

Robert Townson High School

2024

Year 8

Internal Assessment School Policy & Subject Guidelines

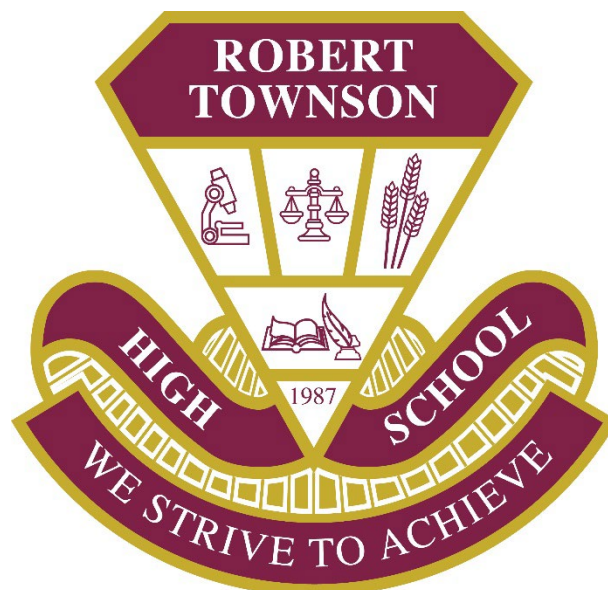


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Introduction

This booklet will assist Year 8 students and their parents/carers to understand the school-based assessment requirements in 2024. Outlined in this booklet is the school's assessment policy and information about the responsibilities of the school, faculties and students when completing course assessment.

Year 8 students will complete a range of assessments in 2024 including formal assessment tasks and a range of ongoing, continuous assessment completed as part of their learning in each subject.

We encourage students and parents to read this booklet carefully to ensure they are aware of procedures for:

- Missing an assessment task due to illness or personal circumstances.
- Submitting an assessment task late (i.e. after the due date)
- Not making a serious attempt during an assessment task
- Disrupting an assessment task
- Copying someone else's work and submitting it as your own

We encourage all students to complete work by the due date, including homework tasks issued by their classroom teachers. This will help students to develop skills in organisation and time management.

If a student is experiencing difficulty completing a task, they are encouraged to talk to their classroom teacher before the due date to seek assistance. Alternatively, parents/carers are also able to contact their child's teacher.

The school Homework Centre also operates each Wednesday and Thursday afternoon, from 3.00pm to 4.30pm. All students have the opportunity to attend and receive one-on-one assistance from our dedicated teaching staff.

Students will receive a copy of this booklet at the start of term. A copy of this booklet is also available on the school's website, should the paper copy be misplaced.

If additional questions arise or support for a student is required throughout the year, we encourage parents/carers to contact the school on 02 9824 7777:

Deputy Principal – Year 8	Mrs Emma Townsend
Year 7 Advisor	Mrs Linda Gowdy

Purpose of Assessment

Year 8 students will complete assessment tasks as part of their studies in each subject. Assessment allows students to show their knowledge and understanding in a variety of ways and reflects both their achievement and improvement over time.

Students' marks are to be tallied at the end of each semester or rotation, and a final mark for each course out of 100 is determined for reporting purposes each semester.

This mark is then used to assign grades on student reports using the following grade distribution table as a guide.

A	85-100
B	70-84
C	45-69
D	30-44
E	0-29

School Responsibilities

1. Each faculty will set a maximum number of four assessment tasks for their subject that are outlined to students at the start of the year in the Year 8 Assessment Booklet. Written notification of each specific task is provided to students by teachers at least a fortnight before the task. This notification will explain what the task involves, the weighting of the task, due date and details on how the task will be marked (marking criteria).
2. Class work may also be used for assessment purposes and could include informal class tasks, homework tasks, exercises, and collaborative/group work. It should not include marks for neatness of bookwork, marks based on student attendance and observation/participation marks.
3. Assessment tasks will be returned to students with marks and feedback once a task has been completed. This will be within a two-week period and could include marker's notes, oral feedback, and individual written feedback.
4. For speaking, performance and presentation tasks, individuals/groups will be selected at random to set the order of presentation. All students should be prepared to present on the first day of the task to ensure fairness.

5. If a student is concerned about a mark they have received, they should speak to the teacher who marked the task. If there is still concern, the head teacher of the subject should be approached. If the issue cannot be resolved, the student can appeal to the relevant deputy principal for review.
6. Parents/carers will be informed in writing by the school if their child receives a zero mark in an assessment task or exam, clearly explaining the reasons for the mark of zero. Letters of concern may also be sent if a student is not submitting work or is causing concern in the classroom.

Faculty Responsibilities

1. Provide students with an assessment task outline at least two weeks before the task due date, using the school-wide assessment task proforma. This will include details such as task description, weighting, outcomes assessed, a marking rubric and a due date. It should clearly explain what students are required to do to demonstrate their learning.
2. All students should sign for receipt of assessment tasks on the assessment task record sheet. A hard copy should be retained by each faculty.
3. If a due date is changed, faculties will inform students in writing. The new date must still adhere to the two weeks' notice timeframe.
4. Notify parents of zero marks or other concerns with a student's assessment task within two weeks of the task. e.g. copying another student's work, disruption of a task.
5. Ensure consistency and fairness in the assessment task process. Teachers are not to arrange for students to complete tasks early due to vacation/holiday leave or estimate marks in these situations.
6. Retain a student sample (low/mid/high) for each formal assessment task:
 - Common/Year Tasks - 3 samples of each range
 - Class/Small Cohort Tasks – 1 sample of each range
7. It is the head teacher's responsibility to ensure task dates are set in Term 1 and added to the school calendar on Sentral. Failure to submit tasks dates may result in tasks being unable to run on preferred date due to calendar clashes.
8. All tasks should be based on the skills and content that has been explicitly taught and developed in class. All tasks should have clear links to course outcomes that are also reflected in faculty teaching programs and registers.
9. It is the head teachers' responsibility to oversee the review of assessment tasks each year to ensure their academic rigour and currency with NESA requirements.

Student Responsibilities

1. Students absent from assessment tasks completed in class on a due date will receive zero marks unless they have a medical illness or an extenuating personal circumstance. If a student misses a task, they should complete the forms provided in this booklet and submit them to the head teacher of the subject the next day at school.
2. If a student misses an assessment task, they should be prepared to sit the task on the day they return to school. If a student's reason for absence is accepted, then the head teacher may set the same task (provided that this does not disadvantage other students) or set an alternate task. In exceptional circumstances, the principal or deputy principal may direct that an estimate be given.
3. If an assessment task involves handing in an assignment/task, students must hand this on the due date at the start of the timetabled period. If a student submits a task late, without a request for special consideration, they will lose marks:

1 day late	10% mark deduction
2 days late	20% mark deduction
3 days late	30% mark deduction
4 days late	40% mark deduction
5 days late	50% mark deduction
After 5 days	A mark of zero is awarded

4. Students who anticipate that they will be absent on the date of a task (e.g. when involved in representative sport, religious holiday, festival etc.) must notify their teacher at least three days in advance, in writing, countersigned by a parent or guardian. If the student misses a task because of a participation in a school program or medical reason, a request for special consideration must be submitted.
5. Students absent for long periods due to illness for exams or assessment tasks should ring the school, and then submit a completed request for special consideration with a medical certificate to the front office.
6. In exceptional circumstances of medical or family emergencies, and where documentation is provided, a student may apply for an extension through the 'Request for Special Consideration' form.
7. Vacation leave **is not** considered exempt leave by the Department of Education, Students who are absent from an in-class task will receive zero marks. Any assignments must be submitted before the student leaves or a mark of zero will also be awarded.

8. Students must ensure work submitted is their own, original work. If working in a group this must be the group's original work. No student should copy another student's work, ask another student to complete a task for them or present work they obtain from external sources as their own e.g. tutor's work, artificial intelligence software, internet, past student work. Students who do so will receive a mark of zero. If this occurs, parents will be notified via a letter of concern.
9. Students must behave appropriately during assessment tasks and exams and follow teacher instructions. Using mobile phones, disrupting others and cheating will be referred to the head teacher who may award a mark of zero.
10. Students must make a serious attempt at all tasks. This means:
 - attempting the majority of questions and sections of an exam paper/task
 - avoiding inappropriate, off task comments and/or drawings.
11. Teachers will inform absent students of assessment information, but students who are absent when assessment information is handed out are responsible for finding out that information.

Course Assessment Information

**The following pages contain assessment information for each subject studied
at Robert Townson High School
in Year 8**

Year 8 English – 2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 1 2024	Against the Odds – Non-fiction, film and drama	Term 3 2024	Flights of Fantasy – Genre Study – Fiction, film and drama
Term 2 2024	Australian Identity – Fiction, non-fiction and poetry	Term 4 2024	Reality Television – Non-fiction and media

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Conflict	Australian Identity	Flights of Fantasy	Reality Television
		Be Heard Multimodal task	Portfolio task	Creative Writing task	Listening task
		Term 1, Week 8	Term 2, Week 4	Term 3, Week 8	Term 4, Week 4
Speaking	15%	15%	-	-	-
Reading	10%	-	-	10%	-
Writing	30%	-	10%	10%	10%
Listening	15%	-	-	-	15%
Viewing	15%	-	10%	5%	-
Representing	15%	10%	5%	-	-
Total Marks	100%	25%	25%	25%	25%
Outcomes		EN4-1A, EN4-2A, EN4-5C, EN4-7D, EN4-9E	EN4 -1A, EN4-2A, EN4-5C, EN4-7D, EN4-9E	EN4-3B, EN4-4B, EN4- 6C , EN4-8D	EN4-3B, EN4-4B, EN4- 6C , EN4-8D

Syllabus Outcomes

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

Year 8 Geography - 2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit
Term 1 or 3 2024	Water in the World
Term 2 or 4 2024	Interconnections

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3
		All Topics	Water in the World	Water in the World & Interconnections
		In Class Continuous Formative Assessment	Research Task	Final Examination
		Throughout the course (Terms 1-2 or Terms 3-4)	Term 1, Week 8 Term 3, Week 8	Term 2 or 4 as per school examination calendar
Knowledge and understanding	50%	20%	20%	10%
Geographical Inquiry and Skills	50%	20%	10%	20%
Total Marks	100%	40%	30%	30%
Outcomes		GE4-1, GE4-2, GE4-3, GE4-4, GE4-5, GE4-7 & GE4-8 GELS-1, GELS-2, GELS-3, GELS-4, GELS-5, GELS-7 & GELS-8	GE4-1, GE4-2, GE4-3, GE4-5, GE4-7, GE4-8 GELS-1, GELS-2, GELS-3, GELS-5, GELS-7 & GELS-8	GE4-1, GE4-2, GE4-3, GE4-4, GE4-5, GE4-7 & GE4-8 GELS-1, GELS-2, GELS-3, GELS-4, GELS-5, GELS-7 & GELS-8

Syllabus 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

Year 8 History – 2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit
Term 1 or 3 2024	Overview and Depth Study 4: The Western and Islamic World – The Vikings & Depth Study 6: Expanding Conflicts – The Spanish Conquest of the Americas
Term 2 or 4 2024	Depth Study 6: Expanding Conflicts – The Spanish Conquest of the Americas & Depth Study 5: The Asia-Pacific World – Japan under the Shoguns

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3
		All Topics	Depth Studies 4-6	Depth Study 6
		In Class Continuous Formative Assessment (Classwork 20%; Numeracy Task 20%)	Research Assignment	Final Examination – Historical Skills
		Throughout the course (Terms 1-2 or Terms 3-4)	Term 1 or 3, Week 5	Term 2 or 4, as per school examination calendar
Historical knowledge and understanding	40%	20%	5%	15%
Skills to undertake historical inquiry	40%	10%	20%	10%
Communication of historical understanding	20%	10%	5%	5%
Total Marks	100%	40%	30%	30%
Outcomes		HT4-2, HT4-3, HT4-4, HT4-5, HT4-6, HT4-7, HT4-8, HT4-9 & HT4-10 HTLS-2, HTLS-3, HTLS-4, HTLS-5, HTLS-6, HTLS-7, HTLS-8, HTLS-9, HTLS-10, HTLS-11, HTLS-12 & HTLS-13	HT4-2, HT4-3, HT4-6, HT4-8, HT4.9, HT4.10 HTLS-3, HTLS-4, HTLS-4, HTLS-5, HTLS-8, HTLS-10, HTLS-11, HTLS-12 & HTLS-13	HT4-2, HT4-3, HT4-4, HT4-6, HT4-7 & HT4.10 HTLS-2, HTLS-3, HTLS-4, HTLS-5, HTLS-6, HTLS-8, HTLS-9 & HTLS-13

Syllabus 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

Year 8 Mathematics – 2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 1 2024	1. Algebraic Techniques & Equations 2. Percentages 3. Financial Mathematics	Term 3 2024	1. Pythagoras' Theorem 2. Volume 3. Probability 1 & 2
Term 2 2024	1. Perimeter and Area (including Circles), 2. Ratios and Rates (including Distance/Time Graphs) 3. Properties of Geometrical Shapes. 1 & 2	Term 4 2024	1. Data collection and representation 2. Data Analysis 3. Graphing Linear Relationships

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4	Formative Assessment
		Algebra and Equations, Financial	Perimeter and Area Rates	Probability and Pythagoras Theorem	Data collection and representation and Analysis	1. Percentages 2. Financial mathematics 3. Volume 4. Rates and ratios
		Assessment task 1 Exam	Assessment task 3 In class test	Assessment task 3 In class test	Assessment task 4 In class test	Topic Tests and bookwork
		Term 1, Week 9	Term 2, Week 4	Term 3, Week 6	Term 4, Week 6	Throughout the year
Total Marks	100%	20%	20%	20%	20%	20%
Outcomes		MA4-8NA, MA4-10NA, MA4-6NA	MA4-12MG, MA4-7NA	MA4-21SP, MA4-16MG	MA4-19SP, MA4-20SP	

Syllabus Outcomes

- MA4-8NA** - generalises number properties to operate with algebraic expressions.
- MA4-10NA** - uses algebraic techniques to solve simple linear and quadratic equations.
- MA4-5NA** - operates with fractions, decimals and percentages.
- MA4-6NA** - solves financial problems involving purchasing goods.
- MA4-12MG** - calculates the perimeters of plane shapes and circumference 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.
- MA4-21SP** - represents probabilities of simple and compound events.
- MA4-17MG** - classifies, describes and uses the properties of triangles and quadrilaterals and determines congruent triangles to find the unknown side lengths and angles.
- MA4-16MG** - uses Pythagoras theorem to calculate the side lengths in right angled triangles, and solves related problems.
- MA4-7NA** - operates with ratios and rates and explores their graphical representation.
- MA4-19SP** - collects, represents and interprets single sets of data, using appropriate statistical displays.
- MA4-20SP** - analyses single sets of data measures of location, and range.
- MA4-11NA** - creates and displays number patterns: graphs and analyses linear relationships: and performs transformations on the cartesian plane.

Year 8 Music - 2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 1 2024	The Elements of Music	Term 3 2024	Styles of Rock
Term 2 2024	Instruments of the Orchestra / Instruments of Rock	Term 4 2024	Music for Radio, Film, Television and Multimedia

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		The Elements of Music	Instruments of the Orchestra Instruments of Rock	Styles of Rock	Music for Radio, Film, Television and Multimedia
		Performance Task	Half Yearly Examination (Listening /Theory)	Composition/Performance task	Yearly Examination (Listening / Theory)
		Term 1, Week 9	Term 2, Week 5	Term 3, Week 9	Term 4, Week 6
Performance	30%	20%		10%	
Listening / Theory	50%		25%		25%
Composition	20%			20%	
Total Marks	100%	20%	25%	30%	25%
Outcomes		4.1, 4.2, 4.3	4.7, 4.8, 4.9	4.2, 4.4, 4.5, 4.6	4.7, 4.8, 4.9

Syllabus 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

Year 8 Personal Development, Health & Physical Education (PDHPE) – 2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 1 2024	Food & Nutrition (Theory) + Court Games (Practical)	Term 3 2024	Risk Taking (Theory) + Striking Games (Practical)
Term 2 2024	Mental Health and Wellbeing (Theory) + Team Games (Practical)	Term 4 2024	Relationships (Theory) + Individual Games & Activities (Practical)

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		Food & Nutrition	Court Games	Risk Taking	Striking Games
		Website Design	Practical Assessments	Topic Test	Practical Assessments
		Term 1, Week 10	Term 2, Week 5	Term 3, Week 10	Term 4, Week 5
Knowledge & understanding	40%	15%	5%	15%	5%
Skills	40%	5%	15%	5%	15%
Values and Attitudes	20%	5%	5%	5%	5%
Total Marks	100%	25%	25%	25%	25%
Outcomes		PD4-1, PD4-2, PD4-3, PD4-8, PD4-9	PD4-4, PD4-5, PD4-10, PD4-11	PD4-1, PD4-2, PD4-3, PD4-6, PD4-9	PD4-4, PD4-5, PD4-10, PD4-11

Stage 4 Syllabus 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 & behaviours & proposes strategies to enhance health, safety, wellbeing & 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

Year 8 Science – 2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Term 1 2024	Invisible world and busy bodies	Term 3 2024	May the force be with you
Term 2 2024	To infinity and beyond, Snap crackle and pop	Term 4 2024	Rock the world

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4	Task 5
		Working Scientifically Skills	Topics 1 & 2	Working Scientifically Skills	Topics 3,4 & 5	All topics
		Practical Test	Half Yearly Examination	Student Research Task	Yearly Examination	Science Skills and Homework
		Term 1, Week 8 10	Term 2, Week 4	Term 3, Week 8	Term 4, Week 5	All terms
Knowledge and Understanding in Science	50%	2.5%	15%	2.5%	15%	15%
Skills in Working Scientifically	50%	12.5%	5%	12.5%	5%	15%
Total Marks	100%	15%	20%	15%	20%	30%
Outcomes		WS5, WS6, WS7,	LW2, LW3, LW4, WS4, WS5, WS7, WS8, WS9	WS3, WS4, WS5, WS6, WS7, WS9	CW1, CW3, CW4, PW3, PW4, ES1, ES3, WS4, WS5, WS7, WS8, WS9	LW2, LW3, LW4, CW1, CW3, CW4, PW3, PW4, ES1, ES3, WS7, WS9

Syllabus Outcomes

- 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
- SC5-10PW** - Applies models, theories and laws to explain situations involving energy, force and motion
- SC4-11PW** - Discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
- SC5-11PW** - Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
- 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

Year 8 Technology Mandatory – 2024

Internal Assessment Program, Robert Townson High School

Course Overview

Term	Module/Unit	Term	Module/Unit
Terms 1 - 4 2024 ROTATION 1	<u>HOME ECONOMICS</u> Agriculture & Food Technologies Students will learn about the characteristics and properties of food, food selection, food storage and how to make informed choices when preparing nutritious food.	Terms 1-4 2024 ROTATION 2	<u>INDUSTRIAL ARTS</u> Robotics Digital Technologies/ Engineered Systems Students will learn programming concepts and commands and how to modify code to suit an identified need. Students will also learn how to assemble basic electronic circuits using a microcontroller to produce their final design idea.

Assessment Overview

Syllabus Components	Weighting (%)	Task 1	Task 2	Task 3	Task 4
		<i>Food Selection & Health</i>	<i>Nourish Bowl</i> Students will grow and create a Nourish Bowl. They will also create a digital post.	<i>Crack the Code</i> Students will design, produce and evaluate a traffic light & robotic car using a coding software and relevant hardware. Students will also complete an electronic design portfolio and a work booklet.	
		In Class Work Booklet Term 2, Week 8 (Rotation 1)	Practical Project Term 4, Week 8 (Rotation 2)	E portfolio & Booklet Term 2, Week 8 (Rotation 1)	Practical Project Term 4, Week 8 (Rotation 2)
Design and Production Skills	50%	5%	20%	5%	20%
Knowledge and Understanding	50%	15%	10%	15%	10%
Total Marks	100%	20%	30%	20%	30%
Outcomes		TE4-1DP, TE4- 2DP, TE4-3DP, TE4-5AG, TE4- 6FO, TE4-10TS	TE4- 2DP, TE4-3DP, TE4- 5AG, TE4- 6FO	TE4-1DP, TE4- 2DP, TE4-4DP, TE4-7DI, TE4-8EN, TE4-10TS	TE4-1DP, TE4- 2DP, TE4-3DP, TE4-8EN

Syllabus Outcomes

- TE4-1DP** - designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
- TE4-2DP** - plans and manages the production of designed solutions
- TE4-3DP** - selects and safely applies a broad range of tools, materials and processes in the production of quality projects
- TE4-4DP** - designs algorithms for digital solutions and implements them in a general-purpose programming language
- TE4-5AG** - 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



Robert Townson High School
We strive to achieve

Parent/guardian name:	
Parent/guardian signature:	
Date:	

Part B – To Be Completed by the Deputy Principal

Outcome: _____

Deputy Principal: _____ Date: _____