

Assessment Handbook

Year 8 2022

Bede Polding College Assessment Policy

1. Rationale

Over the course of the last 36 years, our College has strived to build a dynamic, harmonious Catholic community, which is focused on individual learning, and built on the foundations laid by our patron, Australia's first Bishop John Bede Polding. This foundation of compassion, faith, integrity, and missionary zeal underpins our College motto 'Called to Bring Peace'. We believe that every student has the right to learn, and that we can create 21st Century learning environments that bring out the very best in every individual. We actively engage with parents and carers to set learning goals and provide feedback on student progress so that every student can improve and reach their potential.

This policy is intended to ensure students understand the importance of the assessment program and the implications of not complying with assessment requirements. A key factor in quality education is delivering a transparent program directed by clear guidelines and consistent application of procedures.

As a secondary school within the Catholic Diocese of Parramatta it is essential to ensure compliance with:

- 1.1 the NSW Education Standards Authority (NESA)
- 1.2 NSW requirements for the award of RoSA
- 1.3 Preliminary Higher School Certificate and Higher School Certificate courses as detailed in the Assessment Certification and Examination Manual and

These can be found at <https://ace.nesa.nsw.edu.au/>

2. Guiding Principles

- 2.1 Assessing student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of a course. This can be achieved in many ways including formal testing through to informal observation of students. The type of assessment tool depends on the outcomes being assessed and the learning needs of individual students.
- 2.2 Our College ensures that students with a disability can access and participate in education on the same basis as other students, as required under the *Disability Standards for Education 2005*.

Some students with a disability will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. Teachers will consult the Inclusion Team and Inclusion Mentors to determine the most appropriate adjustments to assessment. These may include (but are not limited to):

- adjustments to the assessment process, for example scaffolded instructions, additional guidance provided, highlighted key-words or phrases, the use of specific technology, extra time in an examination
- adjustments to assessment activities, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

- 2.3 All assessment tasks and procedures at Bede Polding College are delivered in a consistent manner across all subject areas and Year levels to ensure equity for students and transparency of the assessment process. The underlying principle is that no student is disadvantaged or gains an advantage through circumstances beyond their control. Students should feel that all assessment is fair and equitable.

1. Policy

3.1 Commencement of Assessment

3.1.1 Years 7 - 10

Student progress throughout Years 7, 8, 9 and 10 are reported via a grade (A - E) which summarises the level of a student's performance in a particular course. Marks may be awarded for a task which will reflect the range within the A - E grade awarded. In this instance, marks will also be indicated with grades on the Marking Criteria/Guidelines. The assessment program will begin at the commencement of each academic year.

3.2 Assessment Notification

3.2.1 All students are provided with an electronic copy of their relevant assessment Handbook via Canvas at the commencement of each school year. This booklet will be updated as required and can be accessed, along with the Assessment Overview, on Canvas Course: [Year 8 Wellbeing](#) and the College website.

3.2.2 Assessment Handbooks contain a copy of this policy, and an Assessment Overview outlining the assessment program for each subject including the following details for each assessment task held throughout each Report Semester:

- Date/Week of task
- Nature of each task
- Report Outcomes assessed.

3.2.3 Students may also be given more detailed notification of assessment tasks in writing, at least two weeks prior to a task.

3.3 Absence from Assessment Tasks

3.3.1 It is the expectation of the College that students will be present at school for any scheduled assessment task and that any take-home task or assignment will be submitted by the due date.

3.4 Role of ICT

3.4.1 The College does not guarantee that College ICT resources will:

- (a) always be available (including printing); or
- (b) be free from any defects.

3.4.2 Students must take personal responsibility for their assessment work, including the use of ICT. Therefore, tasks not submitted on the due date owing to computer, device, printer, USB, Internet, or another ICT failure WILL NOT be accepted for grounds of non-completion/non-submission.

3.4.3 The "backing up" of all work is the responsibility of the student and the College does not accept responsibility for the lateness of completion of assessment tasks due to technological failure.

Students should employ strategies to prevent the loss of work. These might include:

- backing up files regularly
- sending work to your email during the progress of the task
- printing off hard copies during the progress of the task

- saving work in Google Drive
- backing up devices regularly

3.5 Plagiarism and Academic Misconduct

- 3.5.1 The College has procedures to deal with allegations of different types of academic misconduct by students.
- 3.5.2 Plagiarism is one type of academic misconduct. Teachers will use their professional judgement to discount all or part of any work that is plagiarised in the marking process, and all assessment submissions in Canvas will undergo a plagiarism check through *unicheck*. Students have access to unichack, and should ensure that they check all of their work before submission. 'Plagiarism is when you pretend that you have written or created a piece of work that someone else originated.' (Board of Studies, HSC Assessments and Submitted Works, Advice to Students, 2006) [NESA - Plagiarism](#)

3.6 Illness/Misadventure

- 3.6.1 The illness and misadventure process is available to support students who are unwell or have an accident or other misadventure at the time of a formal assessment or examination.
- 3.6.2 Any illness or medical procedure that prevents a student from attending, completing, or submitting a scheduled assessment task may be considered reasonable grounds for application of Illness.
- 3.6.3 If a student experiences illness with regard to attending, completing, or submitting an assessment task they must make an application for Illness using the Illness/Misadventure form via Canvas - Year 8 Learning and Wellbeing on, before, or **within two consecutive days of the due date**. Students/Parents may want to contact the Director of Learning and Innovation, or the relevant Leader of Learning and Wellbeing to inform them that Illness has occurred and an application will be pending.

Concession for Illness will only be approved by the College Principal and/or Director of Learning and Innovation. All applications will be reviewed and **medical certification or note of parental explanation will be required**. A copy of the IMF google form is available on Canvas - [Year 8 Wellbeing](#), or via the College website.

- 3.6.4 Students must be prepared to attend, complete or submit the assessment task on the next day of their return to the College, with a submitted Illness/Misadventure form and accompanying Documentation.
- 3.6.5 Misadventure is any unknown event that prevents a student from attending, completing or submitting a scheduled assessment task.
- 3.6.6 If a student experiences misadventure with regard to attending, completing or submitting an assessment task they must make an application for Misadventure using the Illness/Misadventure form (IMF form) via Canvas on, before, or **within two days of the due date**. Students/Parents may want to contact the Director of Learning and Innovation, or the relevant Leader of Learning and Wellbeing to inform them that a Misadventure has occurred and an application will be pending. A copy of the IMF google form is available on Canvas - *Year 8 Learning and Wellbeing*, or via the College website.
- 3.6.7 Misadventure will only be approved by the College Principal and/or Director of Learning and Innovation. All applications will be reviewed and **supporting documentation or note of parental explanation may be required**.

3.6.8 Students must be prepared to attend, complete or submit the assessment task on the next day of their return to the College, with a submitted Illness/Misadventure and accompanying documentation.

3.7 Appeals and penalties

3.7.1 Students may appeal an assessment result that is believed to be incorrect. Students should contact their teacher immediately if they believe their assessment result is incorrect. If students feel they have been incorrectly graded in a course, they should talk to their teacher immediately. If still not satisfied that the result is correct, students can apply to the Principal or Director of Learning and Innovation for a review. In this review, the College will review the student's task in light of the marking process, including:

- how the task reflects the course performance band descriptors
- weighted its assessment tasks in line with the NES requirements
- complied with its stated assessment program when deciding your grade
- miscalculated or made a clerical error when deciding your assessment grade.

3.7.2 **Penalties** - Students who fail to attend, complete, or submit an assessment task on time, without Illness/Misadventure Approval **must attend a two-hour Thursday workshop**, with the intention that they complete the overdue assessment work. The class teacher will contact parents directly to communicate, in this instance. The College Leaders of Learning may also make contact with parents/guardians and an interview may be required to outline College requirements and expectations.

3.7.1 Students who **submit or complete assessment work before the two-hour Thursday date issued, will be required to attend the workshop for one hour**, as a consequence of the penalty for failing to complete/submit assessment work according to submission details.

3.8 Student results and feedback

3.8.1 Teacher feedback about student learning is essential for students and integral to teaching, learning and assessment. Feedback can clarify for students:

- how their knowledge, understanding, and skills are developing in relation to the syllabus outcomes and content being addressed
- how to improve their learning.

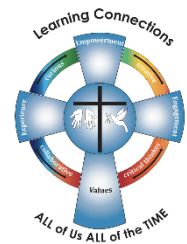
3.8.2 While it is not a requirement for teachers to provide informal feedback to students during the development of student work for a formal assessment task, it may be a valuable way for teachers to monitor student progress and the authorship of student work.

- Marks or grades are not to be attributed to informal feedback, rather, teacher feedback should be descriptive in its nature, allowing students to improve upon their achievement of the outcomes being assessed.
- The College and Learning Faculties will make decisions and notify students regarding the provisions of informal feedback ensuring equal opportunity for all students to receive feedback from teachers.
- Formal assessments will have checkpoint dates, which will be an opportunity for teachers to give students feedback on the achievement of the syllabus outcomes being assessed.

3.8.3 The College will ensure that following the completion/submission of student tasks, they will be graded and given appropriate feedback **within 10 school days of completion/submission.**



Assessment Overview Year 8 2022



	Term 1	Term 2	Term 3	Term 4
1		PDHPE Sem 1 Visual Arts		Sem 2 Visual Arts
2		Geography	History	
3				
4	Visual Arts		Visual Arts	Geography PDHPE
5	Maths Visual Arts Tech. Food & Agriculture Tech. Timber & Digital technologies Tech.Textiles & Media Tech.Metal & Graphics	Geography	Visual Arts Tech. Food & Agriculture Tech. Timber & Digital technologies Tech.Textiles & Media Tech.Metal & Graphics	
6	Music Sem 1 Visual Arts	Assessment block Maths Science Sem 1 Music Japanese	Music Sem 2 Visual Arts	Assessment block Flourish Maths Science Sem 2 Music French Japanese
7	History	Tech. Timber & Digital technologies Sem 1 Tech.Textiles & Media Sem 1 Tech.Metal & Graphics Sem 1 Timber tech. Sem 1 Digital tech.		Sem 2 Tech. Timber & Digital technologies Sem 2 Tech.Textiles & Media Sem 2 Tech.Metal & Graphics French Japanese Sem 2 Timber tech. Sem 2 Digital tech.
8	Flourish Sem 1 Food Tech Sem 1 Agriculture Tech	French Sem 1 Visual Arts Sem 1 Timber tech. Sem 1 Digital tech. Sem 1 Tech.Metal & Graphics	French Japanese	Sem 2 Visual Arts Sem 2 Food Tech Sem 2 Agriculture Tech Sem 2 Tech.Metal & Graphics
9	French Japanese		Flourish	
10	Science Sem 1 Music Sem 1 Visual Arts	Flourish	Maths Sem 2 Music Sem 2 Visual Arts	



Assessment / Report Program Year 8 2022



Subject	FLOURISH					
Year	Year 8					
Task Number Task Type	Report Outcomes	Task Notification Date	Task Due Date	Sem 1 Report Weighting *	Sem 2 Report Weighting *	Yearly Weighting **
1. Scene Redesign - Storyboard and Reflective Writing response	1, 2, 3, 4, 5, 6	Term 1 Week 4, Wed Feb 23rd	Term 1 Week 8, Wed Mar 23rd	100		25
2. Persuasive Advertisement (PBL) and Individual Reflection	1, 2, 5, 6, 7	Term 2, Week 6	Term 2, Week 10 Wed Jun 29th		35	25
3. Narrative and Reflection	1, 2, 5, 6, 8	Term 3, Week 5	Term 3, Week 9 Wed Sep 14th		35	25
4. Exam	1, 2, 5, 6, 9	Term 4, Week 2	Term 4 Week 6 Assessment Block 14th - 18th November		30	25
TOTAL:				100%	100%	100%

FLOURISH Report Outcomes	
1	responds to a variety of texts, including Sacred Scripture and Tradition in appreciative, imaginative and interpretive ways
2	composes clear and coherent texts in critical, imaginative and interpretative ways, appropriate to audience, purpose and context
3	demonstrates a Catholic understanding of the teachings of Sacred Scripture and Tradition with regard to the dignity of every person
4	demonstrates ways in which prayer and spirituality are faith responses central to the life and mission of the Church
5	uses language to shape meaning through the thoughtful selection and ordering of appropriate content, and by drawing on a widening repertoire of language choices

6	uses, reflects on and assesses their individual and collaborative skills for learning
7	demonstrates an understanding of how God is revealed in the beauty of creation in our world and our responsibility to care for our common home
8	demonstrate an understanding of Scriptures and Church teachings that reflects our Christian mission to be peacemakers in the world
9	Demonstrates an understanding of how Reconciliation renews and rebuilds relationships with God, others and ourselves

Subject	Mathematics					
Year	Year 8					
Task Number Task Type	Report Outcomes	Task Notification Date	Task Due Date	Sem 1 Report Weighting *	Sem 2 Report Weighting *	Yearly Weighting **
1. Triangles and Quadrilaterals In Class test	1	Term 1, Week 3	Term 1 Week 5	25%		12.5%
2. Semester 1 Examination	2, 3, 4	Term 2, Week 4	Term 2, Week 6	75%		37.5%
3. Percentages in-class test	5	Term 3, Week 8	Term 3, Week 10		20%	10%
4. Semester 2 Examination	6, 7, 8, 9	Term 4, Week 4	Term 4, Week 6		80%	40%
TOTAL:				100%	100%	100%

Mathematics Report Outcomes	
1	classifies, describes and uses properties of triangles and quadrilaterals
2	analyses single sets of data using measures of location and range
3	generalises number properties to operate with algebraic expression
4	operates with positive-integer and zero indices of numerical bases
5	solves problems involving purchasing goods
6	applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solve related problems
7	creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
8	uses formulas to calculate area of quadrilaterals and circles; and uses formulas volumes of prisms and cylinders
9	operates with rates and ratios, and explores their graphical representation

Subject		Science				
Year 8		Year 2022				
Task Number	Report Outcomes	Task Notification Date	Task Due Date	Sem 1 Report Weighting *	Sem 2 Report Weighting *	Yearly Weighting **
Task 1: Depth study	1, 2, 3, 4, 5, 8	Monday 21st March Term 1 Week 8	4th April 2022 Term 1 Week 10	60		30
Task 2: Examination	6, 7, 11, 12	Monday 16th May Term 2 Week 4	Term 2 Week 6 Assessment Block 30th May - 3rd June	40		20
Task 3: Water PBL	10, 4	Monday 1st August Term 3 Week 3	Term 3 TBC		60	30
Task 4: Examination	1, 9	Monday 31st October Term 4 Week 4	Term 4 Week 6 Assessment Block 14th - 18th November		40	20
TOTAL:				100%	100%	100%

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

Subject	Geography					
Year	Year 8					
Task Number Task Type	Report Outcomes	Task Notification Date	Task Due Date	Sem 1 Report Weighting *	Sem 2 Report Weighting *	Yearly Weighting **
1. Research Investigation	1, 2	Term 1, Week 9 - 28th April	Term 2, Week 2 - 2nd May	60		30
2. In Class Skills Test	3	Term 2, Week 3 - 9th May	Term 2, Week 5	40		20
3. Water Project	1, 2, 4	Term 3, Week 5 - 15th August	Term 3 Week 7-9 (Date TBC)		60	30
4. In Class Skills Test	3	Term 4, Week 2 - 17th October	Term 4, Week 4		40	20
TOTAL:				100%	100%	100%

Geography Report Outcomes	
1	Explains how interactions and connections between people, places and environments result in change
2	Communicates geographical information using a variety of strategies
3	Acquires and processes geographical information by selecting and using geographical tools for inquiry
4	Discusses management of places and environments for their sustainability

Subject	History					
Year	Year 8					
Task Number Task Type	Report Outcomes	Task Notification Date	Task Due Date	Sem 1 Report Weighting *	Sem 2 Report Weighting *	Yearly Weighting **
1. Medieval Research Task	1,2,3,4	Term 1, Week 4 - 23/2/22	Term 1 Week 7 - 16/3/22	100%		50%
2. Source Analysis Task Japan and the Shoguns	1,2,3,4	Term 2, Week 10 - 26/6/22	Term 3, Week 2 - 27/7/22		100%	50%
TOTAL:				100%	100%	100%

History Report Outcomes	
1	Describes and explains the causes and effects of events and developments of past societies over time
2	Uses evidence from sources to support historical narratives and explanations.
3	Identifies and describes different contexts, perspectives and interpretations of the past
4	Uses a range of historical terms and concepts when communicating an understanding of the past

Subject		Personal Development Health and Physical Education				
Year		Year 8				
Task Number	Report Outcomes	Task Notification Date	Task Due Date	Sem 1 Report Weighting *	Sem 2 Report Weighting *	Yearly Weighting **
1. Hand-in Task.	1, 2	Week 9, Term 1 - 28/3/22	Week 1, Term 2 - 29/4/22	50%		25%
2. In class practical skills performance	3, 4	Week 1, Term 1	Ongoing	50%		25%
3. Hand-in Task Be Smart Don't Start	5, 6	Week 7, Term 3 - 29/8/22	Week 4, Term 4 - 31/10/22		50%	25%
4. In class practical skills performance	7, 8	Week 1, Term 3	Ongoing		50%	25%
TOTAL:				100%	100%	100%

Personal Development Health and Physical Education Report Outcomes	
1	analyses forms of bullying and the impact they have on health, safety and wellbeing
2	discusses strategies to promote their own and others' health, safety and wellbeing
3	refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
4	adopts roles and responsibilities that support and enhance planning of physical activities, team cohesion and lead to successful movement outcomes
5	Classify drugs and describe the short and long term effects of drug use on health, safety and wellbeing
6	Examine risk-taking scenarios and discuss the outcome of negative risk behaviours on health and wellbeing e.g. drinking alcohol and consuming drugs at a party
7	refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
8	adopts roles and responsibilities that support and enhance planning of physical activities, team cohesion and lead to successful movement outcomes

Subject		Music				
Year		Year 8				
Task Number	Report Outcomes	Task Notification Date	Task Due Date	Sem 1 Report Weighting *	Sem 2 Report Weighting *	Yearly Weighting **
Task Type						
1. In-Class Task	1, 2	<u>Sem 1:</u> Week 6, Term 1 10th (A), 11th (G), 12th March (C, E, I)	<u>Sem 1:</u> Week 10, Term 1 6th (A), 7th (G), 8th April (C, E, I)	25% (Performing)	25%	25%
		<u>Sem 2:</u> Week 6, Term 3 24th (B), 26th (H), 27th August (D, F, J)	<u>Sem 2:</u> Week 10, Term 3 21st (B), 22nd (H), 23rd September (D, F, J)			
2. Hand-In Task	3, 4, 5, 6, 7	<u>Sem 1:</u> Week 6, Term 1 10th (A), 11th (G), 12th March (C, E, I)	<u>Sem 1:</u> Week 10, Term 1 8th April	40% (Composing 25 + Listening 15)	40% (25+15)	40%
		<u>Sem 2:</u> Week 6, Term 3 24th (B), 26th (H), 27th August (D, F, J)	<u>Sem 2:</u> Week 10, Term 3 23rd September			
3. Hand-In/ In-Class Task	1*, 2*, 3*, 4*, 5*, 6, 7	<u>Sem 1</u> Week 2, Term 2 4th (A), 5th (G), 6th May (C, E, I)	<u>Sem 1</u> Week 6, Term 2 1st (A), 2nd (G), 3rd June (C, E, I)	35% (Performing or Composing 20 + Listening 15)	35% (20+15)	35%
		<u>Sem 2</u> Week 2, Term 4 19th (B), 20th (H), 21st October (D, F, J)	<u>Sem 2</u> Week 6, Term 4 16th (B), 17th (H), 18th November (D, F, J)			
TOTAL:				100%	100%	100%

Music Report Outcomes	
1	performs in a range of musical styles demonstrating an understanding of musical concepts

2	performs music demonstrating solo and/or ensemble awareness
3	demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
4	notates compositions using traditional and/or non-traditional notation
5	experiments with different forms of technology in the composition process
6	demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
7	identifies the use of technology in the music selected for study, appropriate to the musical context

Subject	Visual Arts					
Year	Year 8					
Task Number Task Type	Report Outcomes	Task Notification Date	Task Due Date	Sem 1 Report Weighting *	Sem 2 Report Weighting *	Yearly Weighting **
1.Statement of Intention	4.9	<u>Semester 1</u> Term 1, Week 4 22nd Feb (F, J, H) 23rd Feb (B, D) <u>Semester 2</u> Term 3, Week 4 9th Aug (A,G) 10th Aug (C) 12th Aug (E, I)	Term 1, Week 6 8th Mar (F,J, H) 9th Mar (B,D) <u>Semester 2</u> Term 3, Week 6 23rd Aug (A,G) 24th Aug (C) 26th Aug (E, I)	10%	10%	10%
2. 2D Body of Work & Process Diary	4.1, 4.3, 4.5, 4.6	<u>Semester 1</u> Term 1, Week 5 28th Feb (B,D,H) 1st Mar (F,J) <u>Semester 2</u> Term 3, Week 5 15th Aug (I) 17th Aug (A, C, E) 18th Aug (G)	<u>Semester 1</u> Term 1, Week 10 5th Apr (F,H,J) 6th Apr (B,D) <u>Semester 2</u> Term 3, Week 10 20th Sept (A,G) 21st Sept (C) 23rd Sept (E, I)	60%	60%	60%
3.2D Body of Work Evaluation	4.10	<u>Semester 1</u> Term 1, Week 10 5th April (F,H,J) 6th April (B,D) <u>Semester 2</u> Term 3, Week 10 20th Sept (A,G) 21st Sept	<u>Semester 1</u> Term 2, Week 1 27th April (B,H,J) 28th April (F) 29th April (D) <u>Semester 2</u> Term 4, Week 1 10th Oct (I) 12th Oct (A,C,E)	20%	20%	20%

		(C) 23rd Sept (E, I)	13th Oct (G)			
4.Virtual Exhibition	4.1	<u>Semester 1</u> Term 2, Week 2 3rd May (F,H,J) 4th May (B,D) <u>Semester 2</u> Term 4, Week 2 18th Oct (A,G) 19th Oct (C) 21st Oct (E, I)	<u>Semester 1</u> Term 2, Week 8 14th June (F,H,J) 15th June (B,D) <u>Semester 2</u> Term 4, Week 8 29th Nov (A,G) 30th Nov (C) 2nd Dec (E, I)	10%	10%	10%
TOTAL:				100%	100%	100%

Visual Arts Report Outcomes	
1	uses a range of strategies to explore different artmaking conventions and procedures to make artworks
2	makes artworks that involve some understanding of the frames
3	Investigate ways to develop meaning in their artworks
4	selects different materials and techniques to make artworks
5	begins to acknowledge that art can be interpreted from different points of view
6	recognises that art criticism and art history construct meanings

Subject		Technology Mandatory – Food and Agriculture Semester One Rotation				
Year		Year 8				
Task Number	Report Outcomes	Task Notification Date	Task Due Date	Sem 1 Report Weighting *	Sem 2 Report Weighting *	Yearly Weighting **
1. Food Preparation and Agricultural Skills	TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects	Term 1 Week 5	Cumulative assessment of practical skills throughout the Semester	60%		
2. Learning Portfolio	TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities	Term 1 Week 5	Cumulative collection throughout the Semester. Final Submission Term 2 Week 8	40%		
TOTAL:				100%		

Subject		Technology Mandatory – Food and Agriculture Semester Two Rotation				
Year		Year 8				
Task Number	Report Outcomes	Task Notification Date	Task Due Date	Sem 1 Report Weighting *	Sem 2 Report Weighting *	Yearly Weighting **
1. Food Preparation and Agricultural Skills	TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects	Term 3 Week 5	Cumulative assessment of practical skills throughout the Semester		60%	
2. Learning Portfolio	TE4-1DP designs, communicates and	Term 3 Week 5	Cumulative collection throughout the Semester.		40%	

	evaluates innovative ideas and creative solutions to authentic problems or opportunities		Final Submission Term 4 Week 8			
			TOTAL:		100%	

Technology Mandatory – Food and Agriculture Report Outcomes Semester One and Two

1	designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
2	selects and safely applies a broad range of tools, materials and processes in the production of quality projects

Subject	Technology Mandatory – Timber and Digital Technologies Semester One Rotation					
Year	Year 8					
Task Number Task Type	Report Outcomes	Task Notification Date	Task Due Date	Sem 1 Report Weighting *	Sem 2 Report Weighting *	Yearly Weighting **
1. Design Project Phone Stand	TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects	Term 1 Week 5	Term 2 Week 7	15%		
2. Design Project Pencil Box	TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects	Term 1 Week 5	Term 2 Week 7	15%		
2. Robotics and Coding Activities	TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects	Term 1 Week 5	Term 2 Week 7	30%		
2. Learning Portfolio	TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities	Term 1 Week 5	Cumulative collection throughout the Semester. Final Submission Term 2 Week 8	40%		
TOTAL:				100%		

Subject		Technology Mandatory – Timber and Digital Technologies Semester Two Rotation				
Year		Year 8				
Task Number	Report Outcomes	Task Notification Date	Task Due Date	Sem 1 Report Weighting *	Sem 2 Report Weighting *	Yearly Weighting **
1. Design Project Phone Stand	TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects	Term 3 Week 5	Term 4 Week 7		15%	
2. Design Project Pencil Box	TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects	Term 3 Week 5	Term 4 Week 7		15%	
2. Robotics and Coding Activities	TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects	Term 3 Week 5	Term 4 Week 7		30%	
2. Learning Portfolio	TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities	Term 3 Week 5	Cumulative collection throughout the Semester. Final Submission Term 4 Week 8		40%	
TOTAL:					100%	

Technology Mandatory – Timber and Digital Technologies Report Outcomes Semester One and Two	
1	designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
2	selects and safely applies a broad range of tools, materials and processes in the production of quality projects

Subject	Technology Mandatory – Textiles and Media Technologies Semester One Rotation					
Year	Year 8					
Task Number Task Type	Report Outcomes	Task Notification Date	Task Due Date	Sem 1 Report Weighting *	Sem 2 Report Weighting *	Yearly Weighting **
1. Design Project Practical Shorts	TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects	Term 1 Week 5	Term 2 Week 7	60%		
2. Design Project Portfolio Website	TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities	Term 1 Week 5	Cumulative collection throughout the Semester. Final Submission Term 2 Week 8	40%		
TOTAL:				100%	100%	100%

Subject		Technology Mandatory – Textiles and Media Technologies Semester Two Rotation				
Year		Year 8				
Task Number	Report Outcomes	Task Notification Date	Task Due Date	Sem 1 Report Weighting *	Sem 2 Report Weighting *	Yearly Weighting **
1. Design Project Practical Shorts	TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects	Term 3 Week 5	Term 4 Week 7		60%	
2. Design Project Portfolio Website	TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities	Term 3 Week 5	Cumulative collection throughout the Semester. Final Submission Term 4 Week 8		40%	
TOTAL:					100%	

Technology Mandatory – Textiles and Media Technologies Report Outcomes Semester One and Two	
1	designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
2	selects and safely applies a broad range of tools, materials and processes in the production of quality projects

Subject		Technology Mandatory – Metal and Graphics Technologies Semester One Rotation				
Year		Year 8				
Task Number	Report Outcomes	Task Notification Date	Task Due Date	Sem 1 Report Weighting *	Sem 2 Report Weighting *	Yearly Weighting **
1. Design Project Garden Spade	TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects	Term 1 Week 5	Term 2 Week 7	30%		
2. Graphic Art Design Project	TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects	Term 1 Week 5	Term 2 Week 7	30%		
2. Learning Portfolio	TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities	Term 1 Week 5	Cumulative collection throughout the Semester. Final Submission Term 2 Week 8	40%		
TOTAL:				100%		

Subject		Technology Mandatory – Metal and Graphics Technologies Semester Two Rotation				
Year		Year 8				
Task Number	Report Outcomes	Task Notification Date	Task Due Date	Sem 1 Report Weighting *	Sem 2 Report Weighting *	Yearly Weighting **
1. Design Project Garden Spade	TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects	Term 3 Week 5	Term 4 Week 7		30%	
2. Graphic Art Design Project	TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects	Term 3 Week 5	Term 4 Week 7		30%	
2. Learning Portfolio	TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities	Term 3 Week 5	Cumulative collection throughout the Semester. Final Submission Term 4 Week 8		40%	
TOTAL:					100%	

Technology Mandatory – Metal and Graphics Technologies Report Outcomes Semester One and Two	
1	designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
2	selects and safely applies a broad range of tools, materials and processes in the production of quality projects

Subject	French					
Year	Year 8					
Task Number Task Type	Report Outcomes	Task Notification Date	Task Due Date	Sem 1 Report Weighting *	Sem 2 Report Weighting *	Yearly Weighting **
1. Dialogue	1, 3	Term 1, Week 7	Term 1, Week 9 Friday 1st April	40%		
2. Topic Test	2, 3	Term 2, Week 6	Term 2, Week 8 Tuesday 14th June (8C/8G) Thursday 16th June (8E)	60%		
3. Advertisement	1, 4	Term 3, Week 6	Term 3, Week 8		35%	
4. Yearly Examination	2, 3, 4	Term 4, Week 5	Term 4, Week 6		65%	
TOTAL:				100%	100%	100%

French Report Outcomes	
1	uses French to interact with others to exchange information, ideas and opinions on topics of interest.
2	identifies main ideas and specific information in a range of written, spoken and digital texts, and responds in French or English
3	composes texts for different purposes and audiences, using known linguistic structures
4	identifies that language use reflects cultural ideas, values and beliefs

Subject	Japanese					
Year	Year 8					
Task Number Task Type	Report Outcomes	Task Notification Date	Task Due Date	Sem 1 Report Weighting *	Sem 2 Report Weighting *	Yearly Weighting **
1. Self-introduction Role Play	1, 5	Term 1, Week 7	Term 1, Week 9 Friday 1st April	35%		
2. Half-yearly Examination	2, 3, 4	Term 2, Week 4	Term 2, Week 6 Monday 30th May (8F/8D) Tuesday 31st May (8A/8B)	65%		
3. Japanese House Floor Plan	5	Term 3, Week 6	Term 3, Week 8		40%	
4. Yearly Examination	2, 3, 4	Term 4, Week 5	Term 4, Week 6		60%	
TOTAL:				100%	100%	100%

Japanese Report Outcomes	
1	uses Japanese to interact with others to exchange information, ideas and opinions on topics of interest.
2	identifies main ideas and specific information in a range of written, spoken and digital texts, and responds in Japanese or English
3	composes texts for different purposes and audiences, using known linguistic structures
4	demonstrates understanding of key aspects of Japanese writing conventions
5	identifies that language use reflects cultural ideas, values and beliefs