

Assessment Booklet

Year 8



2025

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ASSESSMENT BOOKLET - YEAR 8

Introduction

This booklet aims to give students, parents and caregivers information about the Stage 4 Assessment Policy and Schedules. Students, parents and caregivers are urged to read this booklet carefully. It is the responsibility of the student to be thoroughly familiar with the assessment process. Students who are unclear about procedures or their responsibilities should immediately arrange an interview with their Year Adviser, Careers Adviser or the Deputy Principal.

Students are expected to attempt all assessment tasks and to be present for all other learning experiences. Students are also expected to attempt all other assigned work such as homework, assignments and class work that may not be part of the assessment program but is still vital for students to achieve the outcomes of the course.

It is very important that students apply themselves to all the experiences of the course with diligence and sustained effort. In Year 8, 1 – 1.5 HOURS each night is considered the minimum amount of time students should give to their studies. This time will increase when assessment tasks, assignments and examinations occur. If this is balanced with regular exercise, a good diet and moderate social activities, students should have an enjoyable and successful year.

Course Requirements

For a student to be considered to have satisfactorily completed a course there must be, in the Principal's view, sufficient evidence that the student has:

- followed the course developed by NESA;
- applied themselves with diligence and sustained effort; and
- achieved some or all of the course outcomes.

At Cromer Campus any student in danger of not satisfying course requirements may receive a Letter of Concern for the following reasons:

- Unsatisfactory attendance resulting in lack of participation in course experiences
- Being ill-prepared or ill-equipped for class work preventing participation in course experiences
- Failure to complete set tasks
- Failure to complete homework
- Failure to complete assessment tasks
- Failure to complete practical tasks
- Lack of participation in class work
- Failure to submit or present for assessment tasks

School Assessment Policy

1. Course guidelines set out the approximate timing for each task. Your class teacher will advise you in writing of the precise timing at least two weeks before the task is to be administered, and will at the same time inform you of the nature of the task and the outcomes to be assessed.
2. It is the student's responsibility to be alert to the notification of tasks. In case of absences from school, students will need to check with their teachers immediately upon their return. Absence from school when notification is given out will not be considered as a reason for the granting of an extension of time for an assessment task.
3. In Years 7 and 8 there will be a maximum of six tasks per year per course including one literacy task.
4. The school has endeavoured to structure the timing of assessment tasks to limit non-examination tasks to three per week where possible.
5. When the assessment task is returned to the student, teachers will supply the Grade awarded and written feedback as appropriate.
6. Students must demonstrate that they are serious candidates by their regular attendance in lessons and satisfactory completion of assessment tasks. They must present themselves on time at the place specified for each assessment task or hand in each assessment task by the time specified.
7. Students who complete all aspects of the assessment task and submit it on or before the due date are eligible for the full grade allocated for the task. Students who fail to submit an assessment task by the due date or to attend an assessment task at school will be given E grade if they have no valid reason.
8. Assessment tasks must be submitted to the teacher concerned as specified on the assessment task notification. Failure to do so will result in an E grade being awarded and a Letter of Concern letter being issued.
9. Students who fail to attend an Assessment Task which is to be completed at school or to submit an assessment task by the due date but who have a valid reason (e.g. sickness) may be given an opportunity to do the task or an equivalent task at a later date. In exceptional circumstances it may be necessary to give an estimated grade. These students will need to follow the Illness, Accident or Misadventure Procedures. If the application is granted these students will be eligible for the full grade allocated to the task.
10. Students who submit an incomplete task on or before the due date are to be allocated a grade. This grade is to be based on the proportion of the task

completed. The task does not automatically receive an E grade. As an example, if the task had six equally weighted components and a student attempted only three of these, that student would be eligible for up to 50% of the grade allocated to the task.

11. For examinations students must remain for the entire length of the examination. Students are subject to and required to comply with the procedures and rules published for examinations. Any student found to be disturbing the examination will receive an E grade for that task.
12. If a student submits a task which is deemed by the teacher to be a non-serious attempt, then an E grade may be awarded.
13. **MALPRACTICE** - An E grade will be recorded for tasks where malpractice is involved. Malpractice is defined as failing to comply with the assessment policy for Northern Beaches Secondary College Cromer Campus or dishonesty through cheating or plagiarising in Assessment Tasks or exams. **PLAGIARISM** is the theft of someone else's work. This includes copying the work of another person directly and intermingling it with your own work or simply presenting something that you didn't write as your own. Cutting and pasting chunks of text from the net and presenting this as your own work is one example. Any assignments or assessment tasks submitted must be the student's own work. Plagiarism may result in the student receiving an E grade for that task. All students have the responsibility to protect their intellectual property (their own work). Students who are found to have knowingly allowed their work to be copied or who have given their work to another student may also receive an E grade for that task.
14. Students who choose to use a computer must ensure that work is handed in on time. Computer failure will not be accepted as a reason for lateness. Students should ensure that adequate backup systems are in place and that a hard copy is produced well in advance.
15. School Reports will include Achievement Grade, Areas of Learning, Overall Achievement Distribution, Class Attendance, Behaviour Expectations - Social and Learning Skills and teacher comments for each course.

A-E Common Grade Scale

The Common Grade Scale shown below is used to report student achievement in both primary and junior secondary years in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

A Outstanding	Your child's achievement in this subject is outstanding. They confidently apply their knowledge and skills in a range of new and complex situations.
B High	Your child's achievement in this subject is high. They confidently apply their knowledge and skills in a range of familiar and new situations.
C Expected	Your child's achievement in this subject is at the expected standard. They apply their knowledge and skills in familiar situations.
D Basic	Your child's achievement in this subject is basic. They apply their knowledge and skills in familiar situations with support.
E Limited	Your child's achievement in this subject is limited. They apply their knowledge and skills in some familiar situations with significant support.

Examinations

Half Year and End of Year Examinations are required in some subject areas in Years 7 to 10. Students should check the assessment schedules to determine which of their subjects this relates to and prepare appropriately.

Book Organisation and Equipment

All students at Cromer Campus are required to bring an exercise workbook and the necessary equipment, ie such as multiple pens and a calculator, to class. It is an integral part of being successful in their learning. Students are expected to write their work in their workbooks and keep the workbooks neat and organised. To demonstrate the importance of note taking and organisation, as well as bringing the necessary equipment, an A to E grade will be reported in the student school reports for each subject.

Illness, Accident and Misadventure Procedures

It is the responsibility of the student to be present for or to hand in tasks at the required time. Students should read the calendar carefully and note the dates for when your tasks are due. Failure to meet these requirements will result in severe penalties.

The only exception to this rule will be in the cases of illness, accident or unavoidable misadventure. In all cases students must have an Illness / Misadventure Application to the relevant Head Teacher. This must be done within three days of returning to school. In cases of extended absence, a maximum time of two school weeks from the initial due date of the task will be allowed.

Students who are absent on the day a task is due must hand it in as soon as they arrive at school. If the task is to be completed in class, the student is expected to do this on the day that they return.

Students who are absent from school for school purposes such as authorised excursions should, as far as possible, submit assessment tasks before the activity. Otherwise assessment tasks should be submitted immediately on return to school.

Illness, Accident and Misadventure Form

Copies of this form can be obtained from the Student Welcome Centre during break times.



CROMER CAMPUS

Illness, Accident and Misadventure Form for Assessment Task or Course Examination

Student Name Year

Subject Teacher

Task Due Date

Grounds for this Application

☐ Illness ☐ Accident ☐ Misadventure ☐ Other

Please provide details

.....
.....
.....

Supporting Evidence

☐ Medical Certificate attached from.....
(Name of Doctor)

☐ Other Supporting Documentation
(Description)

☐ Requesting new date to submit or attempt task on
(Proposed Date)

Student Signature Date

Parent Signature Date

STUDENT TO SEE CLASS TEACHER TO FILL IN BELOW

Does this student require LaST provisions for this task? ☐ Yes ☐ No
(If Yes, HT LaST to determine the attempt date below)

Revised date to submit or attempt date
(Date)

Class Teacher ☐ Supportive ☐ Not Recommending
(Signature)

Head Teacher ☐ Supportive ☐ Not Recommending
(Signature)

DEPUTY PRINCIPAL ONLY

OUTCOME OF APPLICATION

This application has been ☐ Approved ☐ Declined

Deputy Principal
(Signature) (Date)

OFFICE PROCEDURES

- ☐ Office to supply the student with a photocopy of this completed form when the outcome is determined.
- ☐ Office to contact the teacher and obtain a copy of the exam/assessment for the deputy principal.
- ☐ Office to put the completed form in their Student Academic Record File.

COURSES

Dance

Outcomes	
DA4-PER-01	performs dance works, demonstrating safe dance practice, dance technique and performance quality
DA4-COM-01	creates movements using the elements of dance to communicate an idea and intent
DA4-APP-01	describes dance works from a range of contexts using the elements of dance

Assessment Schedule					
Outcome	Component & Weight %	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 8	Term 2 Week 6	Term 3 Week 9	Term 4 Week 8
		School Musical	Safe Dance Performance	Composition and Presentation	Showcase Composition & Performance
DA4-PER-01	Performance 40%	20	10		10
DA4-COM-01	Composition 30%	10		10	10
DA4-APP-01	Appreciation 30%		10	20	
MARKS	100	30	20	30	20

English

Outcomes				
		UR-A	UR-B	UR-C
EN4-RVL-01	uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction	Representation Code and convention Connotation, imagery, symbol Point of view Characterisation Narrative	Theme Perspective and context Argument and authority Style	Genre Intertextuality Literary value
EN4-URA-01	analyses how meaning is created through the use of and response to language forms, features and structures			
EN4-URB-01	examines and explains how texts represent ideas, experiences and values			
EN4-URC-01	identifies and explains ways of valuing texts and the connections between them			
EN4-ECB-01	uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts			
EN4-ECA-01	creates personal, creative and critical texts for a range of audiences using linguistic and stylistic conventions of language to express ideas			

Assessment					
Task Submission Term & Week		Term 1 Week 9	Term 2 Week 8	Term 3 Week 10	Term 4 Week 8
Task		Coming of Age	Half Yearly Exam	Shakespeare	Yearly Exam
EN4-RVL-01 EN4-URB-01	Narrative Theme Perspective and context	20%			
EN4-URA-01 EN4-ECB-01	Code and convention Genre Intertextuality		25%		
EN4-URB-01 EN4-URC-01	Literary value Theme Perspective and context			30%	
EN4-URA-01 EN4-URB-01 EN4-ECA-01	Representation Connotation, imagery, symbol Perspective and context				25%
Weighting		20%	25%	30%	25%

HSIE Elective – Mysteries and Conspiracies

Outcomes	
HT 4.2	Describes major periods of historical time and sequences events, people and societies from the past
HT 4.3	Describes and assesses the motives and action of past individuals and groups in the context of past societies
HT 4.4	Describes and explains the causes and effects of events and developments of past societies over time
HT 4.6	Uses evidence from sources to support historical narratives and explanations
HT 4.10	Selects and uses appropriate oral, written, visual and digital forms to communicate about the past
GE 4.3	Explains how interactions and connections between people, places and environments result in change
GE 4.4	Examines perspectives of people and organisations on a range of geographical issues

Assessment				
Task Submission Term & Week	Term 1 Week 8	Term 2 Week 8	Term 3 Week 10	Term 4 Week 6
Task	Task 1 In-class Assessment	Task 2 Source analysis task	Task 3 Topic Test	Task 3 End of Year Exam
Outcomes	HT 4.2, HT 4.3, HT 4.4, HT 4.6, HT 4.10 GE 4.3, GE 4.4			
Weighting	25%	25%	25%	25%

Human Society & Its Environment (HSIE)

Outcomes	
HT 4.1	Describes the nature of history and archaeology and explains their contribution to an understanding of the past
HT 4.2	Describes major periods of historical time and sequences events, people and societies from the past
HT 4.3	Describes and assesses the motives and actions of past individuals and groups in the context of past societies
HT 4.4	Describes and explains the causes and effects of events and developments of past societies over time
HT 4.5	Identifies the meaning, purpose and context of historical sources
HT 4.6	Uses evidence from sources to support historical narratives and explanations
HT 4.7	Identifies and describes different contexts, perspectives and interpretations of the past
HT 4.8	Locates, selects and organises information from sources to develop an historical inquiry
HT 4.9	Uses a range of historical terms and concepts when communicating an understanding of the past
HT 4.10	Selects and uses appropriate oral, written, visual and digital forms to communicate about the past
HT 5.1	Explains and assesses the historical forces and factors that shaped the modern world and Australia
GE 4.1	Locates and describes the diverse features and characteristics of a range of places and environments
GE 4.2	Describes processes and influences that form and transform places and environments
GE 4.3	Explains how interactions and connections between people, places and environments result in change
GE 4.4	Examines perspectives of people and organisations on a range of geographical issues
GE 4.5	Discusses management of places and environments for their sustainability
GE 4.6	Explains differences in human wellbeing
GE 4.7	Acquires and processes geographical information by selecting and using geographical tools for inquiry
GE 4.8	Communicates geographical information using a variety of strategies

Assessment				
Task Submission Term & Week	Term 1 Week 9	Term 2 Week 7	Term 3 Week 6	Term 4 Week 8
Task	Task 1 Test - Skills and Content	Task 2 Half Yearly Exam	Task 3 Museum Presentation	Task 4 Yearly Exam
Outcomes	GE4.3, GE4.4 GE 4.5	GE4.2, GE4.6	HT4.3, HT4.4	HT4.2, HT4.5
Weighting	25%	25%	25%	25%

Mathematics

Outcomes	
MAO-WM-01	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
MA4-INT-C-01	compares, orders and calculates with integers to solve problems
MA4-FRC-C-01	represents and operates with fractions, decimals and percentages to solve problems
MA4-RAT-C-01	solves problems involving ratios and rates, and analyses distance–time graphs
MA4-ALG-C-01	generalises number properties to operate with algebraic expressions including expansion and factorisation
MA4-IND-C-01	operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws
MA4-EQU-C-01	solves linear equations of up to 2 steps and quadratic equations of the form
MA4-LIN-C-01	creates and displays number patterns and finds graphical solutions to problems involving linear relationships
MA4-LEN-C-01	applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems
MA4-PYT-C-01	applies Pythagoras' theorem to solve problems in various contexts
MA4-ARE-C-01	applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems
MA4-VOL-C-01	applies knowledge of volume and capacity to solve problems involving right prisms and cylinders
MA4-ANG-C-01	applies angle relationships to solve problems, including those related to transversals on sets of parallel lines
MA4-GEO-C-01	identifies and applies the properties of triangles and quadrilaterals to solve problems
MA4-DAT-C-01	classifies and displays data using a variety of graphical representations
MA4-DAT-C-02	analyses simple datasets using measures of centre, range and shape of the data
MA4-PRO-C-01	solves problems involving the probabilities of simple chance experiments

Assessment					
Task Submission	Term 1 Week 8	Term 2 Week 7	Term 3 Week 8	Term 4 Week 7	Mathspace tasks
Task	In-Class Test	Half-Yearly Examination	In-Class Test	Yearly Examination	
Outcomes	MA4-PYT-C-01 MA4-INT-C-01	MA4-IND-C-01 MA4-ALG-C-01 MA4-EQU-C-01	MA4-ARE-C-01 MA4-VOL-C-01 MA4-RAT-C-01	MA4-ANG-C-01 MA4-DAT-C-01 MA4-DAT-C-02 MA4-PRO-C-01	
Weighting	20%	20%	20%	20%	20%

Music

Outcomes	
4.1	performs in a range of musical styles demonstrating an understanding of musical concepts
4.2	performs music using different forms of notation and different types of technology across a broad range of musical style
4.3	performs music demonstrating solo and/or ensemble awareness
4.4	demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
4.5	notates compositions using traditional and/or non-traditional notation
4.6	experiments with different forms of technology in the composition process
4.7	demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
4.8	demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
4.9	demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
4.10	identifies the use of technology in the music selected for study, appropriate to the musical context
4.11	demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
4.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Assessment					
Task Submission Term & Week		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 10	Term 2 Week 8/9	Term 3 Week 8	Term 4 Week 7/8
Outcome	Component	Live A Version + Aural Analysis	Soundtrap Composition + Half Yearly Exam	Choice Board	Performance + Yearly Exam
4.1, 2, 3, 12	Performance 40%	15%		10%	15%
4.4, 5, 6, 12	Composition 30%	10%	10%	10%	
4.7, 8, 9, 10, 11, 12	Listening 30%	10%	10%		10%
Marks	100%	35%	20%	20%	25%

*Task 3 weightings will shift depending on student choice

Music - Elective

Outcomes	
4.1	performs in a range of musical styles demonstrating an understanding of musical concepts
4.2	performs music using different forms of notation and different types of technology across a broad range of musical style
4.3	performs music demonstrating solo and/or ensemble awareness
4.4	performs with an awareness of musical expression

Assessment					
Outcome	Component	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 10	Term 2 Week 8/9	Term 3 Week 8	Term 4 Week 7/8
		Performance	Performance	Performance	Performance
4.1, 4.2, 4.3, 4.4	Performance 100%	25%	25%	25%	25%
Marks	100%	25%	25%	25%	25%

*Task 3 weightings will shift depending on student choice

Personal Development, Health & Physical Education (PDHPE)

Outcomes	
1	Describes and analyses the influences on a sense of self
2	Identifies and selects strategies that enhance their ability to cope and feel supported
3	Describes the qualities of positive relationships and strategies to address the abuse of power
4	Demonstrates and refines movement skills in a range of contexts and environments
5	Combines the features and elements of movement composition to perform in a range of contexts and environments
6	Describes the nature of health and analyses how health issues may impact on young people
7	Identifies the consequences of risk behaviours and describes strategies to minimise harm
8	Describes how to access and assess health information, products and services
9	Describes the benefits of a balanced lifestyle and participation in physical activity
10	Explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity

Assessment						
Outcomes	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
	Term 1 Week 8	Term 1 Week 10	Term 2 Week 8	Term 3 Week 8	Term 4 Week 8	Ongoing
	In-Class Writing Task	Safe Behaviours in Intimate Relationships	Half Yearly Exam	In-Class Writing Task	Yearly Exam	Practical Assessments
4.6, 4.7, 4.8	10%					
4.2, 4.7, 4.8			15%			
4.7, 4.8		10%				
4.3, 4.6					15%	
4.2, 4.6, 4.8				10%		30%
Total	10%	10%	20%	10%	20%	30%

NB: Please note that the Practical component of PDHPE accounts for 1 third of the overall assessment in Year 8 and may include Integrated and/or project based learning.

PDHPE Elective - Athlete Development Academy

Outcomes	
1	Describes and analyses the influences on a sense of self
2	Identifies and selects strategies that enhance their ability to cope and feel supported
3	Describes the qualities of positive relationships and strategies to address the abuse of power
4	Demonstrates and refines movement skills in a range of contexts and environments
5	Combines the features and elements of movement composition to perform in a range of contexts and environments
6	Describes the nature of health and analyses how health issues may impact on young people
7	Identifies the consequences of risk behaviours and describes strategies to minimise harm
8	Describes how to access and assess health information, products and services
9	Describes the benefits of a balanced lifestyle and participation in physical activity
10	Explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity

Assessment					
Outcomes	Task 1	Task 2	Task 3	Task 4	Task 5
	Term 1 Week 10	Term 2 Week 8	Term 3 Week 10	Term 4 Week 8	Ongoing
	Foundations of Athletic Performance	Nutrition for Peak Performance	Recovery and Injury Prevention	Performance Analysis and Growth	Practical
4.4, 4.9, 4.10	20%				
4.2, 4.4, 4.6			15%		
4.7, 4.9, 4.8		15%			
4.4, 4.5, 4.9					35%
4.1, 4.6, 4.8				15%	
Total	20%	15%	15%	15%	35%

PDHPE Elective - Beyond the Game

Outcomes	
1	Describes and analyses the influences on a sense of self
2	Identifies and selects strategies that enhance their ability to cope and feel supported
3	Describes the qualities of positive relationships and strategies to address the abuse of power
4	Demonstrates and refines movement skills in a range of contexts and environments
5	Combines the features and elements of movement composition to perform in a range of contexts and environments
6	Describes the nature of health and analyses how health issues may impact on young people
7	Identifies the consequences of risk behaviours and describes strategies to minimise harm
8	Describes how to access and assess health information, products and services
9	Describes the benefits of a balanced lifestyle and participation in physical activity
10	Explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity

Assessment					
Outcomes	Task 1	Task 2	Task 3	Task 4	Task 5
	Term 1 Week 10	Term 2 Week 8	Term 3 Week 10	Term 4 Week 8	Ongoing
	Foundations of Sport & Wellbeing	Skill Development & Diversity in Sport	The Role in Technology & Media in Sport	Leadership, Community and Personal Development	Practical Engagement / Participation
4.4, 4.9, 4.10	15%				
4.2, 4.4, 4.6			15%		
4.7, 4.9, 4.8		15%			
4.4, 4.5, 4.9					35%
4.1, 4.6, 4.8				15%	
Weighting	15%	15%	15%	15%	35%

Science

Outcomes	
SC4-1VA	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC4-2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
SC4-3VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
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
SC4-10PW	describes the action of unbalanced forces in everyday situations
SC4-11PW	discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
SC4-12ES	describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
SC4-13ES	explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management
SC4-14LW	relates the structure and function of living things to their classification, survival and reproduction
SC4-15LW	explains how new biological evidence changes people's understanding of the world
SC4-16CW	describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
SC4-17CW	explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life

Assessment	
Term 1 Energy Portfolio	Term 2 Formalised Examination
Due Term 1 Week 8 25%	Due Term 2 Week 8 25%
Outcomes SC4- 10PW Skills in: <ul style="list-style-type: none"> - questioning and predicting - planning investigations - conducting investigations - processing data and information - analysing data and information - problem solving - communication 	Outcomes SC4-12ES, 14LW, 17CW Skills in: <ul style="list-style-type: none"> - questioning and predicting - planning investigations - conducting investigations - processing data and information - analysing data and information - problem solving - communication

Term 3 NBSC Science Techno Project Rocks and Navigation Portfolio	Term 4 Formalised Examination
Due Term 3 Week 5 and Week 9 25%	Due Term 4 Week 8 25%
Outcomes SC4-12ES, 11PW Skills in: <ul style="list-style-type: none"> - questioning and predicting - planning investigations - conducting investigations - processing data and information - analysing data and information - problem solving - communication 	Outcomes Skills in: <ul style="list-style-type: none"> - questioning and predicting - planning investigations - conducting investigations - processing data and information - analysing data and information - problem solving - communication

Each Term, Ongoing Assessment Tasks and Summative Assessment Tasks are equally weighted. Students are required to complete all tasks.

Technology Mandatory

Outcomes	
Design and Production Skills	
TE4-1DP	designs, communicates, and evaluates innovative ideas and creative solutions to authentic problems or opportunities
TE4-2DP	plans and manages the production of designed solutions
TE4-3DP	selects and safely applies a broad range of tools, materials and processes in the production of quality projects
TE4-4DP	designs algorithms for digital solutions and implements them in a general-purpose programming language
Knowledge and understanding	
TE4-7DI	explains how data is represented in digital systems and transmitted in networks
TE4-8EN	explains how force, motion and energy are used in engineered systems
TE4-9MA	investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
TE4-10TS	explains how people in technology related professions contribute to society now and into the future

Assessment				
Task Submission	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8	Term 4 Week 8
Task	Project 1	Project 2	Project 3	Project 4
Design and Production Skills Outcomes	TE4-1DP TE4-2DP TE4-3DP TE4-4DP	TE4-1DP TE4-2DP TE4-3DP TE4-4DP	TE4-1DP TE4-2DP TE4-3DP TE4-4DP	TE4-1DP TE4-2DP TE4-3DP TE4-4DP
Knowledge and Understanding Outcomes	TE4-7DI TE4-8EN TE4-9MA TE4-10TS	TE4-7DI TE4-8EN TE4-9MA TE4-10TS	TE4-7DI TE4-8EN TE4-9MA TE4-10TS	TE4-7DI TE4-8EN TE4-9MA TE4-10TS
Weighting	25%	25%	25%	25%

Technology Elective - Mini Major Work

Outcomes	
DT4-2	describes and follows a process of design when developing design ideas and solutions
DT4-7	communicates design ideas and solutions using a range of techniques
DT4-8	uses management strategies when developing design solutions
DT4-9	applies risk management practices and works safely in developing quality design solutions
DT4-10	uses a range of technologies appropriately and safely in the development of quality design solutions
TE4-1DP	designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
TE4-2DP	plans and manages the production of designed solutions
TE4-3DP	selects and safely applies a broad range of tools, materials and processes in the production of quality projects

Assessment		
Task Submission	Term 2 OR Term 4* Week 5	Term 2 OR Term 4* Week 5
Task	Design and Technology Project	Food Design Project
	DT4-2 DT4-7 DT4-8 DT4-9 DT4-10	TE4-1DP TE4-2DP TE4-3DP
Weighting	50%	50%

* Students will be swapping between the two units and timing will reflect which unit they complete first

Visual Arts

Outcomes	
4.1	Uses a range of strategies to explore different artmaking conventions and procedures to make artworks
4.2	Explores the function of and relationships between artist – artwork – world – audience
4.3	Makes artworks that involve some understanding of the frames
4.4	Recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
4.5	Investigates ways to develop meaning in their artworks
4.6	Selects different materials and techniques to make artworks
4.7	Explores aspects of practice in critical and historical interpretations of art
4.8	Explores the function of and relationships between the artist – artwork – world – audience
4.9	Begins to acknowledge that art can be interpreted from different points of view
4.10	Recognises that art criticism and art history construct meanings

Assessment

Outcome	Component & Weight	Task 1	Task 2	Task 3	Task 4	Task 5
		Term 1 Week 9	Term 2 Week 6	Term 2 Week 8	Term 3 Week 9	Term 4 Week 7
		SA Responses TEEL	VAD & BOW	Half Yearly Exam	VAD & BOW	Yearly Exam
4.1, 4.2, 4.3, 4.4, 4.5, 4.6	Art Making 70%		35%		35%	
4.7, 4.8, 4.9, 4.10	Art History & Criticism 30%	15%		5%		10%
Marks	100%	15%	35%	5%	35%	10%

Visual Arts Elective - Photography & Ceramics

Outcomes	
4.1	Uses a range of strategies to explore different artmaking conventions and procedures to make artworks
4.2	Explores the function of and relationships between artist – artwork – world – audience
4.3	Makes artworks that involve some understanding of the frames
4.4	Recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
4.5	Investigates ways to develop meaning in their artworks
4.6	Selects different materials and techniques to make artworks
4.7	Explores aspects of practice in critical and historical interpretations of art
4.8	Explores the function of and relationships between the artist – artwork – world – audience
4.9	Begins to acknowledge that art can be interpreted from different points of view
4.10	Recognises that art criticism and art history construct meanings

Assessment					
Outcome	Component & Weight	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	Term 4 Week 7
		BOW & Research Portfolio	BOW & Research Portfolio	BOW & Research Portfolio	BOW & Research Portfolio
4.1 4.2 4.3 4.4 4.5 4.6	Art Making 80%	20%	20%	20%	20%
4.7 4.8 4.9 4.10	Art History & Criticism 20%	5%	5%	5%	5%
Marks	100%	25%	25%	25%	25%

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