



# YEAR 8 ASSESSMENT AND REPORTING PROCEDURES 2025



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# Contents

YEAR 8 ASSESSMENT PROCEDURES .....	3
The purpose of assessment.....	3
How will assessment be undertaken?.....	3
RESPONSIBILITY .....	4
General comments on assessment.....	4
Submission of tasks.....	4
Yearly examinations.....	5
Absence from an assessment task / examination .....	5
INTEGRITY .....	6
Tasks submitted late.....	6
Non-completion of assessment tasks.....	6
Attendance before a task is due.....	7
Mobile phones and electronic equipment .....	7
Malpractice .....	7
Consequences of malpractice .....	7
ACHIEVEMENT .....	9
Steps to manage assessment tasks.....	9
Assessment Information to be provided to students.....	9
Sample assessment task notification.....	10
Examination rules.....	11
Reporting on student progress.....	12
COURSE ASSESSMENT SCHEDULES .....	13
MANDATORY COURSES.....	14
English.....	14
Geography – Semester 2.....	15
History - Semester 1.....	16
Languages – Chinese, French, Japanese.....	17
Mathematics.....	19
Personal Development, Health and Physical Education.....	20
Science .....	21
Technology Mandatory - Food.....	22
Technology Mandatory - Materials.....	23
TASTER COURSES .....	24
The tasks details are the same for each rotation.....	24
Agriculture Technology .....	24
Digital Technologies.....	24

Drama.....	25
Music.....	26
Visual Arts.....	27

# YEAR 8 ASSESSMENT PROCEDURES

## The purpose of assessment

Assessment is the process of identifying, gathering and interpreting information about student learning. It is designed to provide information on student achievement and progress in each subject in relation to syllabus standards, and to report on the standard of performance reached. Assessment measures performance throughout the whole course in each subject, including knowledge, understanding, skills and processes. Students are assessed on what they understand, know and can do.

This booklet lists formal assessment items that are common to all students in that course. Students will also be given tasks that do not appear in this booklet and are required to complete these. These tasks also contribute to students' ability to develop their knowledge, skills and understanding. The Years 7–10 syllabuses advocate assessment *for* learning and these tasks are important to the development of student awareness about their progress.

The evidence teachers gather about student achievement is used for assessment *of* learning, which takes place at key points in the assessment cycle, such as at the end of each semester, when students receive academic reports indicating their levels of achievement.

## How will assessment be undertaken?

NESA has provided a syllabus and a set of performance descriptors for each subject. Syllabus documents for each course are available on the NESA website, and can be accessed at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

The syllabus contains a statement of outcomes and content for each course.

Each subject will require a different number of assessment tasks to adequately assess the course. Assessment tasks may include tests, assignments, projects, research tasks, class presentations, practical tests, class exercises and examinations.

## **SPORT**

Students are reminded that they must satisfactorily meet the requirements for Thursday sport. Attendance each week is **compulsory**.

# RESPONSIBILITY

## General comments on assessment

1. Information is provided in this booklet about the tasks which will be set in each subject.
2. There may be variation in the number of tasks set or in the description of the task, but students will always be given notice of any change, in advance.
3. Two weeks **WRITTEN** notice will be given of the date for a set task.
4. Remember, work done in assignments, etc., must be the student's own efforts. It easily becomes apparent to teachers if this is not so. If work is proven to be other than the student's efforts, a zero mark may be awarded. Ignorance of the rules regarding plagiarism is not a reasonable excuse: it is the student's responsibility to read **all** information provided.
5. Please note that not all tasks are weighted equally and a poor level of achievement in a major task can have significant consequences. At the same time, it should be recognised that significant variation in a student's rank may occur as a consequence of relatively small mark differences.
6. Learn to organise your time and efforts, so that deadlines and other aspects of the assessment scheme do not cause unnecessary stress. If problems seem insurmountable, there are people in the school who will be available to provide advice and guidance - ask for help!
7. If a student is suspended when an assessment task is due/taking place the student must not attend school for the duration of the suspension. Assessment tasks are to be submitted on time either by email or by delivery to the Administration Office or to the respective faculty Head Teacher. The Deputy Principal will arrange an adjustment in due date without penalty if an in-class task falls during the suspension.

## Submission of tasks

### **Assessment tasks that are completed outside the classroom:**

Tasks completed outside the classroom are to be submitted by the designated day and time as specified on the task notification sheet. They may be submitted early.

Any task submitted after the designated day and time will be deemed to be late, unless the student has been granted an extension, or is absent on the day due to illness or other acceptable reason, as indicated in a **letter from a parent / caregiver**.



### Assessment tasks that are completed in class:

Assessments completed in class, such as tests and examinations, practical tasks, performances, speeches, presentations and so on, must be completed on the designated day. Failure to do so, without the provision of documentary evidence, will result in zero marks being awarded.

## Yearly examinations

Towards the end of Year 8, students will sit Yearly Examinations. In 2025, these examinations will be held in **Week 5 of Term 4**.

## Absence from an assessment task / examination

It is the student's responsibility to submit/complete all formal assessment tasks at the specified time. Unless prior application for an extension has been approved by the relevant Head Teacher, late submission will result in a deduction of marks. If an extension has been granted, and the task is submitted/ completed on the new date, no penalty applies.

If you become ill or suffer a misadventure that affects your submission of a task or your ability to attend an examination, you should provide a letter from your parent / caregiver (or a medical certificate) explaining the misadventure to your class teacher.

If a student is to be absent from an assessment task for any reason other than illness, the student must inform the class teacher prior to this absence (e.g. if the student is to represent the school in a curriculum enrichment event such as sport, debating or music, etc. on that day) to make alternative arrangements.

In the event of an unexpected issue (e.g. family illness), contact should be made with the school as soon as practicable given the particular circumstance.

The Head Teacher of the subject concerned will:

- allow the student to undertake the same task; or
- allow the student to undertake a suitable replacement task; or
- Give an estimate for that task only, based on the quality of the student's work in the components being assessed, if the Principal permits.

Students are advised that **no** adjustment of assessment marks is possible if a task has been attempted. If you are sick and have a medical certificate covering the period of the task, you are advised to stay at home and attempt the task upon your return to school.

If a student will miss an assessment task due to going on vacation, approval must be given by the Principal prior to the event.

# INTEGRITY

## Tasks submitted late

If late submission of a task is due to sickness, **a letter from a parent / caregiver** will be required. This should be provided to the Classroom Teacher upon your return to school. Lateness beyond the period of illness or lateness for which a student does not seek approval before the due date will lead to a mark deduction.

Failure to complete or to submit a task on time, without the provision of documentary evidence, will result in a mark deduction as follows:

<b>One day late:</b>	<b>25 % of total marks</b>
<b>Two days late:</b>	<b>50 % of total marks</b>
<b>Three days or more late:</b>	<b>100 % of total marks</b>

Late tasks must still be completed and submitted in order to meet course outcomes.

**NOTE:** For tasks that have not been given approval for extension over a weekend or holiday period, **non-school days do accumulate towards percentage penalties imposed.** e.g. lateness after a weekend will accumulate a 3-day penalty.

In Year 8, failure to sit or complete an assessment task without valid reasons and supporting documentation will lead to a letter of concern being issued after the third day following the due date.

Head Teachers may accept tasks submitted late as long as the student requests consideration in writing **BEFORE** the date that the task is due. This also includes circumstances that occur on the evening prior to the submission date where prior written application cannot be made. Any extension time will only be granted in **exceptional circumstances.**

**Failure of computer equipment is NOT an acceptable reason.** Students should develop a pattern of regularly backing up work on a transportable or internet-based storage facility, which can be accessed at school in the event of any computer failure e.g. printer out of ink.

## Non-completion of assessment tasks

Students must complete all assessment tasks. If tasks are not completed, a letter of concern will be sent home in the first instance. If necessary, a meeting with the Head Teacher or Deputy Principal will be arranged as needed.

If no adequate resolution can be achieved, the Principal may determine that the course has not been studied satisfactorily.

## Attendance before a task is due

Where an assessment task is to be held in class or submitted on a due date students **MUST** attend **ALL** prior lessons on that day to be eligible to sit for or submit the task. If students are to be absent from an assessment task for any reason, they must explain the situation to the Head Teacher prior to the event.

## Mobile phones and electronic equipment

Mobile phones and smart watches must be switched off and handed to the teacher or kept in your bag before the start of an examination. Other than NESAs-approved calculators (when required), no other electronic equipment will be permitted in examinations, or during in-class assessment tasks.

Essential medical appliances need prior approval before the examination/ assessment task.

## Malpractice

Malpractice or cheating is **dishonest behaviour** by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating. Please note that any malpractice in any task may result in zero being awarded for the task in its entirety.

Examples of behaviour considered to be cheating include, but are not limited to:

- copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as your own;
- using material directly from books, journals, newspapers, CDs or the internet without acknowledging the source;
- submitting work that contains a large contribution from another person, such as a parent, tutor, coach or subject expert, that is not acknowledged.

The examples above are generally referred to as **plagiarism**.

## Consequences of malpractice

All assessment tasks done at school or at home **must be the student's own work**. If any malpractice is proven, the **task concerned scores zero**. The Head Teacher of the faculty concerned will investigate allegations of malpractice.



**NESA** treats malpractice in written tasks, examinations and practical work very seriously and takes measures to deal with students who are caught.

Depending on the circumstances of the case, one or more of the following may apply:

- zero marks will be awarded for the examination/task in its entirety;
- You may be required to have an interview with a 'malpractice' panel.

Note: the act of bringing notes, etc. into a task/examination will attract a 100% penalty, irrespective of whether those notes were used or not.

# ACHIEVEMENT

## Steps to manage assessment tasks

- Start tasks early so that you can ask for help if you need it.
- Read the task notification sheet carefully, so you are aware of all requirements.
- Be aware of due dates. Keep your school diary up-to-date with all assessment activities and other commitments.
- Break tasks into a series of smaller steps and set deadlines for completing each step.
- Record the sources of information you use as you find them so that acknowledgements do not become a major task at the end.
- Frequently save, back up and print any work completed on a computer. The failure of technology is NOT an acceptable reason for the late submission of work.
- Keep all your earlier drafts and copies of your resources.
- Keep a copy of any work you submit for marking.

## Assessment Information to be provided to students

Each school has the responsibility to tell the students the following information:

- what aspects of the course will be assessed;
- how they will be assessed (the criteria for marking the task), e.g. what essays, tests, practical tasks will be used;
- the marks and the weighting given to each task; and
- When they are going to be assessed.

Your class teacher will hand out a **task notification** with written details of each assessment task at least **two weeks** before the date that the task is due.

A sample assessment notification is found on page 10 of this booklet.

The notification sheet must contain the following:

- Topic/s being assessed
- Outcomes being assessed
- Assessment criteria

## Sample assessment task notification



### Pennant Hills High School

Course:

Stage: 4

Year: 8

Areas of study:

Date issued:

Task date:

Task number: 1

Weighting:

**Task type:**

For example: *research project, performance, test in class, practical, etc.*

**Task description:**

*Any information that helps students understand what is expected of them. For example: a formal examination of 60 minutes duration, made up of multiple choice questions, short answer questions, and an extended response.*

**Outcomes being assessed by this task:**

For example:

*4.1 explains social, political and cultural developments and events and evaluates their impact on Australian life*

*4.3 explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia*

**Criteria for assessment:**

For example: *marking guidelines, where appropriate*

**Additional information:**

This is a formal assessment item. Absence due to illness must be supported by a letter from a parent, presented to the Head Teacher on the **first** day of your return to school, irrespective of your timetable for this subject. You must be prepared to attempt/submit the task on the first day of your return to school.

If you are going to be absent for a legitimate reason known in advance, (such as representing the school in a curriculum enrichment event) you must discuss this with your teacher as soon as possible, and provide the Head Teacher with a letter from your parent.

*This section will also contain any relevant details about submission, equipment needed, how the presentation order will be determined for speeches, etc.*

## Examination rules

- 1** All candidates must check the examination timetable carefully. No consideration will be given to students who arrive late for an examination or who miss an examination due to misreading the timetable.
- 2** All candidates are to remain in the examination room until time has expired for the examination, all papers have been collected, and the examination supervisor dismisses students from the examination room.
- 3** Candidates must check with their subject teachers in advance to ensure they take the necessary equipment to each examination.
- 4** You **MUST NOT**:
  - speak to any person other than a supervisor after entering the examination room;
  - take any electronic device into the examination, unless approved;
  - behave in any way likely to disturb the work of any other student or upset the conduct of the examination;
  - take into the examination room, or refer to during the examination, any books or notes, any paper, or any equipment other than the equipment approved for the specific examination;
  - wear a cap;
  - Take any food or drinks (other than water) into the examination room, unless you have been granted special provisions. Water in a clear bottle only may be taken into the examination room.

Failure to comply with any of these rules could lead to a **zero** result awarded.

- 5** Only equipment that is necessary and approved for use in the examination is to be placed on the examination desk. Pencil cases and other equipment must be placed on the floor under your chair. You must remove your watch and place it in clear view on the examination desk. **Mobile phones** and **smart watches** are to be kept in your school bag and must be turned **OFF**.
- 6** If you need to leave the exam room to use the bathroom, you must raise your hand and wait until a teacher allows you to leave. Bathroom breaks are **NOT** permitted during the **first 15 minutes** OR the **last 15 minutes** of the examination. Exceptions will be made **ONLY** in the case of an emergency.
- 7** Full school uniform must be worn throughout the examination period. This includes school shoes.
- 8** If a candidate misses an examination due to illness or misadventure, the school is to be advised before the examination is held. You or your parent/carer must ring the school on 9473 5000 and leave a message for the relevant Head Teacher.

- 9 Candidates who miss an examination / task due to illness, misadventure or absence from school should see the appropriate subject Head Teacher immediately when they return to school. Upon acceptance of a medical certificate or document of explanation, provision will be made for the student to sit the examination paper at an appropriate time, or other arrangements will be made.

## Reporting on student progress

Student progress reports are issued twice each year in Semesters 1 and 2.

Achievement levels are recorded for each course outcome by a grade scale using course performance descriptors. The standard of achievement corresponding to each level of the grade scale is shown in the table below.

Progress reports also include achievement levels in general outcomes applicable to all courses, including:

- Prepared to learn
- Respects the rights of others to learn
- Produces quality work commensurate with level of ability

GRADE	ACHIEVEMENT	DESCRIPTION
A	Outstanding	The student has extensive knowledge and understanding of content and can apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	High	The student has a thorough knowledge and understanding of content and can apply this knowledge and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	Sound	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.



D	Basic	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	Limited	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

## COURSE ASSESSMENT SCHEDULES

The following pages outline the common assessment items for each Year 8 course. Your teacher will set other class-based tasks which do not appear in this booklet.

The dates listed in the schedules are **APPROXIMATE** and are subject to change.

Students will be informed by their teacher of the **ACTUAL** date and details of the assessment task at least TWO WEEKS before the task

### NOTE 1

Three courses – Geography, History and Technology Mandatory – are semesterised.

Students study *Geography* one semester and *History* for the other semester, rather than both subjects throughout the whole year.

Technology Mandatory -

Students study *'Food'* and *'Materials - Timber'* for one semester each.

### NOTE 2

Taster courses are studied for a period of 8 weeks each. Students will rotate through Agriculture Technology, Digital Technologies, Drama, Music and Visual Arts

## MANDATORY COURSES

### English

#### Areas of assessment

Speaking	Knowledge and understanding
Reading	Information and communication technology
Writing	Viewing
Creative and imaginative thinking	Listening
Critical and interpretive thinking	Representing

Task Number	Description	Topic	Weighting	Timing
1	Short answer - unseen texts	Area of study: values	25%	Term 1, Week 7
2	Essay	Novel Study: Powerful Stories	25%	Term 2, Week 6
3	Imaginative and Reflection	Imaginative Writing: Creating Character	25%	Term 3, Week 4
4	Viewing and listening	Film Study: Indigenous Perspectives	25%	Term 4, Week 3

## Geography – Semester 2

**Note:** Year 8 students will study Geography and History for one semester each.

### Proportion of Marks

Task Type	Weighting %
Fieldwork Report	40
Skills and Knowledge Test	40
Class assessment	20

Task Number	Description	Topic	Timing
1	Fieldwork Report	<ul style="list-style-type: none"> <li>Geographical skills</li> <li>Water in the World</li> </ul>	Term 3, Week 10
2	Skills and Knowledge Test	<ul style="list-style-type: none"> <li>Geographical skills</li> <li>Interconnections</li> </ul>	Term 4, Week 4
3	<p>The class assessment will consist of a range of smaller tasks designed to allow students to demonstrate their knowledge, understanding, and skills within the course. These may include:</p> <ul style="list-style-type: none"> <li>Active participation in class discussions/activities</li> <li>Completion of specific learning activities as determined by the classroom teacher</li> <li>Completion of learning activities observed in book checks, by the teacher during class etc.</li> </ul>		Ongoing

## History - Semester 1

**Note:** Year 8 students will study Geography and History for one semester each.

### Areas of assessment

Research	Interpretation of data
Sequencing	Knowledge and understanding
Source analysis	Empathy
Investigation	Communication skills

### Proportion of Marks

Task Type	Weighting %
Extended response – research / knowledge based	40
Examination (content and skills)	40
Class assessment	20

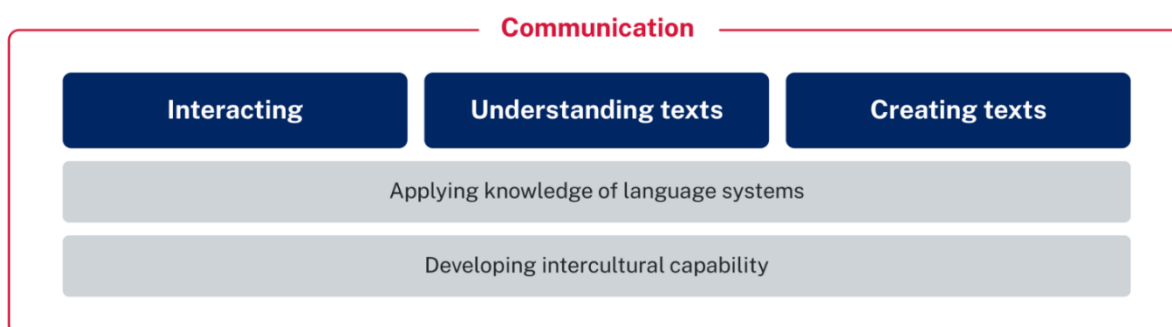
Task Number	Description	Topic	Timing
1	In-class research essay	<ul style="list-style-type: none"> <li>Medieval European Society</li> </ul>	Term 1, Week 7
2	Examination (content and skills)	Knowledge and understanding of: <ul style="list-style-type: none"> <li>The Medieval World</li> <li>The Spanish Conquest of the Americas</li> </ul>	Term 2, Week 5
3	Class assessment The class assessment will consist of a range of smaller tasks designed to allow students to demonstrate their knowledge, understanding, and skills within the course. These may include: <ul style="list-style-type: none"> <li>Active participation in class discussions/activities</li> <li>Completion of specific learning activities as determined by the classroom teacher</li> <li>Completion of learning activities observed in book checks, by the teacher during class etc.</li> </ul>		Ongoing

## Languages – Chinese, French, Japanese

The study of a language other than English for 100 hours is mandatory in Year 8. Students at Pennant Hills High School choose from French, Chinese and Japanese to study across the whole year. Students are not required to have completed the respective Year 7 taster course as a prerequisite.

### Areas of Assessment

- communication is the central goal in language learning
- the 3 focus areas are interacting, understanding texts and creating texts



Focus Area	Description	Skill	Weighting
Interacting ML4-INT-01	Exchanges information and opinions in a range of familiar contexts by using culturally appropriate language	Speaking	20%
Understanding texts ML4-UND-01	Interprets and responds to information, opinions and ideas in texts to demonstrate understanding	Listening	30%
		Reading	30%
Creating texts ML4-CRT-01	Creates a range of texts for familiar communicative purposes by using culturally appropriate language	Writing	20%
Applying knowledge of language systems	Applies knowledge of language systems in all focus areas as an essential part of communication		
Developing intercultural capability	Demonstrates the capacity to exchange, understand and create meaning between people and across languages and cultures and is developed in all focus areas		

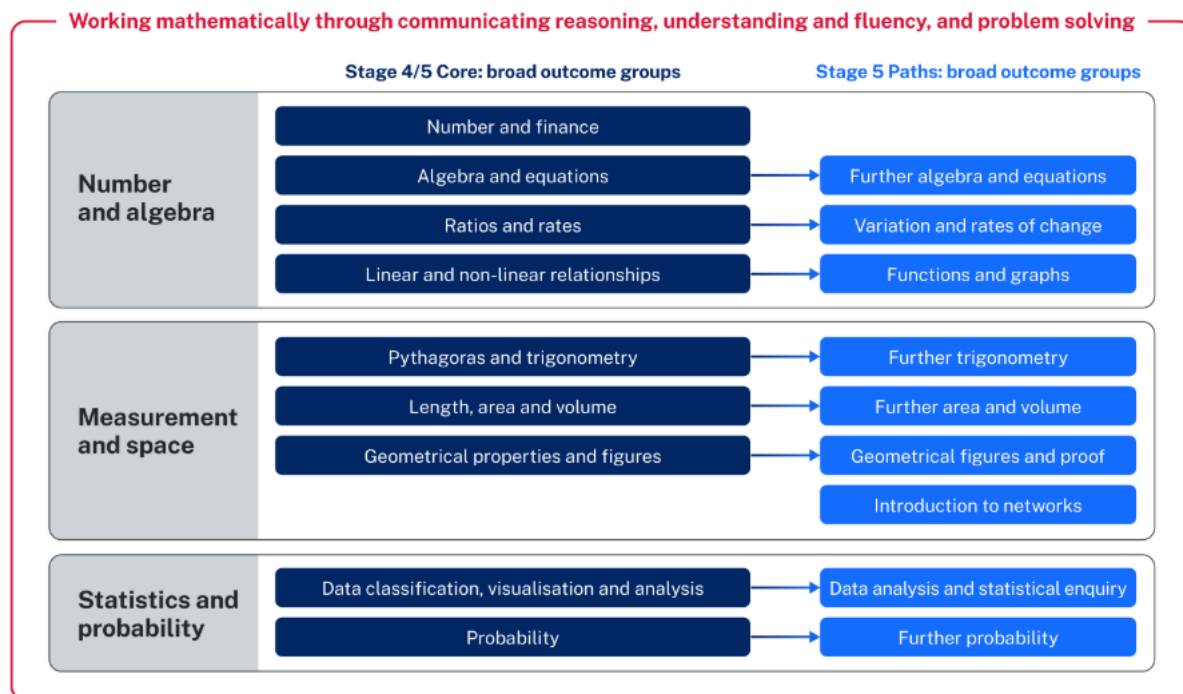


## Assessment Task Schedule

	CHINESE	FRENCH	JAPANESE
<b>Task Number:</b> <b>Timing:</b>	<b>Task Type:</b> <b>Area of learning:</b> <b>Skills:</b> <b>Outcomes:</b>	<b>Task Type:</b> <b>Area of learning:</b> <b>Skills:</b> <b>Outcomes:</b>	<b>Task Type:</b> <b>Area of learning:</b> <b>Skills:</b> <b>Outcomes:</b>
<b>Task 1:</b>  Term 1, Week 8	<b>In-class Test</b> Chinese character radicals Reading 15%, Writing 10% ML4-UND-01, ML4-CRT-01	<b>Research Assignment</b> Culture and History Writing 10% ML4-CRT-01	<b>In-class Test</b> Hiragana letters Reading 15%, Writing 10% ML4-UND-01, ML4-CRT-01
<b>Task 2:</b>  Term 2, Week 5	<b>Video Assignment</b> Family and Occupations Speaking 10%, Reading 5% ML4-INT-01, ML4-UND-01, ML4-CRT-01	<b>In class interview</b> Talk about yourself and family. Speaking 10%, Listening 30% ML4-INT-01, ML4-UND-01, ML4-CRT-01	<b>Video Assignment</b> Family and Pets Speaking 10%, Reading 5% ML4-INT-01, ML4-UND-01, ML4-CRT-01
<b>Task 3:</b>  Term 3, Week 7	<b>Video Assignment</b> Food Speaking 10%, Writing 10% ML4-INT-01, ML4-CRT-01	<b>In-class Test</b> Nationalities, sports, and all topics Reading 30%, Writing 10% ML4-INT-01, ML4-UND-01	<b>Video Assignment</b> Food Speaking 10%, Writing 10% ML4-INT-01, ML4-CRT-01
<b>Task 4:</b>  Term 4, Week 4	<b>In-class Test</b> Sports, and all topics Listening 30%, Reading 10% ML4-INT-01, ML4-UND-01	<b>Video Assignment</b> Food Speaking 10%, ML4-INT-01, ML4-CRT-01	<b>In-class Test</b> Sports, and all topics Listening 30%, Reading 10% ML4-INT-01, ML4-UND-01

# Mathematics

## Areas of assessment



Task Number	Description	Topic	Timing	Weighting
1	In-Class Test	Algebra, Indices, Data (ALG-G-01, IND-C-01, DAT-C-01/02, PRO-C-01)	Term 1, Week 9/10	22%
2	In-Class Test	Equations, Measurement (EQU-C-01, LEN-C-01, PYT-C-01, ARE-C-01, MAS-C-01)	Term 2, Week 8/9	22%
3	In-Class Test	Fractions, Percentages, Decimals, Linear Relationships (FRC-C-01, LIN-C-01)	Term 3, Week 7/8	22%
4	Yearly Examination	All topics and skills	Term 4, Week 4	34%

## Personal Development, Health and Physical Education

### Areas of Assessment

- Welcoming Difference
- Building positive relationships
- Risk Taking
- Let's get physical
- Minor games / Initiative activities / Cross country
- Athletics / Stick games / Football codes
- Net / Court Games / Fitness
- Invasion games / Striking games

### Proportion of Marks

Task Type	Weighting %
Theory Tasks	40
Practical skills	60

Task Number	Description	Topic	Timing
1	Theory	Paired research task and presentation	Term 1
	Practical	Minor games / Initiative activities / Football codes / Cross Country	
2	Theory	Informal assessment task - Differences	Term 2
	Practical	Athletics Carnival / Stick Games / Creative dance	
3	Theory	Evaluating risk taking scenarios	Term 3
	Practical	Fitness / Invasion games	
4	Theory	Let's get physical	Term 4
	Practical	Invasion Games / Striking games / Net and wall games	

# Science

## Areas of Assessment

- Knowledge and Understanding
- First-Hand Investigations
- Data Processing and Critical thinking
- Second-Hand Investigation & Communication Skills

## Proportion of Marks

Task Type	Weighting %
Working Scientifically – Data Processing, Graphical Analysis, Critical Thinking Experimental Design	20
Practical Task-First hand Investigation	30
Project - Research	20
Yearly Examination	30

Task Number	Description	Topic	Timing
1	Working Scientifically	Data Processing; Knowledge and Understanding	Term 1, Week 8
2	Practical Task-First-hand Investigation	First-Hand Investigations	Term 2, Week 5
3	Research – in class	Second-Hand Investigation & Communication Skills	Term 3, Week 8
4	Yearly Examination	All topics and Skills	Term 4, Week 5

## Technology Mandatory - Food

### Areas of Assessment

- Knowledge and Understanding
- Design and Production Skills

### Proportion of Marks

Task Type	Weighting %
Practical	40
Course work	20
Research task	20
Test	20

Task Number	Description	Areas of Learning	Timing
1	Semester research task	Knowledge and Understanding Design and Production Skills	Term 1 / Term 3
2	Semester test	Knowledge and Understanding	Term 2/ Term 4
3	Semester practical application	Practical skills	Ongoing
4	Semester course work	Knowledge and Understanding Design and Production Skills	Ongoing



## Technology Mandatory - Materials

### Areas of Assessment

- Knowledge and understanding
- Development of practical skills
- Application of the design process
- Research, presentation and communication skills
- Effective time and resource management

### Proportion of Marks

Task Type	Weighting %
Research Exercises	30
CAD Drawings	10
Practical Marks – Project and Portfolio	60

Task Number	Task Type	Description	Timing
Semester 1	1	Practical Mark (Minor Project)	Term 1, Week 6
	2	Research Exercises	Project Based Learning Tasks: tools and materials, inventions and innovation, Australian designers.
	3	CAD Drawings	Creation of a 3D model using CAD software.
	4	Portfolio of work	Research, presentation and communication skills
	5	Practical Mark - Progressive	Mark for the major practical exercise.

Task Number	Task Type	Description	Timing
Semester 2	1	Practical Mark (Minor Project)	Term 3, Week 6
	2	Research Exercises	Project Based Learning Tasks: tools and materials, inventions and innovation, Australian designers.
	3	CAD Drawings	Creation of a 3D model using CAD software.
	4	Portfolio of work	Research, presentation and communication skills
	5	Practical Mark - Progressive	Mark for the major practical exercise.

## TASTER COURSES

Taster courses – Agriculture Technology, Digital Technologies, Drama, Music, and Visual Arts – are taught over an eight-week rotation.

The tasks details are the same for each rotation.

## Agriculture Technology

### Areas of Assessment

- Knowledge and Understanding
- Practical Skills

Task Number	Description	Topic	Weighting %
1	Bookwork and Class Tasks	Knowledge and Understanding, Written/ ICT and Oral Skills	50
2	Practical Assessment – Farm Skills	Knowledge and Understanding, Practical Skills	50

## Digital Technologies

The Digital Technologies taster encourages students to develop an empowered attitude towards digital technologies, use abstractions to represent and decompose real-world problems, and implement and evaluate digital solutions.

Students have the opportunity to become innovative creators of digital technologies in addition to effective users of digital systems and critical consumers of the information they convey.

Students are provided with opportunities to develop fluency in a general-purpose programming language (coding) and use these skills to solve information problems and to automate repetitive tasks.

Students:

- design, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
- plans and manages the production of designed solutions
- designs algorithms for digital solutions and implements them in a general-purpose programming language

# Drama

## Areas of Assessment

- Making
- Performing
- Appreciating
- Knowledge and understanding
- Aural Skills
- Investigation
- Movement Skills
- Speaking Skills

## Proportion of Marks

Task Type	Weighting %
Elements of Drama - Improvisation	50
Playbuilding – Designing an original piece of theatre	50

Task Number	Description	Topic	Timing
1	Elements of Drama - Improvisation	Making	Week 3
2	Playbuilding – Designing an original piece of theatre	Performing	Week 6
3	Ongoing weekly knowledge check-in	Appreciating	Weeks 1 – 8

# Music

## Areas of Assessment

- Knowledge and Understanding
- Research
- Aural Skills
- Composition
- Analysis
- Performance Skills
- Written Skills
- Class Presentation

## Proportion of Marks

Task Type	Weighting %
Performing	50
Listening (incorporating musicology, aural skills and theory)	50

Task	Description	Topic	Weighting	Timing
1a	Ukulele Piece No. 1	Performing	25%	Week 3
1b	Open Book Test No. 1	Musicology	25%	Week 3
2a	Ukulele Piece No. 2	Performing	25%	Week 7
2b	Open Book Test No. 2	Musicology	25%	Weeks 7

## Visual Arts

### Areas of Assessment

- Practical Skills
- Written Skills
- Knowledge and Understanding
- Problem-Solving
- Research and Investigation

### Proportion of Marks

Task Type	Weighting %
Body of Work (BOW)	80
Process Diary (VAPD)	20

Task Number	Description	Topic	Timing
1	Body of Work	Practical Component	Week 4
2	Body of Work	Practical Component	Week 8
3	Process Diary	Critical and Historical Studies Component	Week 8