



*No Reward Without Effort*



# YEAR 8 ASSESSMENT SCHEDULES

*2025*  
*Be Respectful Be Responsible Be Cooperative*

**Effective:** Term 1, 2025

**Review Date:** Term 4, 2025

# Broken Hill High School Assessment Policy Years 7 to 10

## Rationale

Assessment is the ongoing process of gathering information about student achievement in relation to predetermined objectives and outcomes. Each faculty will use this information to:

- determine the extent to which the student has achieved the objectives and the outcomes of the course
- provide feedback to the students so that they may improve their performance
- provide information to parents about the progress of their child
- assist in the evaluation of teaching programs and methods.

## Student assessment is:

- a continuous process
- reflective of the school assessment policy
- based on reliable and valid information
- clearly related to and providing information about one or more course outcomes
- varied to give all students the opportunity to demonstrate achievement
- presented in a way that furthers student development and learning.

## When Formal Assessment Tasks are given, the following procedures will apply:

- the task will have a school assessment task cover sheet
- all students will receive an assessment schedule/overview for all subjects outlining assessment tasks at the beginning of the year. The Assessment Schedule/Overview will include:
  - the type of task (exam, portfolio, research task, performance project etc.)
  - weighting of the task (no task will be worth less than 10%)
  - approximate due date of the task (week 5 term 2 etc.) NB: an exact due date will be given when the task is handed out.

## Procedural fairness

To ensure all students receive fair treatment, the following must be adhered to:

- A minimum of two weeks notification be given of the due date.
- The classroom teacher marks on the roll that the students have received and submitted tasks.
- Class teachers to provide a comprehensive explanation of the task when distributing the task and support to students as they attempt the task.
- Each task to contain specific information on mark allocation (i.e., marking scale) check marking to occur.
- If a common yearly exam is set, then there will be input from all teachers of the year group.


## Late submissions

The following procedures relate to all students:

- Assessment tasks not submitted by the due date in Years 9 and 10 will be awarded **zero**.
- Assessment tasks not submitted by the due date in Years 7 and 8 will cause the following deduction of marks to occur:
  - One day late: A deduction of **25%** of their total mark.
  - Two days late: A deduction of **50%** of their total mark.
  - Three days late: A mark of **zero** will be awarded.
- Student work considered to be a non-serious attempt will be awarded zero. Students will be required to re-submit work.
- A student will receive a report descriptor for any work that is late. However, they will not receive a mark towards their formal assessment. Students must still hand in the task so that syllabus outcomes can be reported on.
- If there is a computer/printing problem and a task is late then the student must produce their handwritten notes and research as proof of work being undertaken. If notes etc. are not submitted, then the above points will apply. If using a computer, a back-up copy should be able to be produced.

## Student ill/sick on the day a task is due

If a student is ill/sick on the day the task is due, then a written note from home stating that fact must be handed in with the task. The task must be handed in the day the student returns to school from illness **not** the next lesson that they have that class (If this occurs then the student **will** receive zero). The reason for this is that they were at school and failed to submit the task. They will receive a descriptor for their report outcome. Students must complete and illness/misadventure form (shown below).



**Broken Hill High School**  
**Years 7- 10 Illness/Misadventure Form**

To be completed when an assessment task is missed.

Student Name: ..... Year: ..... Class:.....

Date of task/absence: .....

Task: .....

Reason for absence/Supporting evidence: (attach any supporting documentation)

.....

.....

.....

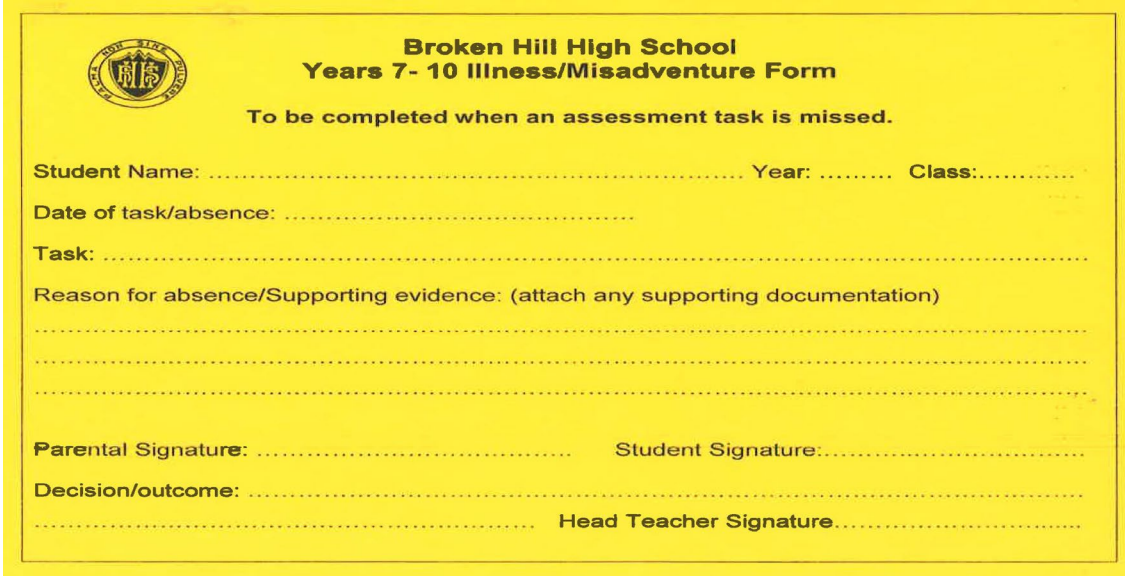
Parental Signature: ..... Student Signature:.....

Decision/outcome: ..... Head Teacher Signature.....

.....

## **Students absent from exam**

If students are absent from exams, they must contact their Head Teacher on their first day back. An arrangement will be made to complete the exam at the earliest possible time. If they fail to do so they may be awarded zero. Student must complete an illness/misadventure form (shown below).



The form is titled "Broken Hill High School Years 7-10 Illness/Misadventure Form" and includes a school crest. It is intended to be completed when an assessment task is missed. The form contains several sections for student and parental information, including fields for name, year, class, date of absence, task details, reason for absence, and signatures of both the parent and the student. There are also lines for the decision/outcome and the head teacher's signature.

**Broken Hill High School**  
**Years 7- 10 Illness/Misadventure Form**

To be completed when an assessment task is missed.

Student Name: ..... Year: ..... Class:.....

Date of task/absence: .....

Task: .....

Reason for absence/Supporting evidence: (attach any supporting documentation)  
.....  
.....

Parental Signature: ..... Student Signature:.....

Decision/outcome: ..... Head Teacher Signature.....

## **Procedures if a Formal Assessment Task is not submitted – Years 7 and 8**

- Official faculty warning letter sent to parent.
- Phone call home to parent from classroom teacher to discuss failure to submit task.

## **Procedures if a Formal Assessment Task is not submitted – Years 9 and 10**

- First official New South Wales Education Standards Authority (NESA) warning letter indicating failure to submit task.
- Phone call home to parent from classroom teacher to discuss failure to submit task.
- Second official NESA warning letter indicating failure to submit task if the task has still not been handed in.

**Note:** For a Formal Assessment Task no faculty warning letter will be issued before the NESA letter to indicate failure to submit the task. This process can recommence at any point if a student fails to submit a series of assessment tasks.

## **Procedures for the incompleteness of Informal Tasks (e.g., homework, class work) – Years 7 and 8**

- A faculty letter should be sent to indicate to parents that the task is not completed.
- Phone home to inform parents of seriousness of incompleteness of tasks.
- If the task is still not submitted, then a second faculty letter is to be sent home.

## **Procedures for the incompleteness of Informal Tasks (e.g., homework, class work) - Years 9 and 10**

The processes explained above, in relation to non-submission of formal assessment tasks, can also be undertaken if a student is not applying themselves with **due diligence and sustained effort** to all aspects of the course including class work and homework and if a student has long term or regular absences from school.

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

- a) **Followed** the course developed or endorsed by the Boards of Studies.
- b) **Applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the schools.
- c) **Achieved** some or all the course outcomes.

## **What is meant by 'Unfair Advantage'/'Malpractice' in examinations/Assessment Tasks?**

Every effort is made to ensure all students have the same advantage. To guarantee this, students sitting any examination or completing any task must follow procedures and rules to stop any unfair advantage. The following information applies in all exams:

### **Exam Information**

#### **Exams include major school exams and class tests/assessment tasks:**

- Students may not borrow any equipment from any person during an examination.
- No student may communicate or attempt to communicate with any other person, except the supervising teachers, during an examination.
- A 3-strike penalty system applies in the exam hall. Students may receive loss of marks or a zero for their exam if they continue to display poor behaviour in the exam.
- If you wish to ask a question during an examination, please raise your hand and a teacher will come to you. Do not leave your seat.
- Action will be taken against any student who disrupts or attempts to disrupt any part of any examination in any way.
- Mobile phones are not to be brought to examinations.

The above rules apply from the time the student enters the exam room until all papers are handed in and the student has been formally dismissed.

## **What is meant by 'Unfair Advantage'/'Malpractice' in assessment tasks?**

If a student has been found to have gained an unfair advantage by:

- a) Plagiarism.
- b) Gaining help from another student/s or person.
- c) Submitting work of others as their own.

**Or** for any reasons contained in the exam information, a **zero '0' mark will be awarded**.

# Report Performance Descriptors

## The General Performance Descriptors

The General Performance Descriptors were developed by the NESA Syllabus Committees to develop specific performance descriptors for each subject. These Course Performance Descriptors are based on the knowledge and skills objectives of courses and will assist schools in awarding grades in all subjects.

<b>Grade</b>	<b>General Performance Descriptors</b>
<b>A</b>	The student has an extensive knowledge and understanding of the content and can readily 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>B</b>	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student can apply this knowledge and these skills to most situations.
<b>C</b>	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.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in these processes and skills.
<b>E</b>	The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills.

# **Mandatory Subjects**

## Year 8 Assessment Schedule 2025

### Subject: English

Task	Task 1	Task 2	Task 3	Task 4
<b>Course Component</b>	<b>Picture Book and Reflection</b>	<b>Media Article</b>	<b>Novel Review</b>	<b>Yearly Examination</b>
<b>Due Date</b>	Term 1, Week 9	Term 2, Week 10	Term 3, Week 9	Term 4, Weeks 5/6
<b>Outcomes Assessed</b>	EN4-URA-01 EN4-URC-01 EN4-ECB-01	ENA-RVL-01 EN4-URC-01 EN4-ECB-01	EN4-RVL-01 EN4-URA-01 EN4-ECB-01	ENA-RVL-01 EN4-URB-01 EN4-ECA-01
<b>Life skills Outcomes</b>	ENLS-COM-01 ENLS-RVL-01 ENLS-ECA-01	ENLS-URB-01 ENLS-URC-01 ENLS-ECA-02	ENLS-RVL-02 ENLS-URA-01 ENLS-ECB-01	ENLS-COM-01 ENLS-RVL-01 ENLS-RVL-02
<b>Weighting %</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>



## English Outcomes

<b>EN4-RVL-01</b>	Uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction.
<b>EN4-URA-01</b>	Analyses how meaning is created through the use of and response to language forms, features and structures.
<b>EN4-URB-01</b>	Examines and explains how texts represent ideas, experiences and values.
<b>EN4-URC-01</b>	Identifies and explains ways of valuing texts and the connections between them.
<b>EN4-ECA-01</b>	Creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas.
<b>EN4-ECB-01</b>	Uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts.

## English Life Skills Outcomes

<b>ENLS-COM-01</b>	Communicates in familiar or unfamiliar contexts.
<b>ENLS-RVL-01</b>	Engages with a range of texts.
<b>ENLS-RVL-02</b>	Uses reading strategies when engaging with a range of texts.
<b>ENLS-URA-01</b>	Identifies language and/or visual forms, features and structures.
<b>ENLS-URB-01</b>	Identifies ideas, experiences and values in a range of texts.
<b>ENLS-URC-01</b>	Makes connections with and between texts.
<b>ENLS-ECA-01</b>	Composes texts for everyday purposes.
<b>ENLS-ECA-02</b>	Composes texts using language conventions for specific purposes and audiences.
<b>ENLS-ECB-01</b>	Uses processes of planning and revising to develop texts.

## Year 8 Assessment Schedule 2025

### Subject: Mathematics

Task	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
<b>Course Component</b>	<b>In-Class Topic Test</b>	<b>In-Class Topic Test</b>	<b>Half Yearly Examination</b>	<b>In-Class Topic Test</b>	<b>In-Class Topic Test</b>	<b>Yearly Examination</b>
<b>Due Date</b>	Term 1, Week 6	Term 1, Week 10	Term 2, Weeks 5/6	Term 3, Week 5	Term 3, Week 9	Term 4, Weeks 5/6
<b>Outcomes Assessed</b>	MA4-LEN-C-01 MA4-ARE-C-01 MA4-VOL-C-01 MA4-PYT-C-01 MAO-WM-01	MA4-ANG-C-01 MA4-GEO-C-01 MAO-WM-01	Outcomes as listed on the Scope and Sequence for Semester One.	MA4-RAT-C-01 MA4-FRC-C-01 MA4-ALG-C-01 MA4-IND-C-01 MAO-WM-01	MA4-EQU-C-01 MAO-WM-01	All outcomes
<b>Weighting %</b>	<b>10%</b>	<b>10%</b>	<b>25%</b>	<b>10%</b>	<b>10%</b>	<b>35%</b>

## Mathematics Outcomes

<b>MAO-WM-01</b>	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.
<b>MA4-LEN-C-01</b>	Applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems.
<b>MA4-ARE-C-01</b>	Applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems.
<b>MA4-VOL-C-01</b>	Applies knowledge of volume and capacity to solve problems involving right prisms and cylinders.
<b>MA4-PYT-C-01</b>	Applies Pythagoras' theorem to solve problems in various contexts.
<b>MA4-ANG-C-01</b>	Applies angle relationships to solve problems, including those related to transversals on sets of parallel lines.
<b>MA4-GEO-C-01</b>	Identifies and applies the properties of triangles and quadrilaterals to solve problems.
<b>MA4-IND-C-01</b>	Operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws.
<b>MA4-FRC-C-01</b>	Represents and operates with fractions, decimals and percentages to solve problems.
<b>MA4-INT-C-01</b>	Compares, orders and calculates with integers to solve problems.
<b>MA4-RAT-C-01</b>	Solves problems involving ratios and rates, and analyses distance– time graphs.
<b>MA4-FRC-C-01</b>	Represents and operates with fractions, decimals and percentages to solve problems.
<b>MA4-ALG-C-01</b>	Generalises number properties to operate with algebraic expressions including expansion and factorization.
<b>MA4-EQU-C-01</b>	Solves linear equations of up to 2 steps and quadratic equations of the form $ax^2 = c$ .
<b>MA4-DAT-C-01</b>	Classifies and displays data using a variety of graphical representations.
<b>MA4-DAT-C-02</b>	Analyses simple datasets using measures of centre, range and shape of the data.
<b>MA4-PRO-C-01</b>	Solves problems involving the probabilities of simple chance experiments.
<b>MA4-LIN-C-01</b>	Creates and displays number patterns and finds graphical solutions to problems involving linear relationships.

## Year 8 Assessment Schedule 2025

### Subject: Science

Task		Task 1	Task 2	Task 3	Task 4
Course Component		Research Task	Practical Task Practical Project	Practical and Problem Solving	Yearly Examination
Due Date		Term 1, Weeks 8/9	Term 2, Weeks 6/7	Term 3, Weeks 5/6	Term 4, Weeks 4/5
Outcomes Assessed		SC4-6WS SC4-9WS SC4-11PW	SC4-4WS SC4-5WS SC4-6WS SC4-7WS SC4-8WS SC4-9WS	SC4-6WS SC4-7WS SC4-8WS SC4-9WS	SC4-7WS SC4-8WS SC4-9WS SC4-11PW SC4-12ES SC4-13ES SC4-14LW SC4-15LW SC4-16CW SC4-17CW
Assessment Component	Weighting				
Demonstrates a knowledge and understanding of the concepts, applications and practice of science.	<b>25%</b>		5%		20%
Plans, prepares and analyses the results of practical investigations.	<b>30%</b>		15%	15%	
Demonstrates the ability to research information and communicate information.	<b>25%</b>	20%	5%		
Demonstrates the ability to select strategies to solve identified problems.	<b>20%</b>	5%		10%	5%
<b>Weighting %</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## Science Outcomes

<b>SC4-4WS</b>	Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge.
<b>SC4-5WS</b>	Collaboratively and individually produces a plan to investigate questions and problems.
<b>SC4-6WS</b>	Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually.
<b>SC4-7WS</b>	Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions.
<b>SC4-8WS</b>	Selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems.
<b>SC4-9WS</b>	Presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations.
<b>SC4-10PW</b>	Describes the action of unbalanced forces in everyday situations.
<b>SC4-11PW</b>	Discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations.
<b>SC4-12ES</b>	Describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system.
<b>SC4-13ES</b>	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.
<b>SC4-14LW</b>	Relates the structure and function of living things to their classification, survival and reproduction.
<b>SC4-15LW</b>	Explains how new biological evidence changes people's understanding of the world.
<b>SC4-16CW</b>	Describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles.
<b>SC4-17CW</b>	Explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life.

## Year 8 Assessment Schedule 2025

### Subject: Geography

Task	Task 1	Task 2
	<b>Skills Task</b>	<b>Research Report</b>
<b>Course Component</b>	<b>Landscapes and Landforms</b>	<b>Interconnections</b>
<b>Due Date</b>	Term 3, Weeks 7/8	Term 4, Weeks 3/4
<b>Outcomes Assessed</b>	<p><b>GE4-1</b> Locates and describes the diverse features and characteristics of a range of places and environments.</p> <p><b>GE4-7</b> Acquires and processes geographical information by selecting and using geographical tools for inquiry.</p> <p><b>GE4-8</b> Communicates, geographical information using a variety of strategies.</p>	<p><b>GE4-2</b> Describes processes and influences that inform and transform places and environments.</p> <p><b>GE4-4</b> Examines perspectives of people and organisations on a range of geographical issues.</p> <p><b>GE4-5</b> Discusses management of places and environments for their sustainability.</p>
<b>Weighting %</b>	<b>50%</b>	<b>50%</b>

## Year 8 Assessment Schedule 2025

### Subject: History

Task	Task 1 Research Study	Task 2 Source Analysis
Course Component	Depth Study 4: The Western and Islamic World – Medieval Europe	Depth Study 6: Expanding Contacts – Aboriginal and Indigenous Peoples, Colonisation and Contact History
Due Date	Term 1, Weeks 8/9	Term 2, Weeks 3/4
Outcomes Assessed	<p><b>HT4-8</b> Locates, selects and organises information from sources to develop an historical inquiry.</p> <p><b>HT4-9</b> Uses a range of historical terms and concepts when communicating an understanding of the past.</p> <p><b>HT4-10</b> Selects and uses appropriate oral, written, visual and digital forms to communicate about the past.</p>	<p><b>HT4-4</b> Describes and explains the causes and effects of events and developments of past societies over time.</p> <p><b>HT4-5</b> Identifies the meaning, purpose and context of historical sources.</p> <p><b>HT4-6</b> Uses evidence from sources to support historical narratives and explanations.</p> <p><b>HT4-7</b> Identifies and describes different contexts, perspectives and interpretations of the past.</p>
Weighting %	50%	50%

## Year 8 Assessment Schedule 2025

### Subject: Personal Development, Health and Physical Education (PD/H/PE)

Task		Task 1 In Class Research Task	Task 2 Half Yearly Examination	Task 3 PBL Task – NAIDOC	Task 4 Ongoing Practical Assessment
Course Component		It's Complicated	Eating for Health	Multicultural Australia	Ongoing Practical
Due Date		Term 1, Week 10	Term 2, Week 9	Term 3, Week 9	Terms 1 – 4
Outcomes Assessed		PD4-1, PD4-2, PD4-3, PD4-9, PD4-10	PD4-6, PD4-7	PD4-3, PD4-8, PD4-10	PD4-4, PD4-5, PD4-8, PD4-11
Assessment Component	Weighting				
It's Complicated.	20%	15%	5%		
Multicultural Australia.	20%			20%	
Eating for Health.	10%		10%		
Practical Skills and Knowledge.	50%			10%	40%
<b>Weighting %</b>	<b>100%</b>	<b>15%</b>	<b>15%</b>	<b>30%</b>	<b>40%</b>



## PD/H/PE Outcomes

- PD4-1** Examines and evaluates strategies to manage current and future challenges.
- PD4-2** Examines and demonstrates the role help- seeking strategies and behaviours play in supporting themselves and others.
- PD4-3** Investigates effective strategies to promote inclusivity, equality and respectful relationships.
- PD4-4** Refines, applies and transfers movement skills in a variety of dynamic physical activity contexts.
- PD4-5** Transfers and adapts solutions to complex movement challenges.
- PD4-6** Recognises hoe contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity.
- PD4-7** Investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities.
- PD4-8** Plans for and participates in activities that encourage health and a lifetime of physical activity.
- PD4-9** Demonstrates self- management skills to effectively manage complex situations.
- PD4-10** Applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts.

## Year 8 Assessment Schedule 2025

### Subject: Visual Arts

Task		Task 1 Elements 1	Task 2 Elements 2	Task 3 Design Activities	Task 4 Development Techniques
Due Date		Term 1, Week 8	Term 2, Week 5	Term 3, Week 9	Term 4, Week 6
Outcomes Assessed		4.1, 4.2, 4.4, 4.8	4.6, 4.7	4.5, 4.9, 4.10	4.2, 4.3
Course Component	Weighting				
Artmaking.	<b>70%</b>	Practical and Journal work 15%	Practical and Journal work 20%	Practical and Journal work 20%	Practical and Journal work 15%
Critical and Historical Studies Assignments.	<b>30%</b>	Artist Study 1 10%	Artist Study 2 10%	Artist Study 3 10%	
<b>Weighting %</b>	<b>100%</b>	<b>25%</b>	<b>30%</b>	<b>30%</b>	<b>15%</b>

## 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.

## Year 8 Assessment Schedule 2025

### Subject: Mandatory Technology – Agriculture and Food Technologies (Semester 1)

Task		Task 1 Practical Project	Task 2 Design and Production Folio
Course Component		Practical Project	Design and Communication
Due Date		Term 2, Week 5	Term 2, Week 5
Outcomes Assessed		TE4-1DP TE4-3DP TE4-5AG TE4-6FO	TE4-2DP TE4-5AG TE4-6FO TE4-10TS
Assessment Component	Weighting		
Agriculture and Food Technologies.	50%	30%	20%
<b>Weighting %</b>	<b>50%</b>	<b>30%</b>	<b>20%</b>

**Note:** Students will study all 4 contexts of Mandatory Technology throughout Years 7 and 8. Each semester they will begin a new context.

## Mandatory Technology Outcomes

<b>TE4-1DP</b>	Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities.
<b>TE4-2DP</b>	Plans and manages the production of designed solutions.
<b>TE4-3DP</b>	Selects and safely applies a broad range of tools, materials and processes in the production of quality projects.
<b>TE4-5AG</b>	Investigates how food and fibre are produced in managed environments.
<b>TE4-6FO</b>	Explains how the characteristics and properties of food determine preparation techniques for healthy eating.
<b>TE4-10TS</b>	Explains how people in technology related professions contribute to society now and into the future.

**Related Life Skills outcomes:** TELS-1DP, TELS-2DP, TELS-3DP, TELS-4DP, TELS-6AG, TELS7FO, TELS-11TS.

<b>TELS-1DP</b>	Communicates ideas and solutions to authentic problems or opportunities.
<b>TELS-2DP</b>	Participates in planning for the production of designed solutions.
<b>TELS-3DP</b>	Participates in the production of designed solutions.
<b>TELS-4DP</b>	Follows safe practices in the use of tools, materials and processes for design projects.
<b>TELS-6AG</b>	Describes how food and fibre are produced.
<b>TELS-7FO</b>	Designs or prepares solutions for healthy eating.
<b>TELS-11TS</b>	Investigates how technology has contributed to improvements in our way of life.

## Year 8 Assessment Schedule 2025

### Subject: Mandatory Technology – Agriculture and Food Technologies (Semester 2)

Task		Task 1 Practical Project	Task 2 Design and Production Folio
Course Component		Practical Project	Design and Communication
Due Date		Term 4, Week 5	Term 4, Week 5
Outcomes Assessed		TE4-1DP TE4-3DP TE4-5AG TE4-6FO	TE4-2DP TE4-5AG TE4-6FO TE4-10TS
Assessment Component	Weighting		
Agriculture and Food Technologies.	50%	30%	20%
<b>Weighting %</b>	<b>50%</b>	<b>30%</b>	<b>20%</b>

**Note:** Students will study all 4 contexts of Mandatory Technology throughout Years 7 and 8. Each semester they will begin a new context.

## Mandatory Technology Outcomes

<b>TE4-1DP</b>	Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities.
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<b>TE4-3DP</b>	Selects and safely applies a broad range of tools, materials and processes in the production of quality projects.
<b>TE4-5AG</b>	Investigates how food and fibre are produced in managed environments.
<b>TE4-6FO</b>	Explains how the characteristics and properties of food determine preparation techniques for healthy eating.
<b>TE4-10TS</b>	Explains how people in technology related professions contribute to society now and into the future.

**Related Life Skills outcomes:** TELS-1DP, TELS-2DP, TELS-3DP, TELS-4DP, TELS-6AG, TELS7FO, TELS-11TS.

<b>TELS-1DP</b>	Communicates ideas and solutions to authentic problems or opportunities.
<b>TELS-2DP</b>	Participates in planning for the production of designed solutions.
<b>TELS-3DP</b>	Participates in the production of designed solutions.
<b>TELS-4DP</b>	Follows safe practices in the use of tools, materials and processes for design projects.
<b>TELS-6AG</b>	Describes how food and fibre are produced.
<b>TELS-7FO</b>	Designs or prepares solutions for healthy eating.
<b>TELS-11TS</b>	Investigates how technology has contributed to improvements in our way of life.

## Year 8 Assessment Schedule 2025

### Subject: Mandatory Technology – Digital Technologies (Semester 1)

Task		Task 1 Coding Your Dream House	Task 2 Digital Folio
Course Component		Control Technologies	Project and Folio
Due Date		Term 2, Week 5	Term 2, Week 5
Outcomes Assessed		TE4-1DP TE4-4DP TE4-7DI	TE4-2DP TE4-7DI TE4-10TS
Assessment Component	Weighting		
Digital Technologies.	50%	20%	30%
<b>Weighting %</b>	<b>50%</b>	<b>20%</b>	<b>30%</b>

**Note:** Students will study all 4 contexts of Mandatory Technology throughout Years 7 and 8. Each semester they will begin a new context.



## Mandatory Technology Outcomes

<b>TE4-1DP</b>	Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities.
<b>TE4-2DP</b>	Plans and manages the production of designed solutions.
<b>TE4-4DP</b>	Designs algorithms for digital solutions and implements them in a general-purpose programming language.
<b>TE4-7DI</b>	Explains how data is represented in digital systems and transmitted in networks.
<b>TE4-10TS</b>	Explains how people in technology related professions contribute to society now and into the future.

**Related Life Skills outcomes:** TELS-1DP, TELS-2DP, TELS-3DP, TELS-5DP, TELS-8DI, TELS-11TS

<b>TELS-1DP</b>	Communicates ideas and solutions to authentic problems or opportunities.
<b>TELS2-DP</b>	Participates in planning for the production of designed solutions.
<b>TELS-3DP</b>	Participates in the production of designed solutions.
<b>TELS-5DP</b>	Follows simple algorithms in a range of contexts.
<b>TELS-8DI</b>	Identifies how information is communicated by digital systems.
<b>TELS-11DS</b>	Investigates how technology has contributed to improvements in our way of life.

## Year 8 Assessment Schedule 2025

### Subject: Mandatory Technology – Digital Technologies (Semester 2)

Task		Task 1 Coding Your Dream House	Task 2 Digital Folio
Course Component		Control Technologies	Project and Folio
Due Date		Term 4, Week 5	Term 4, Week 5
Outcomes Assessed		TE4-1DP TE4-4DP TE4-7DI	TE4-2DP TE4-7DI TE4-10TS
Assessment Component	Weighting		
Digital Technologies.	50%	20%	30%
<b>Weighting %</b>	<b>50%</b>	<b>20%</b>	<b>30%</b>

**Note:** Students will study all 4 contexts of Mandatory Technology throughout Years 7 and 8. Each semester they will begin a new context.

## Mandatory Technology Outcomes

<b>TE4-1DP</b>	Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities.
<b>TE4-2DP</b>	Plans and manages the production of designed solutions.
<b>TE4-4DP</b>	Designs algorithms for digital solutions and implements them in a general-purpose programming language.
<b>TE4-7DI</b>	Explains how data is represented in digital systems and transmitted in networks.
<b>TE4-10TS</b>	Explains how people in technology related professions contribute to society now and into the future.

**Related Life Skills outcomes:** TELS-1DP, TELS-2DP, TELS-3DP, TELS-5DP, TELS-8DI, TELS-11TS

<b>TELS-1DP</b>	Communicates ideas and solutions to authentic problems or opportunities.
<b>TELS2-DP</b>	Participates in planning for the production of designed solutions.
<b>TELS-3DP</b>	Participates in the production of designed solutions.
<b>TELS-5DP</b>	Follows simple algorithms in a range of contexts.
<b>TELS-8DI</b>	Identifies how information is communicated by digital systems.
<b>TELS-11DS</b>	Investigates how technology has contributed to improvements in our way of life.

## Year 8 Assessment Schedule 2025

### Subject: Mandatory Technology – Engineered Systems (Semester 1)

Task		Task 1 Practical Project	Task 2 Design and Production Folio
Course Component		Practical Project	Design and Communication
Due Date		Term 2, Week 5	Term 2, Week 5
Outcomes Assessed		TE4-1DP TE4-3DP TE4-8EN	TE4-2DP TE4-8EN TE4-10TS
Assessment Component	Weighting		
Engineered Systems.	<b>50%</b>	30%	20%
<b>Weighting %</b>	<b>50%</b>	<b>30%</b>	<b>20%</b>

**Note:** Students will study all 4 contexts of Mandatory Technology throughout Years 7 and 8. Each semester they will begin a new context.

## Mandatory Technology Outcomes

<b>TE4-1DP</b>	Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities.
<b>TE4-2DP</b>	Plans and manages the production of designed solutions.
<b>TE4-3DP</b>	Selects and safely applies a broad range of tools, materials and processes in the production of quality projects.
<b>TE4-8EN</b>	Explains how force, motion and energy are used in engineered systems.
<b>TE4-10TS</b>	Explains how people in technology related professions contribute to society now and into the future.

**Related Life Skills outcomes:** TELS-1DP, TELS-2DP, TELS-3DP, TELS-4DP, TELS-9EN, TELS-11TS

<b>TELS-1DP</b>	Communicates ideas and solutions to authentic problems or opportunities.
<b>TELS-2DP</b>	Participates in planning for the production of designed solutions.
<b>TELS-3DP</b>	Participates in the production of designed solutions.
<b>TELS-4DP</b>	Follows safe practices in the use of tools, materials and processes for design projects.
<b>TELS-9EN</b>	Explores how force, motion or energy are used in everyday engineered systems.
<b>TELS-11TS</b>	Investigates how technology has contributed to improvements in our way of life.

## Year 8 Assessment Schedule 2025

### Subject: Mandatory Technology – Engineered Systems (Semester 2)

Task		Task 1 Practical Project	Task 2 Design and Production Folio
Course Component		Practical Project	Design and Communication
Due Date		Term 4, Week 5	Term 4, Week 5
Outcomes Assessed		TE4-1DP TE4-3DP TE4-8EN	TE4-2DP TE4-8EN TE4-10TS
Assessment Component	Weighting		
Engineered Systems.	<b>50%</b>	30%	20%
<b>Weighting %</b>	<b>50%</b>	<b>30%</b>	<b>20%</b>

**Note:** Students will study all 4 contexts of Mandatory Technology throughout Years 7 and 8. Each semester they will begin a new context.

## Mandatory Technology Outcomes

<b>TE4-1DP</b>	Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities.
<b>TE4-2DP</b>	Plans and manages the production of designed solutions.
<b>TE4-3DP</b>	Selects and safely applies a broad range of tools, materials and processes in the production of quality projects.
<b>TE4-8EN</b>	Explains how force, motion and energy are used in engineered systems.
<b>TE4-10TS</b>	Explains how people in technology related professions contribute to society now and into the future.

**Related Life Skills outcomes:** TELS-1DP, TELS-2DP, TELS-3DP, TELS-4DP, TELS-9EN, TELS-11TS

<b>TELS-1DP</b>	Communicates ideas and solutions to authentic problems or opportunities.
<b>TELS-2DP</b>	Participates in planning for the production of designed solutions.
<b>TELS-3DP</b>	Participates in the production of designed solutions.
<b>TELS-4DP</b>	Follows safe practices in the use of tools, materials and processes for design projects.
<b>TELS-9EN</b>	Explores how force, motion or energy are used in everyday engineered systems.
<b>TELS-11TS</b>	Investigates how technology has contributed to improvements in our way of life.

## Year 8 Assessment Schedule 2025

### Subject: Mandatory Technology – Materials Technology (Semester 1)

Task		Task 1 Practical Project	Task 2 Design and Production Folio
Course Component		Practical Project	Design and Communication
Due Date		Term 2, Week 4	Term 2, Week 4
Outcomes Assessed		TE4-1DP TE4-3DP TE4-9MA	TE4-2DP TE4-9MA TE4-10TS
Assessment Component	Weighting		
Materials Technology.	<b>50%</b>	30%	20%
<b>Weighting %</b>	<b>50%</b>	<b>30%</b>	<b>20%</b>

**Note:** Students will study all 4 contexts of Mandatory Technology throughout Years 7 and 8. Each semester they will begin a new context.



## Mandatory Technology Outcomes

<b>TE4-1DP</b>	Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities.
<b>TE4-2DP</b>	Plans and manages the production of designed solutions.
<b>TE4-3DP</b>	Selects and safely applies a broad range of tools, materials and processes in the production of quality projects.
<b>TE4-9MA</b>	Investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions.
<b>TE4-10TS</b>	Explains how people in technology related professions contribute to society now and into the future.

**Related Life Skills outcomes:** TELS-1DP, TELS-2DP, TELS-3DP, TELS-4DP, TELS-10MA, TELS-11TS

<b>TELS-1DP</b>	Communicates ideas and solutions to authentic problems or opportunities.
<b>TELS-2DP</b>	Participates in planning for the production of designed solutions.
<b>TELS-3DP</b>	Participates in the production of designed solutions.
<b>TELS-4DP</b>	Follows safe practices in the use of tools, materials and processes for design projects.
<b>TELS-10MA</b>	Selects and uses a range of tools, materials and processes appropriately in the development of products.
<b>TELS-11TS</b>	Investigates how technology has contributed to improvements in our way of life.

## Year 8 Assessment Schedule 2025

### Subject: Mandatory Technology – Materials Technology (Semester 2)

Task		Task 1 Practical Project	Task 2 Design and Production Folio
Course Component		Practical Project	Design and Communication
Due Date		Term 4, Week 4	Term 4, Week 4
Outcomes Assessed		TE4-1DP TE4-3DP TE4-9MA	TE4-2DP TE4-9MA TE4-10TS
Assessment Component	Weighting		
Materials Technology.	<b>50%</b>	30%	20%
<b>Weighting %</b>	<b>50%</b>	<b>30%</b>	<b>20%</b>

**Note:** Students will study all 4 contexts of Mandatory Technology throughout Years 7 and 8. Each semester they will begin a new context.

## Mandatory Technology Outcomes

<b>TE4-1DP</b>	Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities.
<b>TE4-2DP</b>	Plans and manages the production of designed solutions.
<b>TE4-3DP</b>	Selects and safely applies a broad range of tools, materials and processes in the production of quality projects.
<b>TE4-9MA</b>	Investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions.
<b>TE4-10TS</b>	Explains how people in technology related professions contribute to society now and into the future.

**Related Life Skills outcomes:** TELS-1DP, TELS-2DP, TELS-3DP, TELS-4DP, TELS-10MA, TELS-11TS

<b>TELS-1DP</b>	Communicates ideas and solutions to authentic problems or opportunities.
<b>TELS-2DP</b>	Participates in planning for the production of designed solutions.
<b>TELS-3DP</b>	Participates in the production of designed solutions.
<b>TELS-4DP</b>	Follows safe practices in the use of tools, materials and processes for design projects.
<b>TELS-10MA</b>	Selects and uses a range of tools, materials and processes appropriately in the development of products.
<b>TELS-11TS</b>	Investigates how technology has contributed to improvements in our way of life.



# ***Electives***

## Year 8 Assessment Schedule 2025

### Subject: Commerce

<b>Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
	<b>Media File</b>	<b>Research Task</b>	<b>Topic Test</b>
<b>Due date</b>	Term 2, Week 3	Term 3, Week 6	Term 4, Week 4
<b>Outcomes Assessed</b>	COM4-1 COM4-4 COM4-5 COM4-9	COM4-1 COM4-2 COM4-6 COM4-8	COM4-3 COM4-4 COM4-7 COM4-9
<b>Weighing %</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>

## Commerce Outcomes

- COM4-1** Uses appropriate terminology in consumer, financial, economic, business, legal, political and employment contexts.
- COM4-2** Describes the rights and responsibilities of individuals within consumer, financial, economic, business, legal, political and employment contexts.
- COM4-3** Identifies the role of the law in society.
- COM4-4** Describes key factors affecting decisions.
- COM4-5** Identifies and describes options for solving problems and issues.
- COM4-6** Identifies and explains plans for achieving goals.
- COM4-7** Selects and organises information from a variety of sources.
- COM4-8** Communicates information using a variety of forms.
- COM4-9** Works independently and collaboratively to meet goals within specified timeframes.

## Year 8 Assessment Schedule 2025

### Subject: History Elective

<b>Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Course Component</b>	<b>Source Analysis In Class</b>	<b>Historical Investigation</b>	<b>Power Point Presentation Task</b>
<b>Due Date</b>	Term 1, Week 9	Term 3, Week 6	Term 4, Week 4
<b>Outcomes Assessed</b>	HTE4-1 HTE4-3 HTE4-4 HTE4-7 HTE4-10	HTE4-2 HTE4-4 HTE4-5 HTE4-6 HTE4-7 HTE4-9	HTE4-1 HTE4-2 HTE4-6 HTE4-7 HTE4-9 HTE4-10
<b>Weighting %</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>



## History Elective Outcomes

- HTE4-1** Explains the nature of history, heritage, archaeology and the methods of historical inquiry E5.2 Examines the ways in which historical meanings can be constructed through a range of media.
- HTE4-2** Recognises the ways in which historical meanings can be constructed through a range of media E5.4 Explains the importance of key features of past societies or periods, including groups and personalities.
- HTE4-3** Sequences people and events or heritage features, within specific periods of time.
- HTE4-4** Describes some of the main features of past societies or periods, including groups and personalities.
- HTE4-5** Describes the key features of cultural groups, sites and/or family in our shared heritage.
- HTE4-6** Identifies the meaning, purpose and context of historical sources.
- HTE4-7** Identifies and discusses different contexts, perspectives and interpretations of the past.
- HTE4-8** Selects and organises relevant information from sources, to develop an historical inquiry.
- HTE4-9** Uses a range of historical terms and concepts when communicating an understanding of the past.
- HTE4-10** Selects and uses appropriate forms to communicate about the past..

## Year 8 Assessment Schedule 2025

### Subject: Languages Other Than English (LOTE) – French

Task		Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
<b>Course Component</b>		<b>“Se Connaitre” Oral Task</b>	<b>Music Task</b>	<b>Regions Culture Understanding</b>	<b>La Maison</b>	<b>BHHS News</b>	<b>Summer Holidays Interview</b>
<b>Due Date</b>		Term 1, Week 6	Term 1, Week 9	Term 2, Week 4	Term 3, Week 8	Term 4, Week 5	Term 4, Week 9
<b>Outcomes Assessed</b>		ML4-UND-01	ML4-INT-01	ML4-UND-01	ML4-CRT-01	ML4-INT-01 ML4-CRT-01	ML4-INT-01 ML4-UND-01
<b>Life skills Outcomes</b>		MLLS-UND- 01		MLLS-UND- 01			
<b>Weighting %</b>	<b>100%</b>	<b>16.6%</b>	<b>16.6%</b>	<b>16.7%</b>	<b>16.7%</b>	<b>16.7%</b>	<b>16.7%</b>

## LOTE – French Outcomes

<b>ML4-INT-01</b>	Exchanges information and opinions in a range of familiar contexts by using culturally appropriate language.
<b>ML4-UND-01</b>	Interprets and responds to information, opinions and ideas in texts to demonstrate understanding.
<b>ML4-CRT-01</b>	Creates a range of texts for familiar communicative purposes by using culturally appropriate language.

## LOTE – French Life Skills Outcomes

<b>MLLS-INT-01</b>	Communicates with others in familiar contexts using gestures, actions, and/or culturally appropriate language.
<b>MLLS-UND-01</b>	Responds to information, opinions and/or ideas in texts to demonstrate understanding.
<b>MLLS-CRT-01</b>	Creates texts for a range of purposes using culturally appropriate modelled language.

## Year 8 Assessment Schedule 2025

### Subject: Sports Science

Task		Task 1 Project Based Learning – Physical Activity Promotion	Task 2 Half Yearly Examination	Task 3 In Class/Research Task	Task 4 Ongoing Practical Activities
Course Component		Promoting Physical Activity	Issues in Physical Activity, Promoting Physical Activity	Physical Activity and Sport for specific groups	Ongoing Practical
Due Date		Term 1, Week 10	Term 2, Weeks 5/6	Term 3, Week 8	Terms 1 – 4
Outcomes Assessed		PASS5-5, PASS5-6, PASS5-10	PASS5-3, PASS5-4, PASS5-5, PASS5-6, PASS5-10	PASS5-3, PASS5-4, PASS5-5, PASS5-6, PASS5-7	PASS5-5, PASS5-7, PASS5-8, PASS5-9
Assessment Component	Weighting				
Promoting Physical Activity.	20%	15%	5%		
Issues in Physical Activity.	15%		15%		
Physical Activity and Sport for Specific Groups.	15%			15%	
Practical Skills and Knowledge.	50%				50%
<b>Weighting %</b>	<b>100%</b>	<b>15%</b>	<b>20%</b>	<b>15%</b>	<b>50%</b>

## Sports Science Outcomes

- PASS5-1** Discusses factors that limit and enhance the capacity to move and perform.
- PASS5-2** Analyses the benefits of participation and performance in physical activity and sport.
- PASS5-3** Discusses the nature and impact of historical and contemporary issues in physical activity and sport.
- PASS5-4** Analyses physical activity and sport from personal, social and cultural perspectives.
- PASS5-5** Demonstrates actions and strategies that contribute to active participation and skilful performance.
- PASS5-6** Evaluates the characteristics of participation and quality performance in physical activity and sport.
- PASS5-7** Works collaboratively with others to enhance participation, enjoyment and performance.
- PASS5-8** Displays management and planning skills to achieve personal and group goals.
- PASS5-9** Performs movement skills with increasing proficiency.
- PASS5-10** Analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

## Year 8 Assessment Schedule 2025

### Subject: Music

Task		Task 1 The History of Rock Music	Task 2 Styles of Popular Music
Due Date		Term 2, Week 4	Term 4, Week 4
Outcomes Assessed		4.1, 4.7, 4.8, 4.10, 4.12	4.2, 4.3, 4.4, 4.5, 4.6, 4.9, 4.11
Course Component	Weighting		
Performance.	<b>50%</b>	Group/solo performance of song in the chosen style of Rock 25%	Group/solo performance of song in the chosen style of Pop 25%
Aural/ musicology.	<b>25%</b>		Composition/recording of Popular Song 25%
Composition.	<b>25%</b>	Listening/Aural test 25%	
<b>Weighting %</b>	<b>100%</b>	<b>50%</b>	<b>50%</b>

## **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 styles.
- 4.3** Performs music demonstrating solo and/or ensemble awareness.
- 4.4** Demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organizing, 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, analyzing, 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.

## Year 8 Assessment Schedule 2025

### Subject: Visual Arts

Task		Task 1	Task 2
Course Component		Mulga the Artist	Place
Due Date		Term 2, Week 6	Term 4, Week 6
Outcomes Assessed		4.1, 4.3, 4.6, 4.7, 4.10	4.2, 4.4, 4.5, 4.8, 4.9
Assessment Component	Weighting		
Artmaking.	70%	Practical and Journal work 35%	Practical and Journal work 35%
Critical and Historical Studies Assignments.	30%	Study 1 15%	Study 2 15%
Weighting %	100%	50%	50%



## 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.

## Year 8 Assessment Schedule 2025

### Subject: Agriculture

Task		Task 1	Task 2	Task 3	Task 4
		<b>Industries in Agriculture: Research Task</b>	<b>Animal Handling: Practical</b>	<b>Current Ag Problem: Research Task</b>	<b>Vegetable Garden: Practical</b>
<b>Due Date</b>		Term 1, Week 9	Term 2, Week 5	Term 3, Week 9	Term 4, Week 4
<b>Outcomes</b>		AG4-1, AG4-2, AG4-3	AG4-4, AG4-13, AG4-14	AG4-1, AG4-2, AG4-3	AG4-4, AG4-13, AG4-14
<b>Assessment Component</b>	<b>Weighting</b>				
Knowledge and understanding of course content.	<b>40%</b>	15%	5%	15%	5%
Practical Application and Skills.	<b>30%</b>		15%		15%
Communication of understanding in appropriate forms.	<b>30%</b>	10%	5%	10%	5%
<b>Weighting %</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## Agriculture Outcomes

- AG4-1** Describes a range of plant species and animal breeds used in agricultural enterprises.
- AG4-2** Outlines the interactions within and between agricultural enterprises and systems.
- AG4-3** Identifies and explains interactions between the agricultural sector and Australia's economy, culture and society.
- AG4-4** Implements responsible production of plant and animal products.
- AG4-13** Follows safety and hygiene instructions when using chemicals, tools and agricultural machinery in accordance with Work Health and safety requirements.
- AG4-14** Demonstrates plant and/or animal management practices safely and in collaboration with others.

## Year 8 Assessment Schedule 2025

### Subject: Food Technology

Task		Task 1	Task 2	Task 3	Task 4
<b>Course Component</b>		<b>Food Health</b>	<b>Food Choice</b>	<b>Food Planning</b>	<b>Food Future</b>
<b>Due Date</b>		Term 1, Week 10	Term 2, Week 8	Term 3, Week 8	Term 4, Week 5
<b>Outcomes Assessed</b>		FT4-3, FT4-6, FT4-7, FT4-8, FT4-9	FT4-7, FT4-8, FT4-9, FT4-11	FT4-1, FT4-3, FT4-5, FT4-6, FT4-10	FT4-1, FT4-5, FT4-10, FT4-11
<b>Assessment Component</b>	<b>Weighting</b>				
Completion of unit workbook and recipe writing.	<b>40%</b>	10%	10%	10%	10%
Organisation skills in food practicals. Food product quality in food practicals.	<b>60%</b>	15%	15%	15%	15%
<b>Weighting %</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

**Note:** Year 8 Elective Food Technology is a one-year subject.

## Food Technology Outcomes

- FT4-1** Demonstrates hygienic handling of food to ensure a safe and appealing product.
- FT4-2** Describes and manages the risks of injury and WHS issues associated with handling food.
- FT4-3** Lists the basic components of a variety of foods.
- FT4-4** Describes changes which occur during processing, preparation and storage of food.
- FT4-5** Applies appropriate methods of food preparation.
- FT4-6** Relates the nutritional value of foods to health.
- FT4-7** Identifies the factors that influence food habits and relates them to food choices.
- FT4-8** Collects, interprets and uses information from a variety of sources.
- FT4-9** Communicates ideas and information using a range of media and appropriate terminology.
- FT4-10** Uses appropriate techniques and equipment for a variety of food-specific purposes.
- FT4-11** Plans, prepares, presents and evaluates practical food activities.
- FT4-12** Outlines the influence of technology and society on food supply.
- FT4-13** Recognises the impact of food and related activities on the individual, society and the environment.