



FRANCIS GREENWAY HIGH SCHOOL
JUNIOR ASSESSMENT BOOKLET
STAGE 4 YEAR 8
2021

This Junior Assessment Booklet is issued to Stage 4 students of Francis Greenway High School to provide information to students and parents/carers about:

- (i) assessment reporting grades;
- (ii) FGHS' policies for non-serious attempts at assessment tasks and late/non-submission of assessment tasks; and
- (iii) assessment schedules for each subject.

How are students assessed at FGHS in Stage 4?

At FGHS, we aim to be fair and reasonable with assessment of students. In Stage 4, students are developing their study and organisational skills. The FGHS Assessment Policy reflects an acknowledgement of, and aims to support students in, this process.

Assessment items are designed to assess the student's actual performance, not potential performance. The mark/grade awarded for each task reflects the knowledge, skills and objectives of the course and the related outcomes as detailed in the syllabus. Measuring achievement of students occurs progressively during each course of study. Types of assessment may include, but are not limited to, research projects, fieldwork, practical tasks and formal tests.

Students will be given at least **2 weeks notification** of their assessment task, which will be printed on **YELLOW** paper for easy identification.

Students will **sign the Assessment Task Register** document to acknowledge when they: receive their task, submit their task and had their task marked and returned.

All assessment tasks are **due at the beginning of the lesson** on the due date.

Students will complete the reflection statement at the end of every assessment task and submit it to their Learning and Wellbeing (LAW) Teacher for their Authentic Assessment Interview at the end of the year. More information will be provided to students about this process in their LAW lessons.

School reports will be issued twice during the school year, with a ranking in each course shown on both the Semester One and Two Reports. In addition, the report will show the student's level of achievement of relevant outcomes for each course.

What do the grades mean on the report?

All assessment tasks are marked using performance criteria and given a mark and/or a grade. This means that when assessment tasks are designed by the teachers, they set the levels of achievement for students and describe what student answers would include if they were to be awarded an A, B, C, D or E grade. To set these criteria for assessment, the teachers look at the syllabus outcomes being assessed in the task and the description of what the students are being asked to do. These marking criteria are given to students prior to the completion of the task so that they know exactly what they need to do to achieve an A, B, C, D or E.

Students are required to attempt all assessment tasks for each of their courses of study. Teachers use the performance at assessment tasks and class work to determine the grades allocated on Semester One and Semester Two Reports.

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.

What happens if a student does not complete an assessment task or attend a formal test?

Scheduled Tests and Practical Assessments

If a student is absent for a scheduled test or practical assessment, the student should expect to attempt the task in the next lesson they attend in that subject or at a time organised by the Class Teacher. It is the student's responsibility to follow this process.

Assessment Tasks

- If a student does not submit an assessment task in a subject by the due date, it is considered to be a late or incomplete submission.
- Extensions may only be sought **prior** to the due date- they will not be given on the due date.
- Late assessment tasks will receive an academic penalty of **ten percent (10%) per school day late** based on the total mark for the assignment.

Example: An assessment task is submitted two (2) days late. It is marked against all original criteria and receives 34/50. However, two (2) days late attracts a penalty of 20% of available raw marks, in this case

20% of 50 = 10 marks

Therefore, the assessment mark awarded is $34 - 10 = 24/50$

- Assessment tasks submitted **more than five** school days after the original due date will be awarded **ZERO** but are **still required to be completed**. Tasks will still be marked according to the original marking criteria and students given the appropriate feedback for their work.
- Parents/carers will be contacted by either a letter or a phone call home if a task is not submitted. This contact will outline the task that was not submitted and detail a new due date for the completion of the task. The task must be submitted at a standard that is acceptable to the teacher and/or the Head Teacher of the subject in order to satisfy requirements for the subject.

What can be done if there is a special circumstance for not submitting an assessment task by the due date or not attending a scheduled test / practical assessment?

If you have a special circumstance that prevents you from being able to complete an assessment task by the due date or to attend a scheduled test/ practical assessment, then you can apply for **Consideration – Illness/ Misadventure**. This is done by completing the form that is available from your Class Teacher, in this booklet or on the school website.

The application for Consideration - Illness/Misadventure will be reviewed by the Class Teacher and the Head Teacher of the subject. The parent/ carer and the student will be notified of the outcome of the application.

Once this determination is made, the decision is final.

What happens if a student submits work that contains evidence of plagiarism?

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 one's own;
- using material directly from books, journals, CDs and cutting and pasting from 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.

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

Students who submit work for assessment purposes that contain evidence of plagiarism will 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.



STAGE 4 APPLICATION FOR CONSIDERATION- ILLNESS/ MISADVENTURE

SECTION A TO BE COMPLETED BY STUDENT

This application must be submitted to the class teacher within 2 days of return to school after absence or the due date of assessment task.

Name: _____ Class: _____

Subject: _____ Class Teacher: _____

Task Name: _____

Date Scheduled/ Due Date: _____

Reason for Application: _____

Medical Certificate/ other supporting documentation is attached: YES NO

Student Signature: _____ Date: _____

Parent/ Carer Name (Please Print): _____

Parent/ Carer Signature: _____ Date: _____

SECTION B TO BE COMPLETED BY CLASS TEACHER AND SUBJECT HEAD TEACHER

Date received by Class Teacher: _____

Class Teacher Recommendation: _____

Class Teacher Signature: _____ Date: _____

Head Teacher Determination: _____

Head Teacher Signature: _____ Date: _____

**Determination recorded in mark book by Class Teacher.*

Completed form filed by Class Teacher. Copy given to student.

YEAR 8 ASSESSMENT SCHEDULE SUMMARY 2021

The purpose of the schedule below is to assist students to plan and prepare for assessment tasks and external testing (NAPLAN). 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.

Assessment tasks are listed for English, Mathematics, Science, History, Acting, Music, Fine Art and Drawing (FAD) and Technology.

Other subjects will notify students of upcoming assessment tasks in class.

Questions about individual subjects should be directed to class teachers or the subject Head Teacher.

Term 1		Term 2	
Week/Date	Subjects with a scheduled task	Week/Date	Subjects with a scheduled task
1 25/1		1 19/4	
2 1/2		2 26/5	Sports Academy
3 8/2		3 3/5	
4 15/2		4 10/5	Fine Art, Jewellery Design, Bake Boss
5 22/2	Sports Academy, History	5 17/5	Science, History, Acting, Vet. Animal Science
6 1/3	Vet. Animal Science	6 24/5	Music
7 8/3	Math	7 31/5	
8 15/3	Music	8 7/6	Math
9 22/3	English, Tech, PDHPE	9 14/6	English, Tech
10 29/3	Jewellery Design, Science, History, Acting, Fine Art, PDHPE, Bake Boss	10 21/6	
Term 3		Term 4	
Week/Date	Subjects with a scheduled task	Week/Date	Subjects with a scheduled task
1 12/7		1 4/10	
2 19/7		2 11/10	English
3 26/7		3 18/10	
4 2/8	Vet. Animal Science	4 25/10	Math, History, Fine Art, Jewellery Design, Bake Boss
5 9/8	Science	5 1/11	Acting, Music
6 16/8	Sports Academy	6 8/11	
7 23/8		7 15/11	Tech
8 30/8	English, Math, History, Music, Fine Art	8 22/11	
9 6/9	Tech, PDHPE, Sports Academy	9 29/11	
10 13/9	Acting, PDHPE, Jewellery Design, Bake Boss, Vet. Animal Science, Science	10 6/12	
		11 13/12	

ENGLISH ASSESSMENT SCHEDULE YEAR 8, 2021

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Discursive Response	Good Versus Evil	EN4-1A, EN4-5C, EN4-6C	25	Week 9, Term 1
Digital/Multimodal Creation	Multi-Media	EN4-1A, EN4-3B, EN4-7D -	25	Week 9, Term 2
Imaginative Response	Vignettes of Childhood	EN4-4B, EN4-5C, EN4-8D	25	Week 8, 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, 2021

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
In class examination with summary sheet	Algebraic techniques Indices	MA4-8NA MA4-9NA	25	Week 7, Term 1
Technology Assessment (Retail Sale Task)	Decimal & Percentages Financial Mathematics	MA4-6NA MA4-5NA	25	Week 8, Term 2
Assignment	Circles (Area + Circumference) Volume	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, 2021

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Student Project	Physics & Forces	SC4-1VA, SC4-3VA, SC4-7WS, SC4-10PW	25	Week 10, Term 1
Knowledge Test	Working Scientifically, Physics & Forces, Ecology	SC4-15LW, SC4-10PW, SC4-13ES	25	Week 5, 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

Values and attitudes	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
Skills	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
Knowledge and understanding	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, 2021

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Site Study	Investigating History	HT4-5 HT4-8	25	Week 5, Term 1
Source Portfolio	Ancient Egypt	HT4-1 HT4-6 HT4-8	25	Week 10, Term 1
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.

ACTING ASSESSMENT SCHEDULE YEAR 8, 2021

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Performance	Introduction to Drama- Elements of Drama	4.1.1, 4.1.3, 4.2.2, 4.3.1	25%	Week 10, Term 1
Performance and Reflection	Playbuilding	4.1.2, 4.1.4, 4.2.3	25%	Week 5, Term 2
Performance	Non-Naturalistic Theatre	4.1.3, 4.1.4, 4.2.1, 4.3.2	25%	Week 10, Term 3
Performance and Reflection	Character Building	4.1.1, 4.2.1, 4.2.2, 4.3.3	25%	Week 5, Term 4

Description of Outcomes

	A student:
4.1.1	Identifies & explores the elements of drama to develop belief and clarity in character, role, situation & action.
4.1.2	Improvise and playbuilds through group-devised processes.
4.1.3	Devises and enacts drama using scripted and unscripted material.
4.1.4	Explores a range of ways to structure dramatic work in collaboration with others.
4.2.1	Uses performance skills to communicate dramatic meaning.
4.2.2	Experiments with performance spaces and production elements appropriate to purpose and audience.
4.2.3	Explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning.
4.3.1	Identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama.
4.3.2	Recognises the function of drama and theatre in reflecting social and cultural aspects of human experience.
4.3.3	Describes the contribution of individuals and groups in drama using relevant drama terminology.

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, 2021

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Composition/performance	Rhythm and Rap	4.1, 4.3, 4.4	25%	Term 1 week 8
Musicology research	Aussie Rock	4.7, 4.9, 4.11	25%	Term 2 week 6
Composition/performance	Music for Film, Radio, Television and multimedia	4.1, 4.3, 4.4, 4.12	25%	Term 3 Week 8
Musicology/aural	Tone Colour	4.7, 4.8, 4.11	25%	Term 4 Week 5

Description of Outcomes

	A student:
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.

FINE ART DRAWING ASSESSMENT SCHEDULE YEAR 8, 2021

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Making	Surface and Depth	4.1, 4.3, 4.6	25%	Term 1, Week 10
Making	Line and Gesture	4.1, 4.3, 4.4	25%	Term 2, Week 4
Making	Portraiture	4.4, 4.5, 4.6	25%	Term 3, Week 8
Making	Warped Perspective	4.1, 4.2, 4.6	25%	Term 4, Week 4

Description of Outcomes

	A student:
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, 2021

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Digital Technologies	Taster units; 3D printing, laser scanning, drones, microbits, arduino boards, lego mindstorm, little bits.	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-7DI, TE4-10TS	25	Week 9, Term 1
Practical task and folio work	Project Based Practical Tasks and theory	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, TE4-9MA, TE4-10TS	25	Week 9, Term 2
Practical task and folio work	Project Based Practical Tasks and theory	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, TE4-9MA, TE4-10TS	25	Week 9, Term 3
Practical task and folio work	Project Based Practical Tasks and theory	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, TE4-9MA, TE4-10TS	25	Week 7, Term 4

Description of Outcomes

	A student:
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
TE4-5AG	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, 2021

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Movement Skill Proficiency	Fundamental Movement Skills	PD4-4	20%	Week 9/10 Term 1 2021
Mindfulness Product and Justification	Positive Mental Health Choices	PD4-2 PD4-7	30%	Week 9/10 Term 1 2021
Movement Data Collection	Fitness and Performance	PD4-11	30%	Week 9/10 Term 3 2021
Health and Safety Activity Matrix	Positive Risk and Decision Making	PD4-6	20%	Week 9/10 Term 3 2021

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.

SPORTS ACADEMY ASSESSMENT SCHEDULE YEAR 8, 2021

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Fitness and Performance	Fitness Testing and Goal Setting		20%	Week 5 Term 1 2021
Game Analysis	Game Play		25%	Week 2 Term 2 2021
Performance Analysis	Competition and Performance		35%	Week 6 Term 3 2021
Yearly Plan	Evaluation and Reflection		20%	Week 9 Term 3 2021

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.

JEWELLERY DESIGN ASSESSMENT SCHEDULE YEAR 8 – 2021

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Semester 1 Research Tasks	Safety in practice. Silver, Design & Designers.	IND4-1 IND4-10 IND4-10	10% 10% 10%	Week 10, Term 1
Semester 1 Practical Projects	Flat Wedder. Twist Ring.	IND4-6 IND4-7	35% 35%	Week 4, Term 2
Semester 2 Theory Task	Design Report.	IND4-2, IND4-5	30%	Week 10, Term 3
Semester 2 Practical Projects	Circle Pendant. Self-Designed Piece.	IND4-3, IND4-4 IND4-8, IND4-9	35% 35%	Week 4, Term 4

NOTE: Each semester is weighted at 100% and graded separately.
Final reporting phase will be a combination of Semester 1 & 2 input equally.

Description of Outcomes

	<i>A student;</i>
IND4-1	<i>identifies and applies fundamental WHS principles when working with tools, materials and machines.</i>
IND4-2	<i>applies a design process in the modification of projects.</i>
IND4-3	<i>identifies and uses a range of hand and machine tools to produce quality practical projects.</i>
IND4-4	<i>selects and uses a range of relevant materials for specific purposes.</i>
IND4-5	<i>selects and uses communication techniques when designing, making and evaluating projects and ideas.</i>
IND4-6	<i>participates in collaborative work practices in the learning environment.</i>
IND4-7	<i>applies skills, processes and materials to a variety of contexts and projects.</i>
IND4-8	<i>evaluates products in terms of functional use and aesthetics.</i>
IND4-9	<i>identifies a range of technologies and their intended uses.</i>
IND4-10	<i>describes the impact of technology on society, the environment and cultural issues locally and globally.</i>

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 - 2021

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Semester 1 Safety and WHS	Food Safety and Kitchen Safety	FT4-1 FT4-2	40	Week 10, Term 1
Semester 1 Practical Projects	Pizzeria	FT4-10	60	Week 4, Term 2
Semester 2 Theory Task	Planning like a (Bake) Boss	FT4-11	40	Week 10, Term 3
Semester 2 Practical Projects	Iced Mini- celebration cake	FT4-5	60	Week 4, Term 4

NOTE: Each semester is weighted at 100% and graded separately.

Description of Outcomes

	<i>A student:</i>
FT4-1	demonstrates hygienic handling of food to ensure a safe and appealing product
FT4-2	<i>describes and manages the risks of injury and WHS issues associated with handling food</i>
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

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.

VETERINARY AND ANIMAL SCIENCE ASSESSMENT SCHEDULE YEAR 8, 2021

Task Type	Topic(s)	Syllabus Outcome(s)	Weighting (%)	Due Date
Research Task	Introduction to Animal and Veterinary Science	VS4-1VA, VS4-3VA, VS4-9WS, VS4-15AW	25	Week 6, Term 1
Field Report	Animal care	VS4-1VA, VS4-4WS, VS4-6WS, VS4-7WS, VS4-9WS, VS4-12AP, VS4-13AW, VS4-15AW	25	Week 5, Term 2
Skills Task	Normal Animal Health and Behaviour	VS4-4WS, VS4-7WS, VS4-8WS, VS4-10AP, VS4-11TA, VS4-14AP, VS4-16AP	25	Week 4, Term 3
Practical Investigation	Animal First Aid	VS4-1VA, VS4-2VA, VS4-3VA, VS4-5WS, VS4-6WS, VS4-8WS, VS4-13AW, VS4-14AP, VS4-17TA	25	Week 10, Term 3

Description of Outcomes

Values and attitudes	VS4-1VA	Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of animal and veterinary practices
	VS4-2VA	Shows a willingness to engage in finding solutions to animal health challenges, social and global issues, including animal welfare
	VS4-3VA	Demonstrates confidence in making reasoned, evidence based decisions about the current and future use and influence of veterinary science and technology, including ethical considerations
Skills	VS4-4WS	Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
	VS4-5WS	Collaboratively and individually produces a plan to investigate questions and problems in relation to the identification and treatment of sick and injured animals
	VS4-6WS	Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
	VS4-7WS	Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
	VS4-8WS	Selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to the treatment of animals with injuries and diseases
	VS4-9WS	Presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
Knowledge and understanding	VS4-10AP	Describes the action of a change in the normal functioning of an animal
	VS4-11TA	Discusses how scientific understanding and technological developments have contributed to finding solutions to the diagnosis and treatment of injury and disease
	VS4-12AP	Describes the dynamic nature of models and theories in developing scientific understanding of the anatomy and biology of an animal
	VS4-13AW	Explains how advances in scientific understanding of processes that occur within animal science, influence the choices people make about the management of animals
	VS4-14AP	Relates the structure and function of living things and how an animal maintains homeostasis
	VS4-15AW	Explains how new biological evidence changes people's understanding of veterinary science
	VS4-16AP	Describes the observed characteristics of normal and abnormal animal behaviour
	VS4-17TA	Explains how scientific understanding of, and discoveries about, the anatomy and physiology of an animal have aided in the treatment of animals

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