



# WINGHAM HIGH SCHOOL

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**RESPECTFUL**  
**RESPONSIBLE**  
**POSITIVE**

# YEAR 8

## Assessment booklet



# 2022

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**Wingham High School respectfully acknowledges the Biripi people, the Traditional Custodians of the land on which we learn and live, and recognise their continuing connection to land, water and community. Wingham High School pays respect to Elders past, present and emerging.**

## **Foreword**

Dear Parents/Students

Please ensure that you read this booklet and understand the Year 8 assessment requirements of this school. Please also read this booklet along with the Wingham High School Assessment Policy Support Document, which can be found on the school's website at: [wingham-h.schools.nsw.gov.au](http://wingham-h.schools.nsw.gov.au)

The NSW Education Standards Authority's (NESA) syllabus documents for Stage 4 can be found at: [educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-4](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-4).

Other NESA publications, including syllabuses, can be found at: [educationstandards.nsw.edu.au](http://educationstandards.nsw.edu.au)

## **Mandatory 7-10 curriculum requirements**

NESA determines minimum requirements for the satisfactory completion of Stage 4 (and Stage 5) courses in terms of Key Learning Areas and indicative hours. Under our school's pattern of study, satisfactory completion of Stage 4 courses is achieved by Year 10 students who have, over four years, studied the following courses:

**English** – 400 hours over Years 7, 8, 9 and 10

**Mathematics** – 400 hours over Years 7, 8, 9 and 10

**Science** - 400 hours over Years 7, 8, 9 and 10

**Human Society and Its Environment** - 400 hours over Years 7, 8, 9 and 10. Included in this requirement is the study of 100 hours each of History and Geography in Years 7 and 8 and 100 hours each of History and Geography in Years 9 and 10

**Creative Arts** – 200 hours comprising 100 hours in Music and 100 hours in Visual Arts

**Technological and Applied Studies** – 200 hours consisting of the Technology course

**Personal Development, Health and Physical Development** – 300 hours over Years 7, 8, 9 and 10

**Languages** – at least 100 hours in one language over one continuous 12 month period between Years 7 and 10

**Sport** – satisfactorily completed a program of activities.

## **Record of School Achievement**

A Record of School Achievement (RoSA) is available as a credential for eligible students leaving school prior to receiving their Higher School Certificate (HSC).

The RoSA is:

- a record of the full range of student achievements right up to the day they do their HSC or leave school. Students need to have completed the mandatory requirements for Years 7 - 10 to be eligible for a RoSA. Those eligible students who choose to leave school prior to receiving their HSC will receive a RoSA
- an electronic record of achievements that students can use at any time
- based on assessment by teachers in schools, moderated by the NSW Education Standards Authority (NESA) to ensure reliability and fairness of grades.

# Wingham High School Year 8 assessment guidelines 2022

## Satisfactory completion of Year 8 courses

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that they have:

- **followed** the course developed or endorsed by the Board of Studies
- **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- **achieved** some or all of the course outcomes.

Unsatisfactory progress including non-completion of homework, assignments or the need for improved class participation by students will be communicated to parents when necessary. In Years 7 and 8, parents/carers will receive a phone call and/or letter regarding the student's progress. This communication is given in time for the problem to be corrected.

In circumstances of illness or misadventure associated with assessment tasks, appropriate arrangements are in place to prevent disadvantage to a student.

## School-based assessment

Years 7 and 8 have a program of ongoing assessments throughout the year and whole course examinations may be set by some courses in Terms 2 and 4.

School-based assessment is used to award a grade in each course. The grade awarded in each course will be based on achievement measured at scheduled times throughout the course in Year 7. Measuring achievement at these times throughout the course provides a better indication of student achievement than a single examination, and also provides the opportunity for the student to demonstrate their highest level of achievement.

Effective and informative assessment is based on the following principles which are detailed in the WHS Assessment Policy Support Document. See the school's website at: [wingham-h.schools.nsw.gov.au](http://wingham-h.schools.nsw.gov.au)

Assessment:

- is clear and directly links with outcomes
- is integral to teaching and learning
- is balanced, comprehensive and varied
- is valid and fair
- is time efficient and manageable
- engages the learner
- values teacher judgement
- recognises individual achievement and progress
- conveys information to parents/carers about student achievement and targeted intervention
- informs teaching programs

## School responsibilities and procedures in assessment

For each course the school has developed an assessment program which:

- outlines the requirements for satisfactory completion of the course
- states the number and type of tasks to be completed during the semester/year
- lists the schedule of tasks
- states the weighting of each task.

This program will be distributed to each student in each course at the commencement of the course year.

For each assessment task students will be given a written notification at least 2 weeks in advance of the task indicating the issue date, due date, weighting, outcomes being assessed, specific task description and marking criteria. For assessment blocks/examinations, a written timetable will be issued at least 2 weeks prior to the commencement of the block. No assessment tasks will be scheduled in the 2 weeks before or one week after a calendared assessment block.

Feedback, either written or verbal, will be provided to each student within 2 weeks of completion of the task, using the marking criteria for the task and annotations of student work, indicating what the student did well and how they can improve.

## Reporting to parents

The following information has been compiled using the DEC policy statement and 'CurriculumPlanning, Programming, Assessing & Reporting to parents K - 12 website [curriculumsupport.education.nsw.gov.au/timetoteach](http://curriculumsupport.education.nsw.gov.au/timetoteach)

- Schools will provide parents/caregivers, throughout the school year, with formal and informal opportunities to receive information about and discuss their child's learning
- Schools will provide parents/carers with a written report at least twice a year
- Schools will provide information on how a child's achievement compares with the child's peer group at the school, on request from the child's parents/carers
- The written report will:
  - use plain language
  - provide information on what a student has learnt as a result of the school's teaching programs in each of the key learning areas (KLAs)
  - compare the student's achievements against statewide syllabus standards using a five-point scale defined in mandatory standards/procedures
  - include teacher comments that identify areas of student strength and further development
  - provide information about the student's social development and commitment to learning

WHS provides written student progress reports at the end of each semester

## The five-point achievement scale: A – E grades

Schools will use the following achievement scale to report to parents for students in Years 7 – 10. The achievement of students is to be assessed in relation to syllabus standards.

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

## Disability Provisions

Students requiring disabilities provisions for examinations and tests (such as a reader, writer, extra time, large print papers, coloured paper or the use of a computer) should contact the Head Teacher Wellbeing for specific information.

For more details, refer to the NESA website: [educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions) OR the WHS assessment Policy Support Document: [wingham-h.schools.nsw.gov.au](https://wingham-h.schools.nsw.gov.au)

## Student Responsibilities

1. Students are expected to complete all tasks and sit for all examinations set as part of the course assessment schedule at the specified time and make a genuine attempt to the best of their ability.
2. Some tasks will be performed in class. Others will be prepared out of school and handed in at a designated time and then tested in class. A zero mark may be awarded in either case if evidence is found to support any suspicion that the work submitted is not that of the student (see What is Malpractice? below)
3. Ample notice will be given to allow students to organise their workload to allow submission dates to be met.
4. If an assessment task is due to be submitted on a set date, it must be presented on that date by 3.00pm or at the time on that date set by the head teacher. If a task is not submitted on time a mark penalty will occur for the task:
  - o minus 50% of the awarded mark on Day 1, Day 2 and Day 3
  - o zero awarded on Day 4
  - o tasks submitted on Day 4 will be submitted for feedback only.
5. If a student is absent due to illness or misadventure on the day an assessment task is scheduled or due, documentary evidence from a medical professional or from the parent/carer must be provided to the school. This must explain the specific reason for the absence.

### What is Malpractice?

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as one's own
- using material directly from books, journals, CDs or the Internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as one's own
- submitting work to which another person, such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- not making a genuine effort with an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

### Misconduct in formal examinations and other assessment tasks

Misconduct during any task or formal examination may be regarded as malpractice. Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment task. Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice, is not consistent with school rules or causes disruption to assessment procedures.

All class tasks including formal examinations must be attempted seriously. Non-serious attempt or offensive language in answers will be referred to the Head Teacher and may be awarded a zero for that task.

# CAPA

Music

Visual Arts

## Music

### Year 8 Assessment schedule

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Performance	Composition	Listening Test	
<b>Timing</b>	Term 1, Week 8 Term 3, Week 8	Term 1, Week 10 Term 3, Week 10	Term 2, Week 3 Term 4, Week 3	
<b>Outcomes assessed</b>	4.1, 4.3, 4.7, 4.10	4.1, 4.2, 4.4, 4.8	4.5, 4.6, 4.9	
<b>Course component</b>				<b>Weighting</b>
Performance	35			<b>35</b>
Composition		35		<b>35</b>
Listening			30	<b>30</b>
<b>Weighting</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>Total 100</b>

Music syllabus

[educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10)



## Visual Arts

### Year 8 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Practical Task 1	Written Task 1	Practical Task 2	Written Task 2	
<b>Timing</b>	Term 1, Week 5 Term 3, Week 5	Term 1, Week 7 Term 3 Week 7	Term 2, Week 3 Term 4, Week 3	Term 2, Week 4 Term 4, Week 4	
<b>Outcomes assessed</b>	4.3, 4.6	4.7, 4.10	4.2, 4.5	4.8, 4.9	
<b>Course component</b>					<b>Weighting</b>
Artmaking	35				35
Art Criticism / Art History		15			15
Artmaking			35		35
Art Criticism / Art History				15	15
<b>Weighting</b>	<b>35</b>	<b>15</b>	<b>35</b>	<b>15</b>	<b>Total 100</b>

Visual Arts syllabus

[educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10)

# ENGLISH

English High Potential and Gifted  
English Unstreamed

## English High Potential and Gifted

### Year 8 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Narrative	Oral Presentation	Group Performance	Essay	
<b>Timing</b>	Term 1 , Week 8	Term 2 , Week 6	Term 3 , Week 5	Term 4 , Week 4	
<b>Outcomes assessed</b>	EN4-1A, EN4-3B, EN4-4B, EN4-6C	EN4-1A, EN4-3B, EN4-4B, EN4-8D	EN4-6C, EN7-D, EN4-8D, EN4-9E	EN4-1A, EN4-3B, EN4-4B, EN4-6C	
<b>Course component</b>					<b>Weighting</b>
Knowledge and understanding of course content	10	15	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modules	15	10	15	test	<b>40</b>
<b>Weighting</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>test</b>	<b>Warning:Must Total 100</b>

English syllabus

[educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10)

## English Unstreamed

### Year 8 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Essay	Oral Presentation	Muktimedia	Narrative	
<b>Timing</b>	Term 1 , Week 8	Term 2 , Week 6	Term 3 , Week 5	Term 4 , Week 4	
<b>Outcomes assessed</b>	EN4-1A, EN4-3B, EN4-4B, EN4-6C	EN4-1A, EN4-3B, EN4-4B, EN4-8D	EN4-1A, EN5-C, EN4-7D, EN4-9E	EN4-1A, EN4-3B, EN4-4B, EN4-6C	
<b>Course component</b>					<b>Weighting</b>
Knowledge and understanding of course content	10	15	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modules	15	10	15	10	<b>50</b>
<b>Weighting</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>Total 100</b>

English syllabus

[educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10)

**Please note – Each class completes these units at different times throughout the year and the due dates may vary.**

# HSIE

Geography

History

## Year 8 Geography

### Year 8 Assessment schedule

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Skills Assessment	In-class Task	Final Examination	
<b>Timing</b>	Term 1, Week 5 Term 3, Week 5	Term 2, Week 4 Term 4, Week 4	Term 2, Week 6 Term 4, Week 6	
<b>Outcomes assessed</b>	4-7, 4-8	4-2, 4-3, 4-5, 4-8	4-2, 4-3, 4-5, 4-7, 4-8	
<b>Course component</b>				<b>Weighting</b>
Knowledge and understanding of course content		10	30	<b>40</b>
Geographical skills/Inquiry	30	10		<b>40</b>
Communication of geographical information, ideas and issues in appropriate forms		20		<b>20</b>
<b>Weighting</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>Total 100</b>

Geography syllabus

[educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10)

## Year 8 History

### Year 8 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	In-class Task	In-class Task	In-class Task	Final Examination	
<b>Timing</b>	Term 1, Week 4 Term 3, Week 4	Term 1, Week 7 Term 3, Week 7	Term 2, Week 2 Term 4, Week 2	Term 2, Week 5 Term 4, Week 5	
<b>Outcomes assessed</b>	4-2, 4-6, 4-10	4-4, 4-10	4-3, 4-7, 4-10	4-2, 4-3, 4-4, 4-7	
<b>Course component</b>					<b>Weighting</b>
Knowledge and understanding of course content	5	5	5	25	<b>40</b>
Historical skills/Inquiry	5	5	10	20	<b>40</b>
Communication of historical information, ideas and issues in appropriate forms	5	5	5	5	<b>20</b>
<b>Weighting</b>	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>	<b>Total 100</b>

History syllabus

[educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10)

## Year 8 Work Education

### Year 8 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Online Learning Programs	Skills and Values in the Workplace	Transition planning	Work Experience	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9	Term 4, Week 6	
<b>Outcomes assessed</b>	4-2, 4-5, 4-10	4-7, 4-8, 4-11	4-1, 4-3, 4-4, 4-6	4-2, 4-8, 4-9	
					<b>Weighting</b>
	25	25	25	25	<b>100</b>
<b>Weighting</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>Total 100</b>

Work Education syllabus

[.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/work-education-7-10-2019](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/work-education-7-10-2019)



# MATHEMATICS

Mathematics

## Year 8 Mathematics

### Year Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	Topic test	Topic test	Project	Topic test	
<b>Timing</b>	Term 1, Week 7	Term 2, Week 4	Term 3, Week 9	Term 4, Week 4	
<b>Outcomes assessed</b>	MA4-1WM, MA4-2WM, MA4-16MG, MA4-9NA	MA4-1WM, MA4-2WM, MA4-3WM, MA4-8NA, MA4-14MG	MA4-1WM, MA4-3WM, MA4-20SP, MA4-21SP	MA4-1WM, MA4-2WM, MA4-3WM, MA4-7NA, MA4-10NA, MA4-15MG	
					<b>Weighting</b>
	25	25	25	25	<b>100</b>
<b>Weighting</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>Total 100</b>

Mathematics syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics/mathematics-k-10>

# PDHPE

PDHPE – Personal Development, Health and  
Physical Education

## Year 8 PDHPE

### Year 8 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	Task 5	
<b>Nature of task</b>	Positive Choices Classwork	Managing Safety and Risk Classwork	R U OK? Classwork	Eat Right, Live Strong Classwork	Movement Skill and Performance Practical Classwork	
<b>Timing</b>	Term 1, ends Week 10	Term 2, ends Week 7	Term 3, ends Week 10	Term 4, ends Week 7	Ends Term 2 Week 7 Ends Term 4 Week 7	
<b>Outcomes assessed</b>	PD4.2, PD4.6, PD4.7, PD4.8, PD4.9	PD4.1, PD4.6, PD4.7, PD4.8, PD4.9, PD4.10	PD4.1, PD4.2, PD4.6, PD4.7, PD4.8, PD4.9, PD4.10	PD4.2, PD4.6, PD4.7, PD4.8, PD4.9, PD4.10	PD4.4, PD4.5, PD4.10, PD4.11	
<b>Course component</b>						<b>Weighting</b>
Knowledge and Understanding	6.25	6.25	6.25	6.25	25	<b>50</b>
Skills	6.25	6.25	6.25	6.25	25	<b>50</b>
<b>Weighting</b>	<b>12.5</b>	<b>12.5</b>	<b>12.5</b>	<b>12.5</b>	<b>50</b>	<b>Total 100</b>

PDHPE syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018>

# SCIENCE

## Science

## Year 8 Science

### Year 8 Assessment schedule

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of task</b>	IRP TASK	Semester 1 Examination	Practical skills task and Book marking	Semester 2 Examination	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 4	Term 3 Week 6	Term 4 Week 5	
<b>Outcomes assessed</b>	SC4-4WS, 5WS, 6WS, 7WS, 8WS, 9WS	SC4-1VA-8WS	SC4-5WS-16CW	SC4-1VA-17CW	
<b>Course component</b>					<b>Weighting</b>
Knowledge and Understanding	5	15	5	15	<b>40</b>
Planning and Conducting	10	5	10	5	<b>30</b>
Critical Thinking and Problem Solving	5	5	5	5	<b>20</b>
Communication	5		5		<b>10</b>
<b>Weighting</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>Total 100</b>

Science syllabus

[educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-4](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-4)

# TAS

Agriculture and Food Technologies

Digital Technologies

Engineered Systems

Material Technologies

**The Year 7 and 8 TAS course operates on a semester rotation basis.**

**Each class rotates through the four different technology strands over Years 7 and 8.**

**The topics studied within each strand will vary between classes.**

## Technology: Agriculture and Food Technologies - Delicious Dairy

### Stage 4 Assessment schedule

Task number	Task 1	
Nature of task	Practical Submission and Folio	
Timing	Semester 1: Term 2, Week 6 Semester 2: Term 4, Week 6	
Outcomes assessed	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO	
Course component		Weighting
Design, production and evaluation	100	100
Weighting	100	Total 100

## Technology: Agriculture and Food Technologies - Bee Unit

### Stage 4 Assessment schedule

Task number	Task 1	Task 2	
Nature of task	Topic Test	Practical Submission and Folio	
Timing	Semester 1: Term 2, Week 3 Semester 2: Term 4, Week 3	Semester 1: Term 2, Week 6 Semester 2: Term 4, Week 6	
Outcomes assessed	TE4-1DP, TE4-2DP, TE4-5AG	TE4-1DP, TE4-2DP, TE4-3DP, TE4-6FO	
Course component			Weighting
Identifying and defining	40		40
Design, production and evaluation		60	60
Weighting	40	60	Total 100

Technology 7 – 10 Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies>



## Technology: Digital Technologies - Crack the Code

### Stage 4 Assessment schedule

Task number	Task 1	
Nature of task	Practical Submission and Folio	
Timing	Semester 1: Term 2, Week 6 Semester 2: Term 4, Week 6	
Outcomes assessed	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-7DI	
Course component		Weighting
Design, production and evaluation	100	100
Weighting	100	Total 100

## Technology: Digital Technologies - Game Design

### Stage 4 Assessment schedule

Task number	Task 1	Task 2	
Nature of task	Topic test	Practical Submission and Folio	
Timing	Semester 1: Term 1, Week 10 Semester 2: Term 3, Week 10	Semester 1: Term 2, Week 6 Semester 2: Term 4, Week 6	
Outcomes assessed	TE4-4DP, TE4-7DI, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-7DI	
Course component			Weighting
Identifying and defining	40		40
Design, production and evaluation		60	60
Weighting	40	60	Total 100

Technology 7 – 10 Syllabus

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/technologies>

## Technology: Engineered Systems - Rubber Band Racer

### Stage 4 Assessment schedule

Task number	Task 1	Task 2	
Nature of task	Topic Test	Practical Submission & Folio	
Timing	Semester 1: Term 2, Week 3 Semester 2: Term 4, Week 3	Semester 1: Term 2, Week 6 Semester 2: Term 4, Week 6	
Outcomes assessed	TE4-1DP TE4-2DP TE4-3DP TE4- 8EN	TE4-1DP TE4-2DP TE4-3DP TE4- 8EN, TE4-10TS	
Course component			Weighting
Identifying and defining	40		40
Design, production and evaluation		60	60
Weighting	40	60	Total 100

## Technology: Engineered Systems - Rockets

### Stage 4 Assessment schedule

Task number	Task 1	Task 2	
Nature of task	Topic Test	Practical Submission & Folio	
Timing	Semester 1: Term 2, Week 3 Semester 2: Term 4, Week 3	Semester 1: Term 2, Week 6 Semester 2: Term 4, Week 6	
Outcomes assessed	TE4-1DP TE4-2DP TE4-3DP TE4- 8EN	TE4-1DP TE4-2DP TE4-3DP TE4- 8EN, TE4-10TS	
Course component			Weighting
Identifying and defining	40		40
Design, production and evaluation		60	60
Weighting	40	60	Total 100

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## Technology: Material Technologies - Textiles

### Stage 4 Assessment schedule

Task number	Task 1	Task 2	
Nature of task	Topic Test	Practical Submission and Folio	
Timing	Semester 1: Term 1, Week 4 Semester 2: Term 3, Week 10	Semester 1: Term 2, Week 6 Semester 2: Term 4, Week 6	
Outcomes assessed	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA	
Course component			Weighting
Identifying and defining.	40		40
Design, production and evaluation		60	60
Weighting	40	60	Total 100

## Technology: Material Technologies - Timber

### Stage 4 Assessment schedule

Task number	Task 1	Task 2	
Nature of task	Safety Booklet	Practical Submission and Folio	
Timing	Semester 1: Term 2, Week 3 Semester 2: Term 4, Week 3	Semester 1: Term 2, Week 6 Semester 2: Term 4, Week 6	
Outcomes assessed	TE4-2DP, TE4-9MA	TE4-1DP, TE4-2DP, TE4-3DP	
Course component			Weighting
Identifying and defining.	40		40
Design, production and evaluation		60	60
Weighting	40	60	Total 100

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# Student Assessment Planner

Semester 1 2022

Term 1

Mth	Wk	Monday	Task No	Tuesday	Task No	Wednesday	Task No	Thursday	Task No	Friday	Task No
Jan/Fe	1	31		1		2		3		4	
	2	7		8		9		10		11	
Februa	3	14		15		16		17		18	
Februa	4	21		22		23		24		25	
		History	1								
Feb/March	5	28		1		2		3		4	
		Geography	1								
		Visual Arts	1								
March	6	7		8		9		10		11	
March	7	14		15		16		17		18	
		History	2								
		Maths	1								
		Visual Arts	2								
March	8	21		22		23		24		25	
		English	1								
		Music	1								
March//	9	28		29		30		31		1	
		Science	1								
April	10	4		5		6		7		8	
		Music	2								
		PDHPE	1								

## Term 2

Mth	Wk	Monday	Task No	Tuesday	Task No	Wednesday	Task No	Thursday	Task No	Friday	Task No
April	1	25 Anzac day		26		27		28		29	
	May	2	2	3	4	5	6				
History		3									
May	3	9		10		11		12		13	
		Music	3								
		Visual Arts	3								
May	4	16		17		18		19		20	
		Geography	2								
		Maths	2								
		Science	2								
		Visual Arts	4								
May	5	23		24		25		26		27	
		History	3								
May/June	6	30		31		1		2		3	
		English	2								
		Geography	3								
June	7	6		7		8		9		10	
		PDHPE	2/5								
June	8	13 Queen's		14		15		16		17	
June	9	20		21		22		23		24	
June/J	10	27		28		29		30		1	

## Semester 2 2022 Term 3

Mth	WK	Monday	Task No	Tuesday	Task No	Wednesday	Task No	Thursday	Task No	Friday	Task No
July	<b>1</b>	18		19		20		21		22	
July	<b>2</b>	25		26		27		28		29	
August	<b>3</b>	1		2		3		4		5	
August	<b>4</b>	8		9		10		11		12	
		History	1								
August	<b>5</b>	15		16		17		18		19	
		English	3								
		Geography	1								
		Visual Arts	1								
August	<b>6</b>	22		23		24		25		26	
		Science	3								
Aug/Sept	<b>7</b>	29		30		31		1		2	
		History	2								
		Visual Arts	2								
Septem	<b>8</b>	5		6		7		8		9	
		Music	1								
Septem	<b>9</b>	12		13		14		15		16	
		Maths	3								
September	<b>10</b>	19		20		21		22		23	
		Music	2								
		PDHPE	3								

### Term 4

Mth	Wk	Monday	Task No	Tuesday	Task No	Wednesday	Task No	Thursday	Task No	Friday	Task No
October	1	10		11		12		13		14	
	2	17		18		19		20		21	
October	3	History	3								
		24		25		26		27		28	
October	4	Music	3								
		Visual Arts	3								
		31		1		2		3		4	
		English	4								
November	5	Geography	2								
		Maths	4								
		Visual Arts	4								
		7		8		9		10		11	
November	6	History	4								
		Music	3								
		Science	4								
November	7	14		15		16		17		18	
		Geography	3								
November	8	21		22		23		24		25	
		PDHPE	4/5								
November/Dec	9	28		29		30		1		2	
		5		6		7		8		9	
December	10	12		13		14		15		16	
		19		20		21		22		23	
December	11										