

2024

STAGE 4

**ASSESSMENT POLICY  
AND PROCEDURES**



# Introduction

Smith's Hill High School Stage 4 Course policy, related information, and teacher and student responsibilities are set out below.

## What is assessment?

An important role of assessment is to assist student learning. This is achieved in two ways:

- students know in advance which course outcomes are to be assessed
- following each assessment, teachers provide meaningful feedback to students. This feedback clearly indicates the extent to which the course outcomes have been achieved. Such feedback acknowledges what students can do and what they need to do in order to improve their level of performance.

## Types of assessment

A range of assessment approaches are used to gather evidence of student's learning and make judgements about their achievements. These assessment strategies include a variety of opportunities for students to demonstrate their knowledge, understanding and skill development throughout the learning cycle.

### Assessment for learning

- Teachers use this type of assessment regularly throughout the teaching and learning process to clarify student learning and understanding. This involves formal and informal assessment activities as part of learning and to inform the planning of future learning.
- Includes self assessment and peer assessment as part of regular routines.
- Effective feedback is provided to motivate students and lead to further improvements.

### Assessment as learning

- Students are provided opportunities to assess themselves and monitor their own learning and how to use assessment information for new learning.
- Involves teachers and students creating learning goals to encourage growth and development.

### Assessment of learning

- Assists teachers in using evidence of student learning to assess achievement against outcomes and standards.
- Formal assessment tasks that are provided at key points throughout the learning cycle that are used to further plan future pathways and goals for students.

# Example of Assessment

Written Assessment	
<ul style="list-style-type: none"> <li>● Annotated Bibliography</li> <li>● Case Study</li> <li>● Essay</li> <li>● Literature Review</li> <li>● Workbook</li> <li>● Peer Review</li> <li>● Portfolio</li> <li>● Problem Solving</li> </ul>	<ul style="list-style-type: none"> <li>● Professional Plans</li> <li>● Project (research)</li> <li>● Quiz/Test</li> <li>● Reflective Journal</li> <li>● Report</li> <li>● Research Paper</li> <li>● Self-assessment</li> </ul>
Oral Assessment	
<ul style="list-style-type: none"> <li>● Interview</li> <li>● Individual presentation</li> <li>● Group presentation</li> <li>● Debate</li> </ul>	<ul style="list-style-type: none"> <li>● Debate</li> <li>● Recording in portfolio</li> <li>● Critique</li> <li>● Problem Solving</li> </ul>
Performance / Exhibition / Demonstration	
<ul style="list-style-type: none"> <li>● Performance</li> <li>● Poster presentation</li> <li>● Simulation</li> <li>● Teamwork</li> <li>● Placement performance</li> <li>● Exhibition</li> <li>● Laboratory practical</li> </ul>	<ul style="list-style-type: none"> <li>● Creative work</li> <li>● Demonstration</li> <li>● Group presentation</li> <li>● Debate</li> </ul>
Other	
<ul style="list-style-type: none"> <li>● Design piece</li> </ul>	<ul style="list-style-type: none"> <li>● Student negotiated</li> </ul>

## General information

Some courses require students to complete assessment tasks in class. When this is required, students are to attend school on the day of an in class task is to be completed. All lessons prior to the task must also be attended and the school day before the task.

**Where an absence is known in advance**, the student must approach the teacher **before** the due date of the task (at least a week prior to the task) and negotiate an alternative date or task. This includes examinations. Where approval is granted, the student may be required to attempt an alternative task or may be assessed on the basis of other evidence.

● **Where a student is absent on the day of the task (or the day a task is due)** he/she must see their teacher to inform them of their absence and in the case of illness, or a satisfactory explanation in writing in the case of misadventure, **on the day they return to school**.

● In cases where tasks may be assessed over several days (eg speeches and presentations) and a student is absent, the student must be prepared to present their task on the day they return to school.

### **What happens if a student fails to fulfil his/her responsibilities?**

A student who fails to fulfil his/her responsibilities as explained above may receive:

- Contact from a teacher in the form of a letter of concern, email or phone call.
- Students should still expect that they need to complete work that they have not completed and must be proactive in engaging the teacher to make alternate arrangements.

### **Reasons for non completion of the task do not include:**

- Family holidays
- Misinterpretation of date or nature of task
- Technology malfunction

# Informal Tasks

**Informal assessment** is an integral focus at SHHS and used to evaluate a student's own performance and progress individually. In the classroom, these take numerous forms and are the teacher's and student's way of measuring student's progress and achievement that helps inform ongoing teaching and learning as well as the diagnosis of areas of strength and need.

These informal assessment opportunities have a clear and direct links with outcomes and the assessment strategies employed by the teacher in the classroom are directly linked to and reflect the syllabus outcomes. The informative assessment practice involves teachers using a variety of assessment strategies that give students multiple opportunities, in varying contexts, to demonstrate what they know, understand and can do.

## **What are the responsibilities of the Course Teacher?**

### **It is the responsibility of the teacher to:**

- decide how to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self- assessment, peer assessment, samples of student work, observations, discussions, questioning, quizzes, projects and presentations that can be recognised as an **informal task**. These may also:
  - Involve students in setting learning goals
  - Help students know and recognise the standards for which they are aiming
  - Involve students in self-assessment and peer assessment
  - provide feedback to help students understand the next steps in learning and plan how to achieve them.

# Formal Tasks

## What are the responsibilities of the Course Teacher?

### It is the responsibility of the teacher to:

- Teach the approved NSW Education Standards Authority, (NESA) course.
- Notify the students in writing of all course assessment requirements.
- Provide students with reasonable notification prior to **each formal** task (generally two weeks).

This notification will include:

- date the task is due
  - a description of the task
  - outcomes being assessed
  - method of task submission
  - criteria on which the task will be marked
- Notify students and their parents if a student fails to meet course and/or assessment requirements.
  - Negotiate a suitable change of date if it is necessary to change the notified date of a set assessment task.
  - Ensure that assessment tasks are returned within a reasonable timeframe to the student with a mark or grade and explicit feedback to assist improvement in student's performance.

## What are the responsibilities of the Student?

To satisfactorily complete each course in which they are enrolled.

This will be demonstrated by:

1. Following the course that has been developed or endorsed by NESA,
  2. Applying yourself with diligence and sustained effort to the set tasks and experiences provided by the course and,
  3. Achieving some or all of the course outcomes.
- Make a serious attempt at all tasks in the Assessment Program for each course.
  - Submit work that is totally the work of the student completing the task. A student who is found **guilty of malpractice** (including using a mobile phone to access information during an in class assessment task) will be given a zero mark for the task.
  - Do the task and resubmit.

# Grading

## **How are grades awarded?**

Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved.

The grades each student earns will be determined by completing the tasks listed in the assessment schedules published in this booklet **and by the completion of course work (classwork and homework), ongoing lesson observations and other formative assessment.** Teachers will be using the course performance descriptors to make a professional on-balance judgment that best match the standard the student has achieved.

Teachers follow a process of moderation to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW.

## **Course Performance Descriptors for Stage 4 Courses**

Course performance descriptors have been developed for each course. They describe the main features of a typical students' performance at each grade measured against syllabus objectives and outcomes for the course.

The Common Grade Scale is used to assign grades for students in Stage 4 courses that do not have subject-specific course performance descriptors, such as Physical Activity and Sport Studies. The Common Grade Scale describes performance at each of five grade levels.

**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 processes 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 a few areas of the content and has achieved very limited competence in some of the processes and skills.

**Further information and support on Assessment Grade allocation can be found:**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades>

# Study Planner

Can be digitally accessed through:

[Department of Education 2024 Calendar](#)

NSW Department of Education

## Calendar 2024



### January

M	T	W	T	F	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### February

M	T	W	T	F	Sa	Su
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

### March

M	T	W	T	F	Sa	Su
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### April

M	T	W	T	F	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

### May

M	T	W	T	F	Sa	Su
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

### June

M	T	W	T	F	Sa	Su
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

### July

M	T	W	T	F	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### August

M	T	W	T	F	Sa	Su
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

### September

M	T	W	T	F	Sa	Su
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

### October

M	T	W	T	F	Sa	Su
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### November

M	T	W	T	F	Sa	Su
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

### December

M	T	W	T	F	Sa	Su
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## Key dates

\* Check with your school as starting and finishing dates may change.

### Term start and end dates\*

- Term 1 (Eastern): 30 January to 12 April
- Term 1 (Western): 6 February to 12 April
- Term 2: 29 April to 5 July
- Term 3: 22 July to 27 September
- Term 4: 14 October to 20 December
- School development days, students do not attend
  - Term 1 (Eastern): 30 January and 31 January

- Term 1 (Western): 6 February and 7 February
- Term 2: 29 April
- Term 3: 22 July
- Term 4: 19 December and 20 December

### School vacation dates

- Summer (Eastern): 20 December 2023 to 29 January 2024
- Summer (Western): 20 December 2023 to 5 February 2024
- Autumn: 15 April to 26 April

- Winter: 8 July to 19 July
- Spring: 30 September to 11 October
- Summer (Eastern): 23 December 2024 to 30 January 2025
- Summer (Western): 23 December 2024 to 6 February 2025

### Public holidays



#### Scan me for key dates

Help your child get the most out of their school year and to explore our resources, [education.nsw.gov.au/parents-and-carers](https://education.nsw.gov.au/parents-and-carers)



#### Scan me for key dates

[education.nsw.gov.au/calendars](https://education.nsw.gov.au/calendars)

School zone speed limits apply on all school days, including school development days.







# Smith's Hill High School

## ASSESSMENT SCHEDULE

**Subject: English**

**Course: Year 7**

**Year: 2024**

### Semester 1

Task	Topic	Task Type	Date
1	Blast Off With the Canon	Feature Article on Canonical Text - take home - electronic submission	Term 1, 2024 End of Week 9

### Semester 2

Task	Topic	Task Type	Date
1	Flights of Fantasy	Task – Imaginative Writing and Reflection – take home – electronic submission	Term 3, 2024 End of Week 9



# Smith's Hill High School

## ASSESSMENT SCHEDULE

**Subject: English**

**Course: Year 8**

**Year: 2024**

### Semester 1

Task	Topic	Task Type	Date
1	Intercultural Experiences	Persuasive Multimodal Presentation – electronic submission	Term 1, 2024 Beginning of Week 9

### Semester 2

Task	Topic	Task Type	Date
1	If Music Be The Food of Love	Comparative Essay – In class - seen question	Term 3, 2024 Week 9



# Smith's Hill High School

## ASSESSMENT SCHEDULE

**Subject: Mathematics**

**Course: Year 7**

**Year: 2024**

### Semester 1

Task	Topic	Task Type	Date
1	Indices, Computation with Integers, Fractions, Decimals and Percentages, Probability	Common Test based on content taught up to given date. In class, one hour duration.	Term 2, 2024 Week 4

### Semester 2

Task	Topic	Task Type	Date
1	Algebraic Techniques, Equations, Length, Area and Volume, Angle Relationships, Data Classification and Visualisation	Common Test based on content taught from previous date and up to the given date. In class, one hour duration.	Term 4, 2024 Week 3



# Smith's Hill High School

## ASSESSMENT SCHEDULE

**Subject: Mathematics**

**Course: Year 8**

**Year: 2024**

### Semester 1

Task	Topic	Task Type	Date
1	Algebraic Techniques, Equations, Pythagoras and Irrational Numbers, Percentages, Indices	Common Test based on content taught up to the given date. In class, one hour duration.	Term 2, 2024 Week 3

### Semester 2

Task	Topic	Task Type	Date
1	Circles and Cylinders, Properties of Geometrical Figures, Linear Relationships, Rates, Data Analysis	Common Test based on content taught from previous date and up to the given date. In class, one hour duration.	Term 4, 2024 Week 4



# Smith's Hill High School

## ASSESSMENT SCHEDULE

**Subject: Science**

**Course: Year 7**

**Year: 2024**

Task	Topic	Task Type	Date
1	Separation and Classification	Examination	Term 4, 2024 Week 5



# Smith's Hill High School

## ASSESSMENT SCHEDULE

**Subject: Science**

**Course: Year 8**

**Year: 2024**

### Semester 1

Task	Topic	Task Type	Date
1	Systems (Plant, Body & Ecosystem)	Topic Test	Term 2, 2024 Week 4

### Semester 2

Task	Topic	Task Type	Date
2	Working Scientifically Skills	Student Research Project	Term 3, 2024 Week 3



# Smith's Hill High School

## ASSESSMENT SCHEDULE

**Subject: Geography**

**Course: Year 7**

**Year: 2024**

### Semester 1

Task	Topic	Task Type	Date
1	Geography Skills and content Test	Topic Test / skills test	Term 1, 2024 Week 10

### Semester 2

Task	Topic	Task Type	Date
1	Geography Skills and Content Test	Topic Test / skills test	Term 3, 2024 Week 10



# Smith's Hill High School

## ASSESSMENT SCHEDULE

**Subject: Geography**

**Course: Year 8**

**Year: 2024**

### Semester 1

Task	Topic	Task Type	Date
1	Landscapes and Landforms Task	Topic Test – Landscapes and Landforms, skills, fieldwork (RNP)	Term 1, 2024 Week 8

### Semester 2

Task	Topic	Task Type	Date
1	Landscapes and Landforms Task	Topic Test – Landscapes and landforms, skills, fieldwork (Mt Keira)	Term 3, 2024 Week 8





# Smith's Hill High School

## ASSESSMENT SCHEDULE

**Subject: History**

**Course: Year 7**

**Year: 2024**

### Semester 1

Task	Topic	Task Type	Date
1	Topic 1: Investigating Ancient Past	Common Test - Multiple choice, skills, writing short/long written responses	Term 2, 2024 Week 3

### Semester 2

Task	Topic	Task Type	Date
1	Topic 1: Investigating Ancient Past	Common Test - Multiple choice, skills, writing short/long written responses	Term 4, 2024 Week 1



# Smith's Hill High School

## ASSESSMENT SCHEDULE

**Subject: History**

**Course: Year 8**

**Year: 2024**

### Semester 1

Task	Topic	Task Type	Date
1	Vikings Task	Research Task – Viking Society – Video (pairs) or written saga (individual)	Term 1, 2024 Week 9

### Semester 2

Task	Topic	Task Type	Date
1	Vikings Task	Research Task – Viking Society – Video (pairs) or written saga (individual)	Term 3, 2024 Week 9



# Smith's Hill High School

## ASSESSMENT SCHEDULE

**Subject: PDHPE**

**Course: Year 7**

**Year: 2024**

### Semester 1

Task	Topic	Task Type	Date
1	Getting the Fundamentals Right	Online hand-in task: Each Individual student analyses their own performance of a fundamental movement skill and makes a comparison to elite execution of the skill.	Term 1, 2024 Week 10

### Semester 2

Task	Topic	Task Type	Date
1	The Digital World	Online hand-in task: Information report on a digital issue affecting Year 7 students at Smith's Hill	Term 3, 2024 Week 8



# Smith's Hill High School

## ASSESSMENT SCHEDULE

**Subject: PDHPE**

**Course: Year 8**

**Year: 2024**

### Semester 1

Task	Topic	Task Type	Date
1	Healthy Lifestyle	Hand-in task: Lifestyle tracker. Nutrition, Physical Activity and Media Analysis.	Term 1, 2024 Week 10

### Semester 2

Task	Topic	Task Type	Date
1	Power in Relationships	Hand-in task: Power Campaign. Students develop an awareness campaign focused on one of the elements of power in relationships.	Term 4, 2024 Week 2



# Smith's Hill High School

## ASSESSMENT SCHEDULE

**Subject: French**

**Course: Year 8**

**Year: 2024**

### Semester 1

Task	Topic	Task Type	Date
1	End of Semester Review	Written exam - In class task with listening, reading and writing components	Term 2, 2024 Week 6

### Semester 2

Task	Topic	Task Type	Date
1	"Parle-moi de toi" Tell me about yourself	In-class task with conversation and writing components	Term 4, 2024 Week 6



# Smith's Hill High School

## ASSESSMENT SCHEDULE

**Subject: German**

**Course: Year 8**

**Year: 2024**

### Semester 1

Task	Topic	Task Type	Date
1	End of Semester Review on Topics 1 to 4	Written exam: In-class task with listening, reading and writing components	Term 2, 2024 Week 6

### Semester 2

Task	Topic	Task Type	Date
1	'Wer bist du?' (Who are you?) Task on Topics 1 to 7	Spoken conversation with stimuli in German Written task	Term 4, 2024 Week 6



# Smith's Hill High School

## ASSESSMENT SCHEDULE

**Subject: Japanese**

**Course: Year 8**

**Year: 2024**

### Semester 1

Task	Topic	Task Type	Date
1	End of Semester Review	In-class task with listening, reading and writing components.	Term 2, 2024 Week 6

### Semester 2

Task	Topic	Task Type	Date
2	"Jikoshokai" task	Task involves in-class speaking and writing tasks	Term 4, 2024 Week 6



# Smith's Hill High School

## ASSESSMENT SCHEDULE

**Subject: Music**

**Course: Year 7**

**Year: 2024**

### Semester 1

Task	Topic	Task Type	Date
1	Composition	Composition: Complete composition task demonstrating understanding of pitch and duration. Hand in task using Musescore	Term 1, 2024 Week 10

### Semester 2

Task	Topic	Task Type	Date
1	Performance	Performance: using class ensemble instruments. Perform an allocated piece selected from the class repertoire on your class instrument. Record and submit online (google classroom)	Term 4, 2024 Week 2

### Informal Assessment Opportunities:

Students will participate in a variety of performance, composition and listening activities throughout the year as informal assessments to meet all course outcomes. The two formal assessment are a consolidation of skills and knowledge acquired throughout each semester.

The informal assessments will include:

Performance: both individual and ensemble.

Composition: individual and group activities including both small compositional ideas as well as working towards completing whole works.

Listening: activities including aural analysis and oral discussion/written responses to musical examples studied in class.





# Smith's Hill High School

## ASSESSMENT SCHEDULE

**Subject: Music**

**Course: Year 8 (One session either in Terms 1&2 or 3&4)**

**Year: 2024**

### Semester 1 or 2

Task	Topic	Task Type	Date
1	Performance	Performance: Ensemble performance. Perform an allocated piece selected from the class repertoire in an ensemble. In class performance and rehearsal time.	Term 2, 2024 Week 7 OR Term 4, 2024 Week 7

### Informal Assessment Opportunities:

Students will participate in a variety of performance, composition and listening activities throughout the year as informal assessments to meet all course outcomes. The formal assessment is a consolidation of skills and knowledge acquired throughout the semester.

The informal assessments will include;

Performance: both individual and ensemble skills on the bass guitar, drums, keyboard and guitar.

Composition: activities showing understanding of compositional ideas for bass guitar, drums, keyboard and guitar and various styles studied in class

Listening: activities including analysis and oral/written responses to musical examples studied in class.



# Smith's Hill High School

## ASSESSMENT SCHEDULE

**Subject: Visual Arts**

**Course: Year 7 Mandatory**

**Year: 2024**

### Semester 1

Task	Topic	Task Type	Date
1	Elements & Principles of Visual Design: Artwork and Analysis	Students will submit a two-dimensional artwork demonstrating their understanding of Elements and Principles of Visual Design, and a related analysis of artworks using this knowledge.	Term 2, 2024 Week 6

### Semester 2

Task	Topic	Task Type	Date
1	Ceramic sculpture and related research of Visual Art Content Areas	Students will design and construct a three-dimensional artwork using clay, and demonstrate their understanding of the Visual Arts through a related in-class written task.	Term 4, 2024 Week 6



# Smith's Hill High School

## ASSESSMENT SCHEDULE

**Subject: Visual Arts**

**Course: Year 8 Visual Arts Extension**

**Year: 2024**

### Semester 1

Task	Topic	Task Type	Date
1	Curiosity, Connections & Conscience	<b>In Class and Hand In   Portfolio, VAPD and Related Analysis</b> Students will submit a VAPD and a portfolio or artworks that demonstrate their knowledge and skills of materials and processes, and a related analysis of the Conceptual Framework	Term 2, 2024 Week 6

### Semester 2

Task	Topic	Task Type	Date
1	Curiosity, Connections & Conscience	<b>In Class and Hand In   Portfolio, VAPD and Related Analysis</b> Students will submit a VAPD and a portfolio or artworks that demonstrate their knowledge and skills of materials and processes, and a related analysis of the Conceptual Framework	Term 4, 2024 Week 6



# Smith's Hill High School

## ASSESSMENT SCHEDULE

**Subject: Coding**

**Course: Year 7**

**Year: 2024**

### Semester 1

Task	Topic	Task Type	Date
1	Digital Technologies	Documentation for coding project (in class – home if extra time required)	Term 2, 2024 Week 3

### Semester 2

Task	Topic	Task Type	Date
1	Digital Technologies	Documentation for coding project (in class – home if extra time required)	Term 4, 2024 Week 3



# Smith's Hill High School

## ASSESSMENT SCHEDULE

**Subject: Coding**

**Course: Year 8**

**Year: 2024**

### Semester 1

<b>Task</b>	<b>Topic</b>	<b>Task Type</b>	<b>Date</b>
1	Digital Technologies	Documentation for coding project (in class – home if extra time required)	Term 2, 2024 Week 3

### Semester 2

<b>Task</b>	<b>Topic</b>	<b>Task Type</b>	<b>Date</b>
1	Digital Technologies	Documentation for coding project (in class – home if extra time required)	Term 4, 2024 Week 3



# Smith's Hill High School

## ASSESSMENT SCHEDULE

**Subject: Engineering**

**Course: Year 7**

**Year: 2024**

### Semester 1

Task	Topic	Task Type	Date
1	Electric Dragster	Digital Portfolio (class time)	Term 2, 2024 Week 2

### Semester 2

Task	Topic	Task Type	Date
1	Electric Dragster	Digital Portfolio (class tim)	Term 4, 2024 Week 2



# Smith's Hill High School

## ASSESSMENT SCHEDULE

**Subject: Engineering**

**Course: Year 8**

**Year: 2024**

### Semester 1

Task	Topic	Task Type	Date
1	Electric Dragster	Digital Portfolio (in class)	Term 2, 2024 Week 2

### Semester 2

Task	Topic	Task Type	Date
1	Electric Dragster	Digital Portfolio (in class)	Term 4, 2024 Week 2



# Smith's Hill High School

## ASSESSMENT SCHEDULE

**Subject: Technology Mandatory  
Food and Agriculture**

**Course: Year 7**

**Year: 2024**

### Semester 1

<b>Task</b>	<b>Topic</b>	<b>Task Type</b>	<b>Date</b>
1	Food & Agriculture	Folio (at home) and practical (in class)	Term 2, 2024 Week 3

### Semester 2

<b>Task</b>	<b>Topic</b>	<b>Task Type</b>	<b>Date</b>
1	Folio and Practical	Folio (at home) and practical (in class)	Term 4, 2024 Week 3





# Smith's Hill High School

## ASSESSMENT SCHEDULE

**Subject: Technology Mandatory  
Food and Agriculture**

**Course: Year 8**

**Year: 2024**

### Semester 1

Task	Topic	Task Type	Date
1	Food & Agriculture	Folio (at home) and practical (in class)	Term 2, 2024 Week 3

### Semester 2

Task	Topic	Task Type	Date
1	Food & Agriculture	Folio (at home) and practical (in class)	Term 4, 2024 Week 3



# Smith's Hill High School

## ASSESSMENT SCHEDULE

**Subject: Food Elective**

**Course: Year 8**

**Year: 2024**

### Semester 1

Task	Topic	Task Type	Date
1	Food in Australia	Written task (at home) and practical (in class)	Term 2, 2024 Week 2

### Semester 2

Task	Topic	Task Type	Date
1	Food in Australia	Written task (at home) and practical (in class)	Term 4, 2024 Week 2



# Smith's Hill High School

## ASSESSMENT SCHEDULE

**Subject: Materials Technology**

**Course: Year 7**

**Year: 2024**

### Semester 1

<b>Task</b>	<b>Topic</b>	<b>Task Type</b>	<b>Date</b>
1	Basketball Toy	Submission of project folio (Class and home if needed)	Term 2, 2024 Week 4

### Semester 2

<b>Task</b>	<b>Topic</b>	<b>Task Type</b>	<b>Date</b>
1	Basketball Toy	Submission of project folio (Class and home if needed)	Term 4, 2024 Week 4



# Smith's Hill High School

## ASSESSMENT SCHEDULE

**Subject: Materials Technology**

**Course: Year 8**

**Year: 2024**

### Semester 1

Task	Topic	Task Type	Date
1	Basketball Toy	Submission of project folio (Class and home if needed)	Term 2, 2024 Week 4

### Semester 2

Task	Topic	Task Type	Date
1	Basketball Toy	Submission of project folio (Class and home if needed)	Term 4, 2024 Week 4



# Smith's Hill High School

## ASSESSMENT SCHEDULE

**Subject: Timber Laminating**

**Course: Year 8 Elective**

**Year: 2024**

### Semester 1

Task	Topic	Task Type	Date
1	Timber Laminating	Practical project (in class) and folio (in class and time)	Term 2, 2024 Week 4

### Semester 2

Task	Topic	Task Type	Date
1	Timber Laminating	Practical project (in class) and folio (in class and time)	Term 4, 2024 Week 4