



TUMBARUMBA HIGH SCHOOL

STAGE 4 COURSE
ASSESSMENT BOOKLET
YEAR 8 2025



Education
Public Schools



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Assessment Requirements

A **Record of School Achievement (RoSA)** is awarded to students at the end of Year 10 if they have fulfilled the NSW Education Standards Authority (NESA) and the NSW Department of Education requirements.

The school ensures that each student studies, in Years 7-10, a pattern of courses which meets NESA requirements for the receipt of the Record of School Achievement.

To meet academic requirements students in Year 10 must have:

- **Followed** the course developed or endorsed by NESA;
- **Applied** themselves with diligence and sustained effort to the set course work tasks and experiences provided in the course by the school including homework;
- **Achieved** some or all of the course outcomes as demonstrated in assessment tasks, practical requirements and assigned work;
- **Maintain** a satisfactory level of class attendance.

A student whose attendance affects the ability to demonstrate understanding of course outcomes is at risk of an N-determination. Where a student has been able to maintain or make up work that was missed during absences, teachers will use their professional judgment in determining whether the student is still at risk. Students are responsible for explaining their absences to each teacher. If they do not do this, the absence will be viewed as unexplained.

In cases of extended leave (which have been approved by the Principal or Director) the student is required to maintain a satisfactory level of course work and to negotiate with Head Teachers, in regard to formal assessment.

If attendance is less than 90% of available school time then a student would have difficulties achieving a reasonable range of outcomes for each course being studied.

Where a student's attendance and/or effort are in question or obviously unsatisfactory, parents will be notified by letter.

Faculties will provide assessment notification with a minimum of two weeks' notice of the due date. This advice will also provide:

- the nature of the task
- task description
- marking criteria
- outcomes to be assessed and
- the due date.

HSC Minimum Standard

To reflect the importance of literacy and numeracy for success in daily life, a minimum standard of literacy and numeracy is required from 2020 to receive the Higher School Certificate (HSC).

HSC students will need to meet the HSC Minimum Standard in three areas – reading, writing and numeracy.

Literacy and numeracy skills are essential for success in learning and life after school. Together with the NSW Literacy and Numeracy Strategy, the HSC Minimum Standard is part of an effort to extend the literacy and numeracy focus up into secondary school.

Exempt Students

Where possible, all students in NSW should be supported to develop core literacy and numeracy skills required for success in life after school. Some students sitting the tests will be eligible for disability provisions or be exempt from meeting the HSC Minimum Standard in order to receive their HSC.

More information on the HSC Minimum Standards can be found at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Grades

For each course of study, except Mathematics, students **will receive a grade (A-E)**.

Each subject area has a set of *Course Performance Descriptors* which are specifically related to the knowledge and skills of that subject. Throughout the whole of the Year 10 course students may be assessed via class tests, examinations, assignments and other set tasks. These assessments are set to determine students' knowledge and skills. By using the *Course Performance Descriptors*, teachers are able to mark student performance with a grade A-E. **These grades then become the grades earned by a student.** As a guideline to interpreting grades the following *General Performance Descriptors* indicate what each grade signifies.

Grade	General Performance Descriptors
A	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 process and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	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	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	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.

Students' Responsibilities

Work and Achievement

To be successful in Stage 4, students must adopt a serious approach to their school work and must be prepared to work consistently throughout the year.

Students need to make a serious effort to do well in both assessment and non-assessment tasks.

Class work and homework form part of the overall assessment and students should regard ALL set work as important and contributing to final assessment. This provides an overall picture of the student and allows teachers to allocate a grade.

If you do not complete the non-assessment work related to the course, you risk losing the Principal's certification that you have applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school. This means that your achievements are deemed 'unsatisfactory' in a Record of School Achievement subject.

Students are responsible for ensuring that the task is submitted by the due date and time. Students will be required to sign to verify their task's submission.

The day before a take-home task is due, students are strongly advised to:

- Have a hard copy of the assessment task ready.
- Have a hard copy of the transcript for an oral presentation.
- Email any technology components to their teacher.

Students in Stage 4 (Years 7 and 8) will **lose 20% of their mark for each day** that a task is submitted late or for each subject lesson they are absent for an in-class assessment, unless acceptable justification is provided.

If you are absent on the day an assessment task is due:

- Your parents or caregiver must notify the school by telephone.
- Immediately on your return to school, you must complete an *Illness or Misadventure* form and give it to the Head Teacher of the subject concerned. For example, if you have been ill, you may need a medical certificate. The *Illness or Misadventure* form is available from the Head Teacher of the subject.

Attendance and Punctuality

You need to be punctual to BOTH school and class.

Attendance is critical. You must have a good reason to be absent from school, and a written note must be supplied by your parents/carers to explain your absence.

Any extended period of absence must be authorised by the Principal or Regional Director. Long periods of absence can place your Record of School Achievement in jeopardy.

Within this booklet is an assessment calendar outlining dates of tasks, their nature and value. More detailed information will be given to you closer to the date when the task is to be held.

Students who are absent on any school day are responsible for checking whether a Notice of Assessment Task was given during their absence.

Absence and Illness

Absence from an Assessment Task

If you are absent on the day of an assessment task:

1. Your parents or caregiver must notify the school by telephone.
2. **Immediately** on your return to school, you must give the appropriate documentation to the **Head Teacher of the subject concerned or the Deputy Principal**. For example, if you have been ill, you may need a medical certificate.

If the reason is sufficient, you may be given the task. In special circumstances, you may be awarded an estimated mark. **If the documentation is not satisfactory, A Stage 4 student will lose 20% of their mark for each day the task is late.** To satisfy participation requirements, the task or a replacement task will still need to be completed.

Illness or Misadventure

Illness or Misadventure may prevent students, from time to time, successfully completing assessment tasks. It is the school's policy that students will lose 20% each day for an assessment task is not completed **unless** students can provide valid written evidence e.g. a **doctor's certificate**, dated on the day of the task or prior to the date of the task, which clearly indicates that the student would not be fit for the assessment on the due date, OR which proves inability to complete the task.

If illness and/or misadventure occur **on the day of an exam/assessment task**, the student (or family member) must contact the school on the day of the task to provide this information. **On the first day back at school**, the student must bring substantiating evidence to the relevant Head Teacher.

If your reason for missing a task is accepted, then you may be given a substitute task as soon as possible after the original task date, or where this is not possible because of the nature of the task or the circumstances, then an estimate **may** be awarded.

Approved Absence from a Task

There may be some exceptional circumstances where students are required to be official ambassadors of the school. In these cases, students may apply for approval to do the task at another time.

It should be clearly understood that, it is not always possible to give permission for an alternative date or task. **Unless permission is granted the student is expected to complete the task at the scheduled time.**

Receiving Zero for an Assessment Task

There are a number of ways in which a student may be awarded a zero for an assessment task. These are listed below:

- Being absent for a task with no acceptable justification.
- Submitting a task late where there is no acceptable evidence to justify this.
- Cheating.

Work submitted for Assessment Tasks must be the student's own work. Where this is not so, it will be deemed as cheating by the student and a zero mark will be given.

Examples of cheating include:

- Plagiarism (to pass off words or ideas of another as one's own OR to use another's work without crediting source)
- Copying (using the work of another person and submitting it as your own).

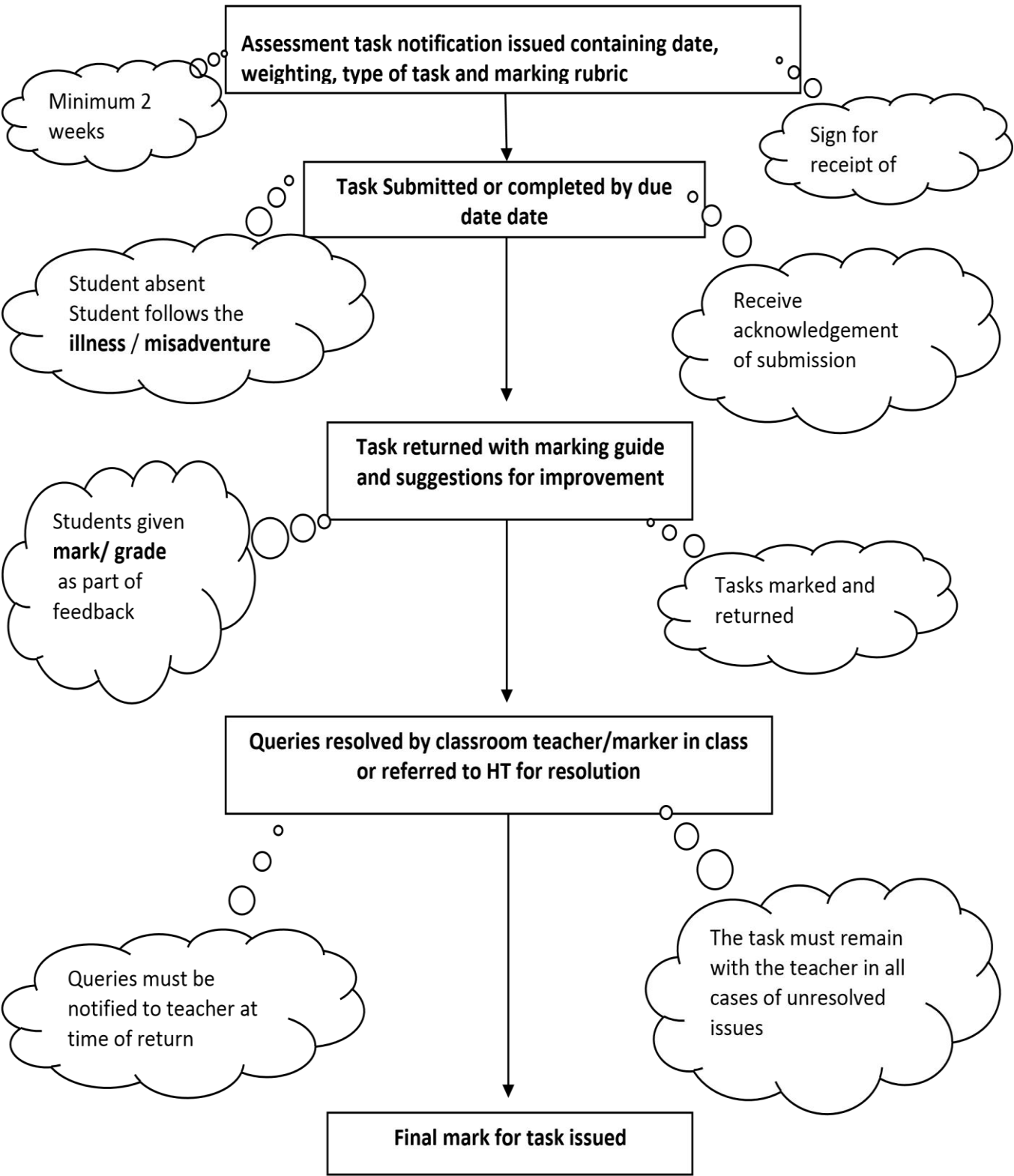
Learning Assistance

All students are expected to effectively utilise allocated class time and timetabled study periods, as well as their own homework program, to work on scheduled assessment tasks.

Students are strongly encouraged to access support and guidance from their class teacher, if required, but this should be initiated well before the assessment task's due date.

Students are also encouraged to access support from the school's Learning & Support Teacher when planning and drafting assessment tasks.

Completing an Assessment Task



Stage 4 Courses

Year 8 Assessment Schedules by Subject

	Task 1	Task 2
Outcomes	AG4-1 AG4-4 AG4-11 AG4-12 ACG-14	AG4-2 AG4-5 AG4-6 AG4-7 AG4-9 AG4-10 AG4-11 AG4-13 AG4-14
Semester 1 Due Date	Term 1 Week 5	Term 2 Week 5
Semester 2 Due Date	Term 3 Week 5	Term 4 Week 5
Task Type	Research Questions & Poster	Examination
Task Weighting	50%	50%
Task Topic	Introduction to Agriculture & Plant Production	All Topics

Course Outcomes:

AG4-1 Describes a range of plant species and animal breeds used in agricultural enterprises

AG4-2 Outlines the interactions within and between agricultural enterprises and systems

AG4-3 Identifies and explains interactions between the agricultural sector and Australia's economy, culture and society

AG4-4 Implements responsible production of plant and animal products

AG4-5 Identifies how agricultural products are used in industry and by consumers

AG4-6 Identifies and uses skills to manage the interactions within plant production enterprises

AG4-7 Identifies and uses skills to manage the interactions within animal production enterprises

AG4-8 Examines the impact of past and current agricultural practices on agricultural sustainability

AG4-9 Identifies aspects of profitability, technology, sustainability and ethics that affect management decisions

AG4-10 Implements and appreciates the application of animal welfare guidelines to agricultural practices

AG4-11 Undertakes controlled experiments in agricultural contexts

AG4-12 Communicates experimental data using a range of information and communication technologies

AG4-13 Follows safety and hygiene instructions when using chemicals, tools and agricultural machinery in accordance with Work Health and Safety requirements

AG4-14 Demonstrates plant and/or animal management practices safely and in collaboration with others

Agriculture is a one semester course in Year 8.

	Task 1	Task 2	Task 3	Task 4
Outcomes	EN4-URA-01 EN4-URB-01 EN4-ECA-01 EN4-ECB-01	EN4-RVL-01 EN4-URA-01 EN4-URC-01 EN4-ECA-01	EN4-RVL-01 EN4-URA-01 EN4-URB-01 EN4-ECA-01 EN4-ECB-01	EN4-RVL-01 EN4-URA-01 EN4-URB-01
Due Date	Term 1 Week 9	Term 2 Week 6	Term 3 Week 8	Term 4 Week 4
Task Type	Multimodal SWAY Presentation	Poetry Composition	Analytical Essay and Reflection	End-of-Course Examination
Task Weighting	25%	25%	25%	25%
Task Topic	Human Rights and Responsibilities	Poetry Unit- study of 'Bindi'	Introduction to Shakespeare	End-of-Course Examination

Course Outcomes:

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

	Task 1	Task 2	Task 3	Task 4
Outcomes	GE4-1 GE4-5	GE4-1 GE4-5	GE4-1 GE4-7	GE4-8
Semester 1 Due Date	Term 1 Week 6	Term 2 Week 2	Term 2 Week 4	Term 2 Week 5
Semester 2 Due Date	Term 3 Week 6	Term 4 Week 2	Term 4 Week 4	Term 4 Week 5
Task Type	Open Book Test	Literacy Activity (2LS)	Research Task	Literacy Activity (2LS)
Task Weighting	30%	20%	25%	25%
Task Topic	Water in the World	Water in the World	Interconnections	Interconnections

Course Outcomes:

- GE4-1** Locates and describes the diverse features and characteristics of a range of places and environments.
- GE4-2** Describes processes and influences that form and transform places and environments.
- GE4-3** Explains how interactions and connections between people, places and environments result in change.
- GE4-4** Examines perspectives of people and organisations on a range of geographical issues.
- GE4-5** Discusses management of places and environments for their sustainability.
- GE4-6** Explains differences in human wellbeing.
- GE4-7** Acquires and processes geographical information by selecting and using geographical tools for inquiry.
- GE4-8** Communicates geographical information using a variety of strategies.

Geography is a one semester course in Year 8.

	Task 1	Task 2	Task 3
Outcomes	HT4-2 HT4-3 HT4-8 HT4-9	HT4-3 HT4-4 HT4-5 HT4-6 HT4-9	HT4-3 HT4-4 HT4-5 HT4-6 HT4-7 HT4-9 HT4-10
Semester 1 Due Date	Term 1 Week 6	Term 1 Week 9	Term 2 Week 5
Semester 2 Due Date	Term 3 Week 6	Term 3 Week 9	Term 4 Week 5
Task Type	PowerPoint Presentation	In-Class Test	Research Task
Task Weighting	35%	35%	30%
Task Topic	The Vikings	The Black Death	Japan Under the Shoguns

Course 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.

History is a one semester course in Year 8.

	Task 1	Task 2	Task 3	Task 4
Outcomes	MA4-INT-C-01 MA4-IND-C-01 MA4-FRC-C-01	MA4-VOL-C-01 MA4-PYT-C-01 MAO-WM-01	MA4-DAT-C-01 MA4-DAT-C-02 MA4-VOL-C-01 MA4-ANG-C-01 MA4-GEO-C-01 MA4-ALG-C-01	MA4-EQU-C-01 MA4-LIN-C-01 MA4-LEN-C-01 MA4-ARE-C-01 MA4-VOL-C-01 MA4-FRC-C-01 MA4-RAT-C-02
Due Date	Term 1 Week 11	Term 2 Week 4	Term 3 Week 6	Term 4 Week 4
Task Type	Topic Tests	Topic Tests	Topic Tests	Topic Tests
Task Weighting	20%	20%	30%	30%
Task Topic	Integers & Rational Numbers	Measurement & Pythagoras, & Mathematical Language	Statistics, Shapes & Algebraic Techniques	Equations & Linear Algebra, Perimeter, Area & Volume, & Percentages, Ratios & Rates

Course Outcomes:

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

	Task 1	Task 2	Task 3
Outcomes	4.7 4.8 4.9 4.11	4.2 4.3 4.9 4.12	4.1 4.2 4.4 4.5 4.6 4.10
Semester 1 Due Date	Term 1 Week 8	Term 1 Week 9	Term 2 Week 4
Semester 2 Due Date	Term 3 Week 8	Term 3 Week 9	Term 4 Week 4
Task Type	Aural	Guitar Skills	Keyboard Technology
Task Weighting	20%	40%	40%
Task Topic	Aural Test	Guitar Performance	Keyboard Performance

Course 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 artform.
- 4.12** Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.

Music is a one semester course in Year 8.

	Task 1	Task 2	Task 3	Task 4
Outcomes	PD4-4 PD4-5 PD4-11	PD4-1 PD4-2 PD4-9	PD4-1 PD4-6 PD4-7	PD4-3 PD4-8 PD4-10
Due Date	Term 1 Week 9	Term 2 Week 5	Term 3 Week 9	Term 4 Week 4
Task Type	Practical	Research	Group Task	Practical
Task Weighting	25%	25%	25%	25%
Task Topic	Striking & Fielding	Rights & Responsibilities	Your Body is a Wonderland	Stronger Together

Course Outcomes:

- PD4-1** Examines and evaluates strategies to manage current and future challenges.
- PD4-2** Examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others.
- PD4-3** Investigates effective strategies to promote inclusivity, equality and respectful relationships.
- PD4-4** Refines, applies and transfers movement skills in a variety of dynamic physical activity contexts.
- PD4-5** Transfers and adapts solutions to complex movement challenges.
- PD4-6** Recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity.
- PD4-7** Investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities.
- PD4-8** Plans for and participates in activities that encourage health and a lifetime of physical activity.
- PD4-9** Demonstrates self-management skills to effectively manage complex situations.
- PD4-10** Applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts.
- PD4-11** Demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences.

	Task 1	Task 2	Task 3	Task 4
Outcomes	SC4-4WS SC4-5WS SC4-6WS SC4-7WS SC4-9WS	SC4-14W SC4-15L SC4-6WS SC4-7WS	SC4-16CW SC4-17CW SC4-8WS SC4-9WS	All Outcomes
Due Date	Term 1 Week 10	Term 2 Week 4	Term 3 Week 7	Term 4 Week 2
Task Type	Student Research Project	Practical Examination	Student Research Model	End of Stage 4 Open Examination
Task Weighting	25%	25%	25%	25%
Task Topic	Working Scientifically	Living Systems	Elements and Compounds	All Topics

Course 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.

	Task 1	Task 2	Task 3
Outcomes	COM4-1, COM4-3, COM4-5	COM4-6, COM4-7, COM4-8,	COM4-2, COM4-4, COM4-6, COM4-9
Semester 1 Due Date	Term 1 Week 6	Term 2 Week 2	Term 2 Week 4
Semester 2 Due Date	Term 3 Week 6	Term 4 Week 2	Term 4 Week 4
Task Type	Topic Test	Banquer High Simulation Progression	Banquer High Simulation End Result
Task Weighting	25%	35%	40%
Task Topic	Bank Accounts and Credit and Debit	Careers and Property	Banquer High Progression

Course Outcomes:

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

Commerce is a one semester course in Year 8.

	Task 1	Task 2
Outcomes	TE4-1DP TE4-2DP TE4-5AG	TE4-1DP TE4-3DP TE4-6FO
Semester 1 Due Date	Term 1 Week 11	Term 2 Week 4
Semester 2 Due Date	Term 3 Week 10	Term 4 Week 4
Task Type	Project Folio	Design and Practical Task
Task Weighting	50%	50%
Task Topic	Paddock to Plate	Agriculture

Course 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.
- TE4-5AG** 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.
- TE4-10TS** Explains how people in technology related professions contribute to society now and into the future.

Technology Mandatory Agriculture & Food Technologies is a one semester course in Year 8.

	Task 1	Task 2
Outcomes	TE4-2DP TE4-3DP TE4-9MA	TE4-2DP TE4-3DP TE4-9MA
Semester 1 Due Date	Term 1 Week 9	Term 2 Week 5
Semester 2 Due Date	Term 3 Week 9	Term 4 Week 5
Task Type	Project Folio Safety	Project Folio Safety
Task Weighting	50%	50%
Task Topic	Pot Plant Holder	Wooden Display Truck

Course 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.
- TE4-9MA** 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.

Technology Mandatory Material Technologies is a one semester course in Year 8.

	Task 1	Task 2	Task 3
Outcomes	4.4 4.6 4.7 4.10	4.4 4.6 4.7 4.8	4.3 4.4 4.9 4.10
Semester 1 Due Date	Term 1 Week 6	Term 2 Week 2	Term 2 Week 5
Semester 2 Due Date	Term 3 Week 6	Term 4 Week 2	Term 4 Week 5
Task Type	Case Study Art Making V.A.P.D.	Case Study Art Making V.A.P.D.	Case Study Art Making
Task Weighting	35%	35%	30%
Task Topic	Cubism	Caricature	Aboriginal Art Signs and Symbols

Course 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.

Visual Arts is a one semester course in Year 8.

Harvard Style Referencing

(AUTHOR – DATE) STYLE

Books, Pamphlets and Brochures

Cutling, K 1991, *A Guide to Police Writing*, Carswell, Canada.

Oscar, K & Noel, JR 2002, *Communicate!*, 10th edn, Wadsworth, Belmont, CA.

References cited from a Secondary Source

Wright, S 1996, *The Way to Go*, Allen & Unwin, Sydney, quoted in Cowdrey, C 1997

An Article or Chapter in an Edited Book

Barry, P 1992, 'Controlling Corruption', in *Policing Australia: Old Issues New Perspectives*, eds P Moir & H Eijkman, MacMillan, Melbourne.

An Article within a Journal (periodical)

Smith, DP 1996, 'Characters and cops', *Australian Policing Journal*, vol. 19, no. 5, pp. 323-342.

A Newspaper Article

Smith, DP, Jones, K & Wrightson, R 1999, 'The Great English Debate', *Sydney Morning Herald*, 8 August, p. 6.

Electronic Sources (World Wide Web)

Web site: The group of Web pages and documents that make up a Web site can generally be accessed from a single home or index page.

NSW Police n.d., *NSW Police on-line*, home page, viewed 29 April 2003, <<http://www.police.nsw.gov.au/main/>>.

Another example of a Web page with an author:

Crime Prevention Unit 1999, *Indigenous Crime Prevention Projects*, Attorney-General's Department, South Australia, viewed 29 April 2003, <http://www.cpu.sa.gov.au/sa_indproj.htm>.

A Web page without an author: follow the same process as for anonymous works and begin with the title.

The Nature of Cults 2002, last edited 24 October 2002, Concerned Christians Growth Ministries Inc., Nollamara, WA, viewed 10 November 2002, <<http://www.ccgmm.org.au/articles/TheNatureOfCults1.html>>.

Punctuation must be exact. Be particularly careful in recording stops and slashes. The file address should be typed along the same line if possible.

Web page within a Web site: For a single page or related group of pages within a Web site, add the date (day and month of the most recent update or revision), the date document was viewed, and the URL or Internet address of the site or, if that is not available, URL of the main site.

NSW Police n.d., *Crime Prevention in NSW*, viewed 29 April 2003, <<http://www.police.nsw.gov.au/prevention/prevention.cfm>>.



TUMBARUMBA HIGH SCHOOL

Phone: (02) 6948 2500 Fax: (02) 6948 2611
PO Box 83
101 Tooma Road
TUMBARUMBA NSW 2653
Email: tumbarumba-h.school@det.nsw.edu.au

Mr & Mrs K Smith
1 First Street
SYDNEY NSW 2000

Tuesday, 1st March 2022

Dear _____

Failure to Complete an Assessment Task

Assessment tasks in Stage 4 represent an important facet of the learning process and an invaluable means by which a student can gain constructive feedback on their progress at school. Unfortunately, _____ has failed to complete an assessment task for _____.

The assessment task to date has not been submitted. According to school policy, assessment tasks which are submitted 5 school days after the due date will receive a zero. This will effect their overall result on their school report.

Assessment tasks are given on a regular basis within all faculties of the school. Could you please ensure that _____'s assessment task is completed adequately and submitted to their teacher.

Please see herewith details on this task.

Opportunity to correct the problem

The following tasks or requirements need to be completed by _____ to correct the problem.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
Assessment 1	25%	2/2/2022	Complete this essay and submit	14/3/2022

Action by Parent/Guardian

To support _____ in meeting the course requirements, we request that you discuss this matter with them, and encourage and support them to carry out the required actions. If you have any questions about this matter, please contact _____.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

Teacher

Principal

Acknowledgement of Official Warning

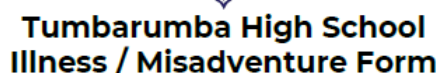
Please return to the school office

I have received the letter dated Tuesday 1 March advising me that _____ has not completed some of the course requirements for _____.

Comments: _____

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____



Section A – Student Details (to be completed by student)

Date this form submitted: ____/____/____

☐ HSC ☐ Preliminary HSC ☐ RoSA (Year 10) ☐ RoSA (Year 9) ☐ Year 8 ☐ Year 7

Date Task / Test Due:	
Subject:	
Teacher:	
Name of Task / Test:	
Weighting of Task:	%

☐ **School Sporting Event:** Date/s _____

☐ **Suspension:** Date/s _____

☐ **School Excursion:** Date/s _____

☐ **Illness** I have / have not provided a Doctors Certificate (please provide a copy with this form)

☐ **Other:** _____

Attach more documentation if required.

☐ Head Teacher supports the appeal ☐ Head Teacher does not support the appeal
Reason: _____

Name of Head Teacher: _____ Signed: _____ Date: ____/____/____

☐ *Principal supports the appeal* ☐ *Principal does not support the appeal*
Reason:

Name of Principal: _____ Signed: _____ Date: ____/____/____

[illegible]

A copy of this completed form must be now sent to:

- ☐ The student – Date sent: ____/____/____ ☐ Principal – Date sent: ____/____/____
☐ The Teacher – Date sent: ____/____/____ ☐ Student File

YEAR 8 2025 CALENDAR OF ASSESSMENT TASKS

(Enter other subjects when you are provided with specific dates)

WK	TERM 1 - 2025	TERM 2 - 2025	TERM 3 - 2025	TERM 4 - 2025
1				
2		Geography Visual Arts		Geography Science Visual Arts
3		Music		Music
4		Geography Mathematics TM Ag & Food Science	Music	English Geography Mathematics PDHPE TM Ag & Food
5	Agriculture	Agriculture History Music PDHPE TM Materials Visual Arts	Agriculture	Agriculture Geography History Geography Music TM Materials Visual Arts
6	Geography History Music Visual Arts	English	Geography History Mathematics Music Visual Arts	
7			Science	
8			English	
9	English History Music PDHPE TM Materials		History PDHPE TM Materials	
10	Science		TM Ag & Food	
11	Mathematics TM Ag & Food			