

Francis Greenway High School

Respect, Responsibility, Cooperation, Commitment



YEAR 8

ASSESSMENT INFORMATION

2024

COURSE CONTACTS

PRINCIPAL **B Higginbottom**

DEPUTY PRINCIPAL **K Lake**

YEAR ADVISER **C Elers**

Core Subjects

English

D Walsh

Mathematics

S Abel

Science

J Bromley

PDHPE

L Johnston

History

C Perry

Technology Mandatory

R Murphy

Electives

Sport Academy

L Johnston

Jewellery Design

R Murphy

Drawing & Design

M Ayres

Bake Boss

R Murphy

This booklet is issued to Year 8 students of Francis Greenway High School. This booklet provides information to students and parents/carers about:

- (i) Assessment procedures and grades
- (ii) FGHS policy for late/non-completion of assessment tasks – Stage 4
- (iii) Applications for Illness/ Misadventure
- (iv) Malpractice
- (v) Assessment schedules for each course

ASSESSMENT PROCEDURES AND GRADES

The purpose of assessment is to judge competence on the basis of performance. This judgement is made on the basis of evidence which may be in a variety of forms. Schools are responsible for awarding each student who completes a Stage 4 course a grade to represent that student's achievement in accordance with the A to E grade scales detailed below.

Below is a breakdown of the mark ranges for each grade, depending on the value or weighting of the assessment task. Included is a general description of student performance within this range.

Grade	10% Weight Mark Range	20% Weight Mark Range	General Performance Criteria <i>Students performing at this grade are typically;</i>
A	9-10	17-20	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	7-8	13-16	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 is able to apply this knowledge and these skills to most situations.
C	5-6	9-12	The student has a substantial knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	3-4	5-8	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	1-2	1-4	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.
N	0	0	The student has not satisfactorily attempted the content, therefore failing to demonstrate the processes and skills.

Teachers will assess the student's actual performance, not potential performance. Assessment marks will not be modified to take into account possible effects of illness or domestic situations.

Schools may offer substitute tasks or, in exceptional circumstances, estimates based on other tasks.

Assessment tasks will generally be one, or a combination of:

- Scheduled tasks completed in-class under examination conditions.
- Hand-in tasks that are submitted via an online platform or handed-in by a due date and time.
- Practical assessments completed in class.

At least two calendar weeks notice of the details of a task will be given. Tasks are due at the beginning of the lesson of that subject on the due date. Students will sign the Assessment Task Register document when they have received their task, submitted their task, and had their task marked and returned. School reports will be issued twice during the school year. This report will show the student's level of achievement of relevant outcomes for each course.

FRANCIS GREENWAY HIGH SCHOOL POLICY FOR LATE/ NON-COMPLETION OF ASSESSMENT TASKS – STAGE 4

Assessment tasks will be scheduled to be completed / submitted to teachers on or by specified dates throughout each course. **Attendance, on the day the assessment task is either to be performed or submitted, is essential.** If a student knows beforehand that they are going to be absent on the day that an assessment task is due, or is to be conducted, the student must notify their class teacher beforehand.

1. If a student is unable to complete any hand-in assessment task, including online submission, by the due date, they may submit it unfinished and receive marks according to the quality of the work done.
2. If however, the student
 - (a) does not hand in any evidence of work on or before the due time/ date; or
 - (b) is absent on the day a **hand-in** assessment task is due, they will receive a penalty of 5% of the available marks per school day that the task is overdue. After 10 school days, they will receive a zero for that task.
 - (c) is absent on the day an **in-class** assessment task is scheduled, they will receive a penalty of 5% of the available marks per lesson that the task is overdue. After 10 lessons they will receive a zero for that task. The student must complete the task on the first lesson upon their return. Note: *An estimate may be given for a practical task if it cannot be rescheduled.*

3. If a student is found to have engaged in malpractice in an assessment task, they may be awarded a zero mark.

In either 2 (a), (b) or (c) above, the student may request *consideration for illness or misadventure*. See below for further information.

APPLICATIONS FOR CONSIDERATION OF ILLNESS/MISADVENTURE

Students who have a special circumstance that prevented them from completing an assessment task by the due date or attend a scheduled test/ practical assessment, may request ***consideration for illness or misadventure***. This application is made by the student's parent/ carer providing a written justification to the class teacher or head teacher within two school days following the specified due date for the task, or by the second day of return to school after an absence which encompasses the due date.

An Application for Consideration- Illness/Misadventure requires the following information:

1. Written justification from parent/carers. Supporting documentation, such as a Medical Certificate, may also be provided.' *Note: written justification includes parent/carers communication with the school (SMS or phone call) to explain the student's absence.*

Applications may be in respect of:

- Illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the assessment (e.g.: asthma attack, cut hand).
- Misadventure – any event beyond the student's control which allegedly affected the student's performance in the assessment (e.g., death of a friend or family member, involved in traffic accident).

Limitations on Applications

Students may only apply in relation to circumstances that occur immediately before or during an assessment and that affect their performance in the assessment.

You cannot submit an application on the basis of:

- long term illnesses such as asthma, epilepsy, or glandular fever, unless you suffer a flare up of that condition during the assessment
- the same grounds for which you received disability provisions, unless you experience additional difficulties during an assessment

- Computer/prINTER/technology malfunctions or difficulties
- Misreading the assessment timetable, instructions, or notification
- Not understanding assessment commitment when on approved family leave

The application will be reviewed by the class teacher and the head teacher of the course. A determination will be made and a recommendation given. **Once this determination is made, the decision is final.**

WHAT IS MALPRACTICE?

Cheating or malpractice 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.

Examples of behaviour considered to be cheating include:

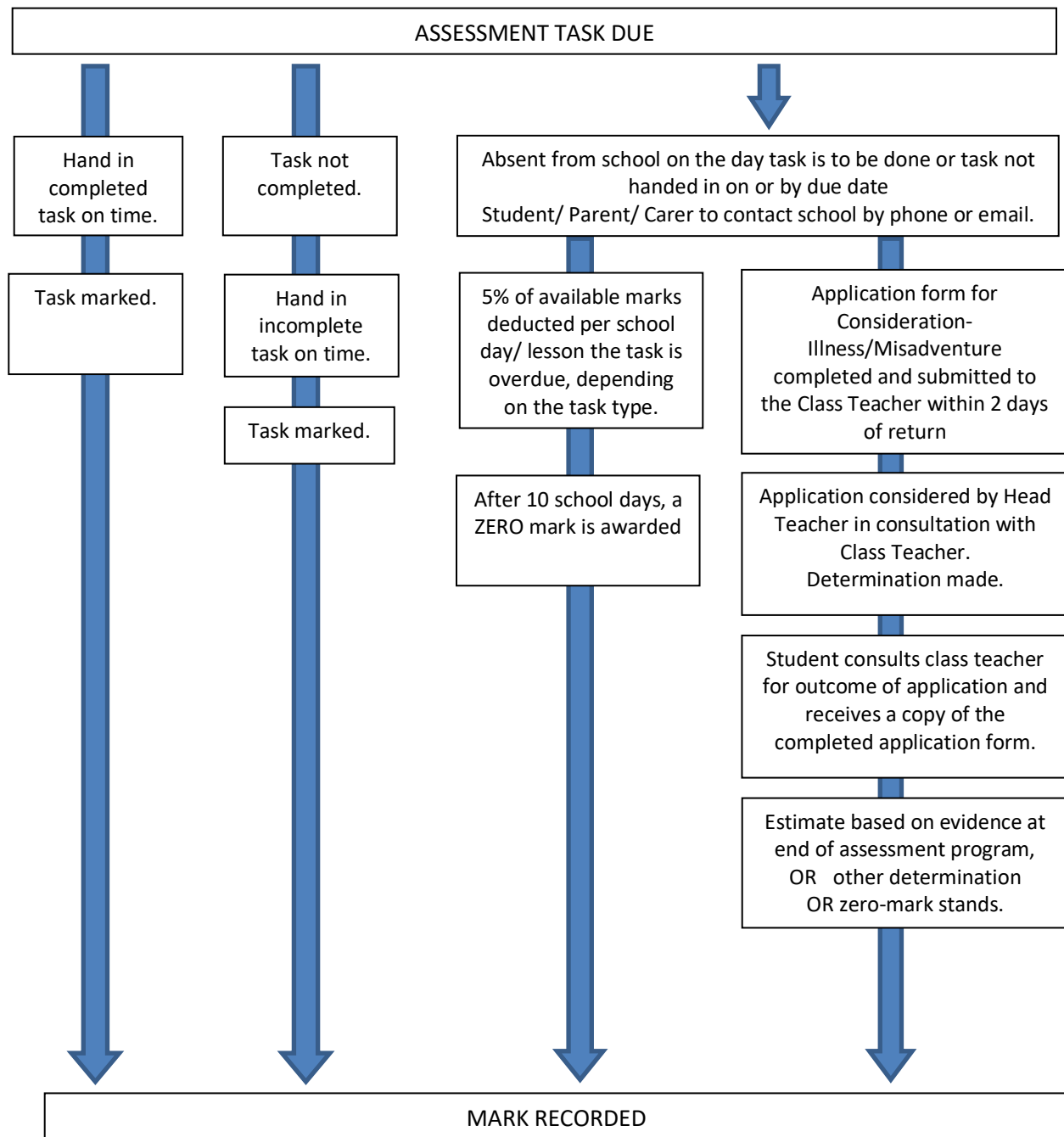
- copying, buying, stealing, or borrowing someone else's work in part or in whole, and presenting it as their own.
- using material directly from books, journals, CDs or the Internet without acknowledging the source;
- submitting work that contains a large contribution from another person, such as a parent, coach or subject expert, that is not acknowledged;
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs, and journals.
- using any artificial intelligence software in any capacity.

These examples are generally referred to as **plagiarism**.

Students who submit work for assessment purposes that contain evidence of plagiarism may be awarded a zero mark for the task. A student may make an appeal. It will be the student's responsibility to prove to an appeals panel at FGHS that the submitted work in question is their own.

ASSESSMENT FLOW CHART

If a student knows beforehand that they are going to be absent on the day that an assessment task is due, or is to be conducted, the student must notify their class teacher beforehand.



YEAR 8 ASSESSMENT SCHEDULE SUMMARY, 2024

The purpose of the schedule below is to assist students to plan and prepare for assessment tasks. There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

Term 1 Week / Date	Subjects with a scheduled task
1 29/01	
2 05/02	
3 12/02	
4 19/02	
5 26/02	
6 04/03	
7 11/03	Mathematics, Sport Academy, History
8 18/03	Sport Academy, Music
9 25/03	Bake Boss
10 01/04	PDHPE, Drawing & Design, Technology Mandatory
11 08/04	English, PDHPE, Science

Term 2 Week / Date	Subjects with a scheduled task
1 29/04	
2 06/05	
3 13/05	
4 20/05	Drawing & Design, History, Science, Bake Boss
5 27/05	
6 03/06	Mathematics, Music
7 10/06	
8 17/06	Sport Academy,
9 24/06	PDHPE, Sport Academy
10 01/07	English, PDHPE

Term 3 Week / Date	Subjects with a scheduled task
1 22/07	
2 29/07	
3 05/08	
4 12/08	Bake Boss
5 19/08	Science
6 26/08	
7 02/09	
8 09/09	Mathematics, Music, History
9 16/09	Drawing & Design, PDHPE, Technology Mandatory, Sport Academy
10 23/09	English, PDHPE, Sport Academy, Science

Term 4 Week / Date	Subjects with a scheduled task
1 14/10	
2 21/10	English
3 28/10	Bake Boss
4 04/11	Mathematics, Drawing & Design, History, Technology Mandatory
5 11/11	Music
6 18/11	
7 25/11	
8 02/12	
9 09/12	
10 16/12	

ENGLISH ASSESSMENT SCHEDULE YEAR 8, 2024

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Discursive Response	Good Versus Evil	EN4-1A, EN4-5C, EN4-6C	25	Week 11 Term 1
Multimodal Creation	Multimedia	EN4-1A, EN4-3B, EN4-7D -	25	Week 10 Term 2
Imaginative Response	Vignettes of Childhood	EN4-4B, EN4-5C, EN4-8D	25	Week 10 Term 3
Yearly Examination	Introduction to Shakespeare	EN4-1A, EN4-3B, EN4-9E	25	Week 2 Term 4

Description of Outcomes

EN4-1A	A student responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
EN4-2A	A student effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies.
EN4-3B	A student uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts.
EN4-4B	A student makes effective language choices to creatively shape meaning with accuracy, clarity and coherence.
EN4-5C	A student thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts.
EN4-6C	A student identifies and explains connections between and among texts.
EN4-7D	A student demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it.
EN4-8D	A student identifies, considers and appreciates cultural expression in texts.
EN4-9E	A student uses, reflects on and assesses their individual and collaborative skills for learning.

NOTE: There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

MATHEMATICS ASSESSMENT SCHEDULE YEAR 8, 2024

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
In Class Examination (Summary Sheet)	Algebraic Techniques Probability	MA4-8NA MA4-21SP	25	Week 7 Term 1
Technology Assessment	Decimals & Percentages Financial Mathematics	MA4-5NA MA4-6NA	25	Week 6 Term 2
Assignment	Volume Circles	MA4-12MG MA4-13MG MA4-14MG	20	Week 8 Term 3
Formal Examination	Linear Relationships Measurement (Pythagoras)	MA4-11NA MA4-16MG	30	Week 4 Term 4

Description of Outcomes

	Communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
MA4-2WM	Applies appropriate mathematical techniques to solve problems
MA4-3WM	Recognises and explains mathematical relationships using reasoning
MA4-4NA	Compares, orders and calculates with integers, applying a range of strategies to aid computation
MA4-5NA	Operates with fractions, decimals and percentages
MA4-6NA	Solves financial problems involving purchasing goods
MA4-7NA	Operates with ratios and rates, and explores their graphical representation
MA4-8NA	Generalises number properties to operate with algebraic expressions
MA4-9NA	Operates with positive-integer and zero indices of numerical bases
MA4-10NA	Uses algebraic techniques to solve simple linear and quadratic equations
MA4-11NA	Creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
MA4-12MG	Calculates the perimeters of plane shapes and the circumferences of circles
MA4-13MG	Uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
MA4-14MG	Uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
MA4-15MG	Performs calculations of time that involve mixed units, and interprets time zones
MA4-16MG	Applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
MA4-17MG	Classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
MA4-18MG	Identifies and uses angle relationships, including those related to transversals on sets of parallel lines
MA4-19SP	Collects, represents and interprets single sets of data, using appropriate statistical displays
MA4-20SP	Analyses single sets of data using measures of location, and range
MA4-21SP	Represents probabilities of simple and compound events

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SCIENCE ASSESSMENT SCHEDULE YEAR 8, 2024

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Student Project	Physics & Forces	SC4-1VA, SC4-3VA, SC4-7WS, SC4-10PW	25	Week 11 Term 1
Knowledge Test	Working Scientifically, Physics & Forces, Ecology	SC4-15LW, SC4-10PW, SC4-13ES	25	Week 4 Term 2
Research Task	Animal Biology	SC4-3VA, SC4-9WS, SC4-15LW	25	Week 5 Term 3
Practical Task	Investigating Chemistry	SC4-6WS, SC4-7WS, SC4-17CW	25	Week 10 Term 3

Description of Outcomes

SC4-1VA	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC4-2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
SC4-3VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
SC4-4WS	identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
SC4-5WS	collaboratively and individually produces a plan to investigate questions and problems
SC4-6WS	follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
SC4-7WS	processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
SC4-8WS	selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
SC4-9WS	presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
SC4-10PW	describes the action of unbalanced forces in everyday situations
SC4-11PW	discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
SC4-12ES	describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
SC4-13ES	explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management
SC4-14LW	relates the structure and function of living things to their classification, survival and reproduction
SC4-15LW	explains how new biological evidence changes people's understanding of the world
SC4-16CW	describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
SC4-17CW	explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life

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HISTORY ASSESSMENT SCHEDULE YEAR 8, 2024

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Site Study	Investigating History	HT4-5 HT4-8	25	Week 7 Term 1
Source Portfolio	Ancient Egypt	HT4-1 HT4-6 HT4-8	25	Week 4 Term 2
Extended Response	Medieval Europe	HT4-3 HT4-6 HT4-10	25	Week 8 Term 3
Yearly Examination	Investigating History Ancient Egypt Ancient China Medieval Europe Polynesian Expansion	HT4-2 HT4-4 HT4-5	25	Week 4 Term 4

Description of Outcomes

HT4-1	Describes the nature of history and archaeology and explains their contribution to an understanding of the past
HT4-2	Describes major periods of historical time and sequences events, people and societies from the past
HT4-3	Describes and assesses the motives and actions of past individuals and groups in the context of past societies
HT4-4	Describes and explains the causes and effects of events and developments of past societies over time
HT4-5	Identifies the meaning, purpose and context of historical sources
HT4-6	Uses evidence from sources to support historical narratives and explanations
HT4-7	Identifies and describes different contexts, perspectives and interpretations of the past
HT4-8	Locates, selects and organises information from sources to develop an historical inquiry
HT4-9	Uses a range of historical terms and concepts when communicating an understanding of the past
HT4-10	Selects and uses appropriate oral, written, visual and digital forms to communicate about the past

NOTE: There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

MUSIC ASSESSMENT SCHEDULE YEAR 8, 2024

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Composition/performance	Rhythm and Rap	4.1, 4.3, 4.4	25	Week 8 Term 1
Musicology research	Aussie Rock	4.7, 4.9, 4.11	25	Week 6 Term 2
Composition/performance	Music for Film, Radio, Television and multimedia	4.1, 4.3, 4.4	25	Week 8 Term 3
Musicology/aural	Tone Colour	4.7, 4.8, 4.11	25	Week 5 Term 4

Description of 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, organising, arranging and composing.
4.5	notates compositions using traditional and/or non-traditional notation.
4.6	experiments with different forms of technology in the composition process.
4.7	demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas.
4.8	demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire.
4.9	demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study.
4.10	identifies the use of technology in the music selected for study, appropriate to the musical context.
4.11	demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form.
4.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.

NOTE: There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

DRAWING & DESIGN ASSESSMENT SCHEDULE YEAR 8, 2024

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Artmaking + Critical and Historical Studies	Fundamentals of Drawing	4.5, 4.7, 4.8	25%	Week 10 Term 1
Artmaking + Critical and Historical Studies	On the Street (Records/Stencil)	4.2, 4.4, 4.6	25%	Week 4 Term 2
Artmaking + Critical and Historical Studies	Contemporary Still Life	4.1, 4.9, 4.10	25%	Week 9 Term 3
Artmaking + Critical and Historical Studies	Found Objects in the Landscape	4.1, 4.3, 4.5	25%	Week 4 Term 4

Description of 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

NOTE: There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

TECHNOLOGY MANDATORY ASSESSMENT SCHEDULE YEAR 8, 2024

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Design Project	Project Based Practical Tasks and Folio (based on context taught)	TE4-1DP TE4-3DP	40	Week 10 Term 1
Design Project	Project Based Practical Tasks and Folio (based on context taught)	TE4-2DP TE4-10TS	40	Week 9 Term 3
Yearly Examination	Technology Mandatory Contexts in Focus	TE4-10TS TE4-7DI	20	Week 3 Term 4

Description of Outcomes

TE4-1DP	designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
TE4-2DP	plans and manages the production of designed solutions
TE4-3DP	selects and safely applies a broad range of tools, materials and processes in the production of quality projects
TE4-4DP	designs algorithms for digital solutions and implements them in a general-purpose programming language
TE4-5AC	investigates how food and fibre are produced in managed environments
TE4-6FO	explains how the characteristics and properties of food determine preparation techniques for healthy eating
TE4-7DI	explains how data is represented in digital systems and transmitted in networks
TE4-8EN	explains how force, motion and energy are used in engineered systems
TE4-9MA	investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
TE4-10TS	explains how people in technology related professions contribute to society now and into the future

NOTE: There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION
ASSESSMENT SCHEDULE YEAR 8, 2024

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Safety Presentation	Positive Risk and Decision Making	PD4-6 PD4-7	35%	Week 10/11 Term 1
Inclusive Game Design	Essential skills for success and inclusion in sport	PD4-3 PD4-10	30%	Week 9/10 Term 2
Transfer skills and Strategies	Strategic thinking and Problem solving while moving	PD4-4 PD4-5	35%	Week 9/10 Term 3

Description of 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
PD 4-3	investigates effective strategies to promote inclusivity, equality and respectful relationships
PD 4-4	refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
PD 4-5	transfers and adapts solutions to complex movement challenges
PD 4-6	recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
PD 4-7	investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
PD 4-8	plans for and participates in activities that encourage health and a lifetime of physical activity
PD 4-9	demonstrates self-management skills to effectively manage complex situations
PD 4-10	applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
PD 4-11	demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

NOTE: There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

SPORT ACADEMY ASSESSMENT SCHEDULE YEAR 8, 2024

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Player Profile	Fitness Components and Individual Performance	PASS5-1 PASS5-10	35	Week 7/8 Term 1
Skill Assessment	Skills for Successful Participation	PASS5-6 PASS5-7	30	Week 8/9 Term 2
Game Analysis	Skill proficiency and Strategies	PASS5-5 PASS5-9	35	Week 9/10 Term 3

Description of 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

NOTE: There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

BAKE BOSS ASSESSMENT SCHEDULE YEAR 8, 2024

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Practical	Introduction to Bake Boss	FT5-4 FT5-4	25	Week 9 Term 1
Quiz	Introduction to Bake Boss	FT5-7 FT5-9	25	Week 4 Term 2
Oral Presentation and Research Task	Classical Cookery	FT5-9 FT5-12	25	Week 4 Term 3
Photography Portfolio	Celebration Cakes	FT5-10 FT5-12	25	Week 3 Term 4

Description of Outcomes

FT5-1	demonstrates hygienic handling of food to ensure a safe and appealing product
FT5-2	identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
FT5-3	describes the physical and chemical properties of a variety of foods
FT5-4	accounts for changes to the properties of food which occur during food processing, preparation and storage
FT5-5	applies appropriate methods of food processing, preparation and storage
FT5-6	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
FT5-7	justifies food choices by analysing the factors that influence eating habits
FT5-8	collects, evaluates and applies information from a variety of sources
FT5-9	communicates ideas and information using a range of media and appropriate terminology
FT5-10	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
FT5-11	plans, prepares, presents and evaluates food solutions for specific purposes.
FT5-12	examines the relationship between food, technology and society.
FT5-13	evaluates the impact of activities related to food on the individual, society and the environment

NOTE: There will be occasions, due to unforeseen circumstances, where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.