Student Responsibility:**

Students will:

- complete all tasks on time and to the best of their ability so that an accurate assessment of their learning can be made.
- utilise feedback to improve and enhance their learning opportunities.
- communicate with teachers to identify specific strategies to improve learning outcomes.

### **Teacher Responsibility:**

Teachers will:

- provide feedback that is inclusive of any formal assessment tasks and, in the absence of such tasks, communicate about any formative assessment (i.e. class work).
- utilise the feedback proforma as a guideline to ensure consistency of teacher practice.
- adopt a professional tone when communicating with parents/carers/students.
- provide feedback to parents/carers/students within 2 weeks of completing the task.
- complete a 'check box' style report twice a year to provide feedback on learning habits and attitudes as well as providing an overall grade (see schedule).
- be available at Parent-Teacher Interviews to provide further detail about each child to parents.

### **Year Adviser Responsibility:**

Year Advisers will:

- provide a written progress report at the end of the school year on each student whose parents/carers have chosen to opt-in and receive such a report (Term 4, Week 8).

### **Head Teacher Responsibility:**

Head Teachers will:

- monitor the process.
- support teachers to complete their reports to parents.

### **Parent/Carer Responsibility:**

Parents/Carers will:

- utilise the Parent Portal to stay informed about their child's learning.
- discuss student feedback with their child.
- communicate any concerns with the appropriate teachers.
- attend parent teacher interviews to discuss student progress.
- request a Year Advisor report if necessary.

### **How Might Parents Assist?**

- Take an active interest in your child's homework and assessment tasks.
- Support your child in setting aside time each day for them to complete set tasks and prepare for future ones.
- Provide a dedicated place for homework and study if possible.
- Communicate with teachers any concerns about the nature of tasks or your child's approach to homework and assessment tasks.
- Encourage your children to read and take an interest in current events.
- Alert the school, as early as possible, to any circumstances that may need to be taken into consideration when homework and assessment tasks are being set or marked
- If you have any questions about the information contained in this booklet, please contact the head teacher of the relevant faculty.

*Remember good grades do not just happen.*

*They happen because of hard work and dedication! Best wishes for a successful year!*

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## Assessments

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Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students, and a range of resources.

### Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.
- enables students to demonstrate what they know and can do.
- clarifies student understanding of concepts and promotes deeper understanding.
- provides evidence that current understanding and skills are a suitable basis for future learning.

### Each assessment task should:

- be based on syllabus outcomes.
- be a valid instrument for what they are designed to assess.
- include criteria to clarify for students what aspects of learning are being assessed.
- enable students to demonstrate their learning in a range of task types.
- be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement.
- be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills.
- enable students and teachers to use feedback effectively and reflect on the learning process.
- be inclusive of and accessible for all students.
- be part of an ongoing process where progress is monitored over time.

## Notification of Assessment Tasks

Students will receive a written notification of an assessment task no less than 10 school days in advance of the date that a particular task is scheduled.

You will be notified in writing of the specific time and date that an assessment task will take place, as well as other details relating to the nature and logistics of the task.

That written notification may include:

- sending you an email
- notification via Compass
- providing you with a hard copy of the notification, OR
- all of the above means.

Students will sign and date a register to acknowledge receipt of this assessment notification.

If students are absent on the day an assessment task notification is handed out, they are responsible for obtaining a copy of it. No extra time will be given to a student for a task because they did not receive the notification in class. Teachers may upload copies of the task

notification onto Compass to ensure all students can access copies throughout the assessment period.

## Submission

It is the responsibility of students to ensure that they complete assessment tasks at the scheduled time and date or that they complete a serious attempt at assessment tasks and submit them at the designated time on or before the due date. Assessments may be required to be handed in, submitted via Compass, or submitted digitally by a specified time. Notifications for each task will clearly outline the required means of submission.

When needing to be handed in, the process of this will be communicated via the assessment notification. If the teacher is absent or unavailable, tasks must be handed to the Head Teacher responsible for the course.

Tasks must never be left on a desk or table for collection by the teacher or handed to a casual teacher. They must be collected by the teacher and students must sign to reflect that they have been handed in. Tasks submitted online will be date and time stamped to ensure processes are followed.

Assessment task submission and or completion takes priority over school events such as: excursions, sporting or school representation and work placements. It is the student's responsibility to bring to the attention of their class teacher any impending conflicts. This is clearly stated in the Additional Information section on every assessment task notification.

Tasks submitted after the due date without a successful stage 4 student appeal form will receive an automatic zero mark.

## Late or Non-Submission of tasks

If a student fails to complete a task specified in the assessment program without a valid reason (e.g. illness) the student will be issued with a **zero mark**.

If tasks prepared at home are not submitted by the time stipulated on the notification, they will be regarded as late unless a Student Appeal Form is submitted. Late submission will result in a **zero mark** being awarded for the task.

Students are expected to make a serious attempt at assessment tasks when submitting late or otherwise. Students will receive feedback about their response; however, the student would still have a zero-mark recorded against their performance for the task.

Failure of technology on the due date will not be accepted as a valid reason for late submission.

Students who are absent from an assessment task or who fail to complete a task by the due date absence are ineligible for the award of a grade for that task. Extensions may only be granted where there is a legitimate reason for absence approved by the faculty head teacher or Principal. This will only occur after following the variation process.

## Variation of Assessment

Students absent (due to illness or approved leave such as work placement or other school business) from school on the day an assessment task, test or examination is due, must complete and submit a stage 4 student appeal form on the day of return to school and no longer than **two weeks** after the initial due date of the task, test, or examination. The stage 4 student appeal form may be lodged with either their Class Teacher or the Head Teacher of the faculty.

In exceptional\* circumstances (e.g. where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the head teacher should authorise the use of an estimate based on other appropriate evidence.

If the student is absent due to illness, evidence of the illness on that date must be provided. When the student knows ahead of time that they will be absent for an assessment task they should advise the class teacher or Head Teacher prior to the date to complete the task at an agreed time. Where possible, this should be made at least two weeks before the assessment is due.

Despite the outcome of a variation all students will be requested to complete scheduled assessment tasks, at times these tasks may be altered to the original assessment task set. Students will complete a similar task to the one set for the assessment they have missed, however it will be in the same mode to ensure **student equity**.

“Technological” breakdown: Printer failures, ink cartridge malfunctions, USB problems, inability to convert files, incompatible versions of word processing software, undeliverable email messages and other such reasons will **NOT** be accepted as exceptional circumstances.

Technology problems are simply **NOT** grounds for a legitimate variation or extension of time.

*The following circumstances will generally **NOT** be recognised as **exceptional**:*

- *Extra-curricular activities*
- *Paid employment commitments.*
- *Attending or preparing to attend recreational activities such as music concerts and the Albury Gold Cup*
- *Holidays*
- *One or two days of illness during the two weeks leading up to the task.*

## Marking of Assessment Tasks

Assessment tasks should be marked and returned to students within a two-week period. Meaningful feedback about what they have demonstrated and what they need to do in order to improve their performance needs to be given to students as well as their rank and grade for the task.



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# James Fallon High School Malpractice Policy\*

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*Malpractice is dishonest behaviour by a student that gives them unfair advantage over others.*

## 1. Honesty and Integrity

All James Fallon High School students must be entirely honest when completing all assessment tasks, exams and submitted works.

You are marked only on the quality and originality of the work you have produced yourself.

## 2. Always Acknowledge Your Sources

You must acknowledge any part of your work that was written, created or developed by someone else. That includes any material from other sources like books, journals, electronic resources and the internet.

There is no need to formally acknowledge material you have learned from your teacher in classes.

## 3. Understanding Malpractice

Cheating of any kind is unacceptable.

Behaving dishonestly to gain unfair advantage in assessments, exams, tests and assignments is malpractice, or cheating.

Any form of malpractice, including plagiarism, is unacceptable and will be treated very seriously by the school and, where relevant, NESA.

Plagiarism is the act of claiming the ideas, writings, images, and other multimedia of others as one's own without crediting those sources. Plagiarism is academically dishonest and carries severe consequences at JFHS.

If you plagiarise or otherwise engage in malpractice in senior school:

- your HSC will be placed in jeopardy.
- your name will be recorded on a malpractice register in Sydney.
- you may even be referred to the Independent Commission Against Corruption

Malpractice 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 print or digital mediums without reference to the source
- building on the ideas of another person without reference to the source
- plagiarism such as buying, stealing, or borrowing another person's work and presenting it as your own.

- submitting work that another person, such as a parent, tutor, or subject expert, has contributed to substantially.
- using words, ideas, designs, or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material.
- breaching school examination rules
- cheating in an in-class assessment/examination, including having access to mobile devices
- using non-approved aids during an assessment task
- providing false explanations to explain work not handed in by the due date.
- assisting another student to engage in malpractice.

## 4. Understanding Malpractice and Its Consequences

James Fallon High School treats malpractice and cheating allegations very seriously.

If a student is unsure whether they are acting appropriately and honestly in a task, assignment, or exam, they should ASK a teacher to clarify the particular situation immediately.

If suspected of malpractice, you will need to show that all unacknowledged work is entirely your own.

Detected malpractice in any assessment task, quiz, test, exam or assignment will mean a mark of 'zero' for that task.

All students in Years 7-12 who knowingly engage in malpractice can expect the following consequences:

### **First Incident:**

- Interview with the appropriate head teacher
- Zero marks will be awarded, and student will be required to resubmit task.
- Contact with parent/carer made by classroom teacher.
- Recorded on school's welfare system and possible level move.

### **Second Incident:**

- Interview with the appropriate head teacher and deputy principal
- Zero marks will be awarded, and student will be required to resubmit task.
- Contact with parent/carer made by deputy principal.
- Formal caution of suspension
- Recorded on school's welfare system and moved to Red Level

### **Third Incident:**

- Interview with the deputy principal and principal
- Zero marks will be awarded, and student will be required to resubmit task.
- Contact with parent/carer made by deputy principal or principal.
- Suspension
- Recorded on school's welfare system and moved to Blue Level

## Stage 4 Student Appeal Form

~ Request for extension and/or consideration for non-submission of assessment task ~

Students are to fill in the form and take to the classroom teacher			
Student Name:		Assessment Year:	
Teacher Name:		Course:	
Task Number and Name:		Date of Assessment Task:	
Nature of Task (please tick): <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Examination  <input type="checkbox"/> Performance  <input type="checkbox"/> Assignment  <input type="checkbox"/> Listening Task             </div> <div> <input type="checkbox"/> Portfolio  <input type="checkbox"/> Research Activity  <input type="checkbox"/> Practical Task             </div> <div> <input type="checkbox"/> Written Task  <input type="checkbox"/> Speaking Task  <input type="checkbox"/> Field Work             </div> </div>			
Reason for requested appeal:			
Impact on task:			
Signature of Student:		Date:	

Classroom Teacher Comment	
Signature of Classroom Teacher:	Date:

To be completed by Head Teacher			
Date received:	Evidence presented:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Outcome:			
Head Teacher Name:		Signature:	

## Accessing Support

There are many places to seek support at James Fallon High School if you need extra help.

Teachers understand the pressures of starting high school. If you are worried about classwork or assessment tasks, please speak with your teacher promptly. They can clarify expectations and tasks. Head Teachers are also available if you need further help.

### Staff Contacts

Principal	Mrs Parrett	jennifer.parrett@det.nsw.edu.au
Deputy Principal	Ms St Hill	Joanne.sthill@det.nsw.edu.au
Year Adviser	Ms Apps	Stephen.apps@det.nsw.edu.au
Learning Support	Mrs Snow	dianne.m.snow@det.nsw.edu.au

### Learning and Support

There is a range of support provided for students of JFHS to achieve optimal educational outcomes. Our school uses learning programs and specialised staff where needed and we work in partnership with parents and carers to assist students who have special learning needs.

We have Learning and Support Teachers (LaST), Student Learning Support Officers (SLSO) and an EAL/D teacher. This team of people provide students and staff specialised support to enhance the learning opportunities of all students. We monitor each student's progress and provide additional learning support as required. Individual Learning/Education Plans are developed to cater specifically for individual needs and goals within the school setting.

Our school is committed to working with Aboriginal parents and community members in developing personalised plans for our Aboriginal students.

JFHS will has a Learning Centre room centralising services, providing learning resources for staff and students, and enabling a wider range of student needs to be addressed.

### Library

Our enthusiastic Librarian Mrs Kane has worked extremely hard to revitalise the library. There is always an amazing display for students to see and student work is proudly displayed throughout.

The library has an extensive collection of both fiction and non-fiction books and other educational resources such as audio-visual materials, DVD's and daily newspapers. The library is open before school, at recess/lunch breaks and for homework centre on Tuesday afternoons.

Students have access to tablets and printers/photocopier. The library is connected to the Internet & Intranet systems.

## Homework Centre

The Homework Centre operates in the library on:

- Tuesday afternoons from 3:30pm until 5:00pm.

We always have amazing staff on hand to assist students with homework, assessments, and classwork. We put on a delicious afternoon tea. Any students who may require transport assistance need to see Mrs Kane in the library for a permission note. All are welcome and we always look forward to seeing new faces.

## Counsellor

The counselling team at James Fallon are available to discuss any concerns that require more specialised support. You can self-refer, however a conversation with the principal, deputy or wellbeing head teacher may speed up the referral process. Our counsellors can help with a range of concerns including, stress, anxiety and relationship issues with friends, family and others. Counsellor support can help you manage an issue that you felt was getting out of control. It can be challenging to accept this support, but it is often very worthwhile.

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## Assessment Schedules

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# English

## Assessment Components

	<b>SYLLABUS WEIGHTINGS</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
<b>WEIGHT</b>	100%	25%	25%	25%	25%
<b>OUTCOMES TO BE ASSESSED</b>		EN4-6C, EN4-8D	EN4-1A, EN4-7D,	EN4-1A, EN4-8D	EN4-6C, EN4-7D
<b>TASK TYPE</b>		Source Analysis	Script Writing	Essay	Reflection
<b>DATE ISSUED</b>		Term 1 Week 8	Term 2 Week 4	Term 3 Week 3	Term 4 Week 2
<b>DATE DUE</b>		Term 1 Week 10	Term 2 Week 6	Term 3 Week 5	Term 4 Week 4

## Outcomes

A Student:

H1.1	uses acting skill to adopt and sustain a variety of characters and roles
EN4-6C	identifies and explains connections between and among texts
EN4-8D	identifies, considers and appreciates cultural expression in texts
EN4-1A	responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN4-7D	demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it

# Mathematics

## Assessment Components

	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	100%	25%	25%	25%	25%
OUTCOMES TO BE ASSESSED		MA4-5NA MA4-8NA MA4-19SP	MA4-21SP MA4-19SP MA4-9NA	MA4-15MG MA4-10NA MA4-12MG MA4-13MG MA4-7NA	All stage 4 covered this Year
TASK TYPE		Topic Test	Common Test	Topic Test	Common Test
DATE ISSUED		Term 1 Week 7	Term 2 Week 3	Term 3 Week 6	Term 4 Week 4
DATE DUE		Term 1 Week 9	Term 2 Week 5	Term 3 Week 8	Term 4 Week 6

## Outcomes

A Student:

MA4-5NA	operates with fractions, decimals, and percentages
MA4-7NA	operates with ratios and rates and explores their graphical representation
MA4-8NA	generalises number properties to operate with algebraic expressions
MA4-9NA	operates with positive-integer and zero indices of numerical bases
MA4-10NA	uses algebraic techniques to solve simple linear and quadratic equations
MA4-12MG	calculates the perimeters of plane shapes and the circumferences of circles
MA4-13MG	uses formulas to calculate the areas of quadrilaterals and circles and converts between units of area
MA4-15MG	performs calculations of time that involve mixed units and interprets time zones
MA4-18MG	identifies and uses angle relationships, including those related to transversals on sets of parallel lines
MA4-19SP	collects, represents and interprets single sets of data using appropriate statistical displays
MA4-21SP	represents probabilities of simple and compound events



# Science

## Assessment Components

	<b>SYLLABUS WEIGHTINGS</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
<b>WEIGHT</b>	100 %	20 %	30 %	20 %	30 %
<b>OUTCOMES TO BE ASSESSED</b>		SC4-7WS SC4-14LW SC4-8WS	SC4-4WS SC4-5WS SC4-6WS SC4-9WS	SC4-11PW SC4-6WS	SC4-7WS SC4-8WS SC4-16CW
<b>TASK TYPE</b>		Second-Hand Data	Student Research Project	Investigation and Research Task	VALID Examination
<b>DATE ISSUED</b>		Term 1 Week 6	Term 2 Week 2	Term 3 Week 6	Term 4 Week 2
<b>DATE DUE</b>		Term 1 Week 8	Term 2 Week 4	Term 3 Week 8	Term 4 Week 4

## Outcomes

A Student:

SC4-4WS	Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
SC4-5WS	Collaboratively and individually produces a plan to investigate questions and problems
SC4-6WS	Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
SC4-7WS	Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
SC4-8WS	Selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
SC4-9WS	Presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
SC4-11PW	Discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
SC4-14LW	Relates the structure and function of living things to their classification, survival and reproduction
SC4-16CW	Describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles.

# Geography

## Assessment Components

	<b>SYLLABUS WEIGHTINGS</b>	<b>TASK 1</b>	<b>TASK 2</b>
<b>WEIGHT</b>	100%	40%	60%
<b>OUTCOMES TO BE ASSESSED</b>		GE4-3, GE4-5, GE4-7, GE4-8	GE4-2, GE4-3, GE4-7, GE4-8
<b>TASK TYPE</b>		In Class	Examination
<b>DATE ISSUED</b>		Term 1 Week 6	Term 2 Week 3
<b>DATE DUE</b>		Term 1 Week 8	Term 2 Week 5

## Outcomes

GE4-2	describes processes and influences that form and transform places and environments
GE4-3	explains how interactions and connections between people, places and environments result in change
GE4-5	discusses management of places and environments for their sustainability
GE4-7	acquires and processes geographical information by selecting and using geographical tools for inquiry
GE4-8	communicates geographical information using a variety of strategies

# History

## Assessment Components

	<b>SYLLABUS WEIGHTINGS</b>	<b>TASK 1</b>	<b>TASK 2</b>
<b>WEIGHT</b>	100%	50%	50%
<b>OUTCOMES TO BE ASSESSED</b>		HT4-8, HT4-10	HT4-3, HT4-7
<b>TASK TYPE</b>		Model & Report	Test
<b>DATE ISSUED</b>		Term 1 & 3 Week 8	Term 2 & 4 Week 4
<b>DATE DUE</b>		Term 1 & 3 Week 10	Term 2 & 4 Week 6

## Outcomes

A Student:

H1.1	uses acting skill to adopt and sustain a variety of characters and roles
HT4-8	locates, selects and organises information from sources to develop an historical enquiry
HT4-10	selects and uses appropriate oral, written, visual and digital forms to communicate about the past
HT4-3	describes and assesses the motives and actions of past individuals and groups in the context of past societies
HT4-7	identifies and describes different contexts, perspectives, and interpretations of the past

# Personal Development, Health and Physical Education

## Assessment Components

	SYLLABUS WEIGHTINGS	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	100%	25%	25%	25%	25%
<b>OUTCOMES TO BE ASSESSED</b>		PD4-2 PD4-4 PD4-6	PD4-4 PD4-10 PD4-11	PD4-8	PDH4-4 PDH4-5 PDH4-8
<b>TASK TYPE</b>		Hand in task	Semester One Practical Units	In-class test	Semester Two Practical Units
<b>DATE ISSUED</b>		Term 2 Week 5	Ongoing in Semester One	Term 4 Week 3	Ongoing in Semester 2
<b>DATE DUE</b>		Term 8 Week 7	-	Term 4 Week 5	-

## Outcomes

A Student:

PDH 4-2	Examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others
PDH 4-4	Refines, applies, and transfers movement skills in a variety of dynamic physical activity contexts
PDH 4-5	Transfers and adapts solutions to complex movement challenges
PDH 4-6	Recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing, and participation in physical activity
PDH 4-8	Plans for and participates in activities that encourage health and a lifetime of physical activity
PDH 4-10	Applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
PDH 4-11	Demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

## Creative Arts

### Assessment Components

	SYLLABUS WEIGHTINGS	TASK 1	TASK 2
WEIGHT	100%	50%	50%
TASK TYPE		Elements of Production & Design	Showtime!
DATE ISSUED		Term 2 Week 4	Term 4 Week 4
DATE DUE		Term 2 Week 6	Term 4 Week 6

### Outcomes

A Student:

	<b>Semester 1 – Elements of Production &amp; Design</b>
4.1	uses a range of strategies to explore different artmaking conventions and procedures to make artworks (Visual Arts 7-10 Syllabus)
4.2.2	experiments with performance spaces and production elements, appropriate to purpose and audience (Drama 7-10 Syllabus)
	<b>Semester 2 – Showtime!</b>
4.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences (Music 7-10 Syllabus)
4.1.4	explores a range of ways to structure dramatic work in collaboration with others (Drama 7-10 Syllabus)

# Technology Mandatory (Engineered Systems)

## Assessment Components

	<b>SYLLABUS WEIGHTINGS</b>	<b>TASK 1 Pinball Fever P1</b>	<b>TASK 2 Pinball Fever P2</b>
<b>WEIGHT</b>	50%	25%	25%
<b>OUTCOMES TO BE ASSESSED</b>		TE4-1DP TE4-2DP TE4-3DP	TE4-1DP TE4-2DP TE4-8EN TE4-10TS
<b>TASK TYPE</b>		Practical & Written Tasks	Practical & Written Tasks
<b>DATE ISSUED</b>		Term 1 Week 1	Term 2 Week 1
<b>DATE DUE</b>		Term 1 Week 11	Term 2 Week 6

## Outcomes

A Student:

TE 4-1DP	Designs, communicates, and evaluates innovative ideas and creative solutions to authentic problems or opportunities
TE 4-2DP	Plans and manages the production of designed solutions
TE 4-3DP	Selects and safely applies a broad range of tools, materials, and processes in the production of quality projects
TE 4-10TS	Examines how people in technology related professions contribute to the sustainable and ethical use of technology in the economy, environment, and society
TE 4-8EN	Explains how force, motion and energy are used in engineered systems

# Technology Mandatory (Food & Agriculture)

## Assessment Components

	<b>SYLLABUS WEIGHTINGS</b>	<b>TASK 1 Grow &amp; Thrive</b>	<b>TASK 2 Fantastic Food</b>
<b>WEIGHT</b>	100%	25%	25%
<b>OUTCOMES TO BE ASSESSED</b>		TE4-1DP TE4-2DP TE4-3DP TE4-5AG	TE4-1DP TE4-2DP TE4-10TS TE4-6FO
<b>TASK TYPE</b>		Practical & Written Tasks	Practical & Written Tasks
<b>DATE ISSUED</b>		Term 1 Week 1	Term 2 Week 1
<b>DATE DUE</b>		Term 1 Week 11	Term 2 Week 6

## Outcomes

A Student:

TE 4-1DP	Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
TE 4-2DP	Plans and manages the production of designed solutions
TE 4-3DP	Selects and safely applies a broad range of tools, materials and processes in the production of quality projects
TE 4-5AG	Investigates how food and fibre are produced in managed environments
TE 4-10TS	Examines how people in technology related professions contribute to the sustainable and ethical use of technology in the economy, environment and society
TE 4-6FO	Explains how the characteristics and properties of food determine preparation techniques for healthy eating

# Technology Mandatory (Textile Technology)

## Assessment Components

	<b>SYLLABUS WEIGHTINGS</b>	<b>TASK 1 Generation X</b>	<b>TASK 2 New Earth</b>
<b>WEIGHT</b>	50%	25%	25%
<b>OUTCOMES TO BE ASSESSED</b>		TE4-1DP TE4-2DP TE4-3DP	TE4-1DP TE4-2DP TE4-10TS TE4-9MA
<b>TASK TYPE</b>		Practical & Written Tasks	Practical & Written Tasks
<b>DATE ISSUED</b>		Term 1 Week 1	Term 2 Week 1
<b>DATE DUE</b>		Term 1 Week 11	Term 2 Week 6

## Outcomes

A Student:

TE 4-1DP	Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
TE 4-2DP	Plans and manages the production of designed solutions
TE 4-3DP	Selects and safely applies a broad range of tools, materials and processes in the production of quality projects
TE 4-10TS	Examines how people in technology related professions contribute to the sustainable and ethical use of technology in the economy, environment and society
TE 4-9MA	Investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions



# Technology Mandatory (Timber Technology)

## Assessment Components

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<b>WEIGHT</b>	50%	25%	25%
<b>OUTCOMES TO BE ASSESSED</b>		TE4-1DP TE4-2DP TE4-3DP	TE4-1DP TE4-2DP TE4-10TS TE4-9MA
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