KURRI KURRI HIGH SCHOOL

ASSESSMENT BOOKLET

YEAR 8 2025

ASSESSMENT PROCEDURES

Assessments

The overall mark on student's semester reports is based on the student's performance on each of the formal assessment task scheduled for completion during the semester. Each course has assessment tasks with varied weightings contributing to the overall mark. Years 7-9 assessment is designed to determine student achievement across in learning outcomes for any given course. This provides greater scope than is possible from a single task. It gives students the opportunity to demonstrate their knowledge, skills and understanding in a wider range of tasks such as oral, research and practical skills.

Notification of Assessment Tasks

Students will receive a written notification of an assessment task at least **two weeks** prior to the due date of the task. Students will complete a CANVAS quiz to date a register to acknowledge receipt of this assessment notification. If students are absent on the day an assessment task notification is handed out, they are responsible for obtaining a copy of it. No extra time will be given to a student for a task because they did not receive the notification in class.
Teachers will upload a copy of the task notification onto CANVAS to ensure all students can access a copy throughout the assessment period.

Submission

It is the responsibility of students to ensure that they complete assessment tasks at the scheduled time and date or that they complete a serious attempt at assessment tasks and submit them at the designated time on or before the due date. Assessments may be required to be handed in, submitted via CANVAS or submitted digitally by a specified time. Notifications for each task will clearly outline the required means of submission.

When submitting an assessment task, tasks will be accepted by the course teacher during the class period for that subject on the due date. If the teacher is absent or unavailable, tasks must be handed to the Head Teacher responsible for the course. Tasks must never be left on a desk or table for collection by the teacher or handed to a casual teacher.

Students must sign to reflect that they have submitted their task. Tasks submitted online will be date and time stamped to ensure processes are followed.

Assessment task submission and/or completion takes priority over school events such as: excursions, sporting or school representation. It is the student's responsibility to bring to the attention of their class teacher any impending conflicts.

Tasks submitted after the due date without a successful Student Appeal Form will receive a 25% penalty. After 2 weeks the task will receive an automatic zero mark.

Late or Non-Submission of tasks:

Tasks submitted after the due date without a successful Student Appeal Form, and a valid reason, will receive a 25% penalty. After 2 weeks the task will receive an automatic zero mark.

If tasks prepared at home are not submitted by the time stipulated on the notification, they will be regarded as late unless a Student Appeal Form is submitted.

To meet the requirements of the Years 7-9 course, students must make a genuine attempt at assessment tasks including when submitting late or otherwise. Students will receive feedback about their response; however, the student would still have a penalised mark recorded against their performance for the task.

Failure of technology on the due date will not be accepted as a valid reason for late submission.

Where there is no valid reason for not completing an assessment task, a failure to submit assessment task letter will be issued indicating the nature of the work not completed and the future action required of the student to resolve the situation. It is important that students complete this task to develop the skills required of the course.

Extensions may only be granted where there is a legitimate reason for absence approved by the Head Teacher or Deputy Principal. This will only occur after following the appeals process.

Non-Serious Attempts

NESA expects students to attempt all assessment tasks that are set. Students who do not make a serious attempt at assessments may not receive a mark for the assessment concerned and parents will be contacted for a meeting. Any student identified as making a non-serious attempt or a non-attempt will be asked to justify their response with the teacher and Head Teacher of the subject.

Non-serious attempts include frivolous or objectionable material. Students who provide answers to questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded.

Non-attempts include those where only multiple-choice questions are attempted.

Invalid or Unreliable Tasks

All assessment tasks go through a rigorous compliance check to ensure that the tasks are deemed valid and reliable before they are issued to students. However, in the chance that an assessment task does not comply with the information outlined in the assessment schedule for the course, the Years 7-9 Deputy will work with the Head Teacher of the faculty to determine if an alternate task should be issued or if student marks will be modified. In extreme cases the task may be deemed invalid and may not count towards the final assessment mark.

Students will be informed of the decision at the outcome of the investigation and given ample opportunity to prepare or resubmit tasks.

Appeals for Assessment Tasks

Students absent (due to illness or approved leave) from school on the day an assessment task, test or examination is due, must complete and submit a Student Appeal Form within **two days** after their return to school and **no longer than two weeks** after the initial due date of the task, test or examination. The Student Appeal Form may be lodged with either their Class Teacher or the Head Teacher of the faculty.

In exceptional circumstances (e.g., where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the Deputy Principal should authorise the use of an estimate based on other appropriate evidence.

If the student is absent due to illness, evidence of the illness on that date **must** be provided. When the student knows ahead of time that they will be absent for an assessment task they should advise the class teacher or Head Teacher prior to the date to complete the task at an agreed time. Where possible, this should be made at least two weeks before the assessment is due.

If the appeal is upheld, students will complete the task set for the assessment they have missed.

"Technological" breakdown (e.g., computer or printer problems) will **NOT** be accepted as reasons for an appeal.

If there is no valid reason for failing to complete an assessment task, the penalised mark must be recorded for that task.

Malpractice

All work presented in assessment tasks (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero and will impact their overall result in the course.

Malpractice includes (but is not restricted to) the following:

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

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own.

Students are expected to conform to the highest standards of academic integrity and ethical scholarship. If a student is deemed to be guilty of malpractice, a zero mark may be awarded for the section of the task or for the whole task depending on the amount found to be plagiarised. If the results of an assessment task are found to be invalid or unreliable for the entire cohort due to malpractice, an alternative assessment task may be given.

Marking of Assessment Tasks

Assessment tasks should be marked and returned to students within a two-week period. Meaningful feedback about what they have demonstrated and what they need to do to improve their performance needs to be given to students as well as their rank and mark for the task. In the cases where there is more than one class for the subject, the task should be marked by one teacher, double marked or a process of corporate marking should be implemented, to maintain consistency of judgement. Teachers must keep copies of work samples from all assessments that reflect the distribution of grades for that task. Samples must be kept on SharePoint.

Submission of Projects, Major Works and Performances

The development and selection of student projects, major works, exhibitions and performances **must satisfy health and safety requirements**. They must:

- be undertaken within the operating guidelines and directives of education authorities and/or schools
- recognise and reflect relevant state and national legislation, regulations and standards including those relating to workplace health and safety (WHS), animal welfare, dangerous goods, hazardous substances and weapons
- take account of the needs of students, teachers, markers and others, including the general public. Any Years 7-9 project that might be considered dangerous to health or safety may not be marked.

Prohibited weapons, replicas and related articles

Student projects, major works, bodies of work, exhibitions and performances should not produce, display or use prohibited weapons, replicas or related articles. Plastic toys and other objects that would not be mistaken for real weapons are permissible. Students using such toys to represent a weapon in a performance must advise the markers before they begin their performance.

For many students, their performance or submitted works present an opportunity to explore an issue of personal interest and to express ideas and opinions. While it is understood some performances and submitted works challenge established views, work submitted should not cause offence. Marker should not be confronted by works and performances that the general community would find offensive. Teachers will report any responses or submitted works that contain frivolous or gratuitously objectionable material to Deputy Years 7-9.

EXAMINATION RULES FOR STUDENTS

It is necessary to have set exam rules to ensure that our Examinations are fair for all students.

Read the following Kurri Kurri High School Examinations Rules very carefully so you are aware of your responsibilities.

1. Students are responsible for knowing their own exam timetable, for arriving on time for an exam and for ensuring they attempt the correct exam paper. A student who misses an exam as a result of misreading the exam timetable will receive a zero mark.
2. All students are to arrive at least 15 minutes before the starting time of the paper. No student will receive extra time if he/she arrives late for an examination.
3. Students will sit in rows as instructed by the supervising teacher.
4. Mobile phones are not permitted in the examination room (GYM). Mobile phones must be left in bags and must be turned off. Students who have a mobile phone in an exam will receive zero for that paper.
5. All bags, books etc. must be left outside the exam room (GYM) in the designated area. Food and drink are not permitted in the examination room.
6. Students should provide all the necessary equipment required for each exam. E.g.: pens, pencils, ruler, calculator, eraser etc. Borrowing of equipment is not permitted during the examination.
7. Pencil cases are not permitted in the exam room (GYM).
8. Behaviour during the exam must not disturb other students and must be in line with school expectations. Eating and drinking, talking, shuffling of papers, turning around, creating noises etc. is not permitted. A student who persists in causing a disruption of any kind may be removed from the exam and have his/her exam paper cancelled.
9. A student suspected of, or caught cheating during an exam will have his/her exam paper taken. Parents will be contacted and disciplinary action in accordance with the school's policy will occur.
10. You must see Stage 5 Deputy if you miss an exam for any reason. Examinations are to take priority over all other activities such as: sport, medical appointments and driving tests. In certain cases, special consideration may be given for students who have an exceptional reason to miss an exam paper. Such students will need to produce certain documentation. Except in the case of unexpected illness or misadventure, an Appeals Form must be completed before the examination. It is the student's responsibility to complete an Appeals Form If an exam is missed.
11. A student does not make a serious attempt in an examination may receive a zero. This includes answers that contain frivolous or objectionable material.
12. Students are not permitted to leave the examination room prior to the completion time of the paper. Students who complete their work early should spend their time checking through their paper and ensuring that they have done their best.
13. No examination material may be taken from the exam room (GYM) by any student.
14. It is the responsibility of each student to ensure that all exam answers are collected at the conclusion of the examination.
15. If a student does not attempt a question in an exam paper – he/she must still submit a response that states: e.g. Question X – Not Attempted.
16. Students are required to wear full school uniform for each examination.

ADVICE TO STUDENTS IN MANAGING ASSESSMENT SCHEDULES

- Be positive and optimistic.
- Ensure that you are familiar with the Assessment Schedules relevant to your pattern of study.
- As an active learner who exercises self-regulation, take responsibility for managing your assessment schedule and meeting deadlines. The assessment schedule for each term has been mapped out for you. Use the assessment calendar and a diary or electronic calendar to help with your organisation.
- Keep a record of tasks completed for each subject so that, at any given time, you know exactly what proportion of your course assessment has been completed and how much remains.
- Seek feedback from teachers if you are unsure about what you need to do to improve and make further progress.
- Open communication helps to minimise misunderstanding and confusion. Communication regarding assessment tasks is managed by each faculty - the Classroom Teacher in the first instance, and then the Head Teacher of the subject concerned.
- If issues with your health and wellbeing are impacting your learning, contact your Teachers and Year Advisers so that guidance and support can be discussed.
- Inform your teacher if you know that you will be absent before a task is due and hand in the task before time.
- Submit an Illness/Misadventure Appeal Form if you are unable to submit the task as required on the due date due to illness or misadventure.


SCOPE
& SEQUENCES
ASSESSMENT
SCHEDULES

KURRI KURRI HIGH SCHOOL
Creating Futures

Year 8 2025 Assessment Task Schedule

Term 1	
Week 1	PDHPE – Assessment Task 1 Ongoing Practical 10%
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	HSIE – Assessment Task 1 25% SCIENCE – Assessment Task 1 25%
Week 10	MATHS – Assessment Task 1 25% VISUAL ART – Assessment Task 1 35%

Term 2	
Week 1	PDHPE – Assessment Task 3 Ongoing Practical 10% TECHNOLOGY MANDATORY – Assessment Task 1 50%
Week 2	
Week 3	ENGLISH – Assessment Task 1 30% PDHPE – Assessment Task 2 20%
Week 4	HSIE – Assessment Task 2 25%
Week 5	MATHS – Assessment Task 2 25%
Week 6	
Week 7	
Week 8	
Week 9	SCIENCE – Assessment Task 2 25%
Week 10	VISUAL ART – Assessment Task 2 30%

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Year 8 2025 Assessment Task Schedule

Term 3	
Week 1	
Week 2	
Week 3	HSIE – Assessment Task 3 25% PDHPE – Assessment Task 4 20%
Week 4	
Week 5	MATHS – Assessment Task 3 25%
Week 6	
Week 7	
Week 8	ENGLISH – Assessment Task 2 SCIENCE – Assessment Task 3 25%
Week 9	
Week 10	

Term 4	
Week 1	TECHNOLOGY MANDATORY – Assessment Task 2 50%
Week 2	HSIE – Assessment Task 4 25% PDHPE – Assessment Task 5 40%
Week 3	MATHS – Assessment Task 4 25% SCIENCE – Assessment Task 4 25% ENGLISH – Assessment Task 3 40%
Week 4	VISUAL ART – Assessment Task 3 35%
Week 5	NO TASKS
Week 6	NO TASKS
Week 7	NO TASKS
Week 8	NO TASKS
Week 9	NO TASKS
Week 10	ENGLISH – Assessment Task 3

KURRI KURRI HIGH SCHOOL
Creating Futures

2025 – Year 8 Scope & Sequence

Faculty: Year 8 Subject: English Year: 8

Core skills for Year 8: Foundational skills in reading, writing, viewing, listening, speaking and representing. Understanding common language devices across various forms. Creating safe classroom spaces where students are willing to contribute and take risk.

Overarching theme for Year 8: Kurri Famous! cont.
There will be milestone events throughout the year that celebrate being #Kurri Famous, culminating in a trophy cabinet school display of students' Stage 4 experiences.

Term 1

1	2	3	4	5	6	7	8	9	10	11
Welcome to the world of a novel (reading skills)		**Project/Title/Unit:** Who am I? Who are we? Identity within a novel **Content Focus and Syllabus Skills:** *Text requirement/s:* Extended prose *Mode/s:* Speaking, listening, reading, writing, representing *Skills focus:* Argument, textual evidence, linking texts **Outcomes:** Aspects of EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01 **Literacy:** Comprehension, argument, textual evidence, linking texts **Numeracy:** Working mathematically through communicating reasoning, understanding and problem solving – ratios and rates, linear and non-linear relationships (examining the 'balance' of different 'components' to effective text types), probability (predicting outcomes within storytelling), data classification, visualisation and analysis (representing aspects of texts using mathematic visualisation tools) **Portfolio Milestones:** Personal reading journal entries (from Week 1 and 2 introduction)							**Project/Title/Unit:** Who am I? Who are we? Analysing songs and poetry	

Term 2

1	2	3	4	5	6	7	8	9	10
Project/Title/Unit: Who am I? Who are we? Analysing songs and poetry **Content Focus and Syllabus Skills:** *Text requirement/s:* Supplementary text (Australian composer), supplementary text (Aboriginal and Torres Strait Islander composer), supplementary text (student choice), collection of poetry *Mode/s:* Speaking, listening, reading, writing *Skills focus:* Argument, textual evidence, linking texts **Outcomes:** Aspects of EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01 **Literacy:** Comprehension, argument, textual evidence, linking texts **Numeracy:** Working mathematically through communicating reasoning, understanding and problem solving – ratios and rates, linear and non-linear relationships (examining the rhyme and rhythm of poetry and how this is essential a numerical/pattern relationship), data classification, visualisation and analysis (representing aspects of texts using mathematic visualisation tools) **Portfolio Milestones:** Student's own poetic composition								**Project/Title/Unit:** What's our future? Viewing for analysis – speculative genre	
		AT1 Short answer responses							

Term 3

1	2	3	4	5	6	7	8	9	10
Project/Title/Unit: What's our future? Viewing for analysis – speculative genre **Content Focus and Syllabus Skills:** *Text requirement/s:* Film *Mode/s:* Viewing, speaking, writing *Skills focus:* Critical reading (viewing), sophisticated writing **Outcomes:** Aspects of EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01 **Literacy:** Critical reading (viewing), sophisticated writing **Numeracy:** Sequencing as a concept in film (sequencing ideas and examples from the text, visually organising plot elements, understanding film techniques and their timing in relation to representation) **Portfolio Milestones:** Discursive writing (from unit introduction, genre focus – what's our future?)								**Project/Title/Unit:** Voices in motion – interpreting drama	
							AT2 Mini essay	**Refining for AT3**	

Term 4

1	2	3	4	5	6	7	8	9	10
Project/Title/Unit: Voices in motion – interpreting drama **Content Focus and Syllabus Skills:** *Text requirement/s:* Drama *Mode/s:* Listening, speaking, reading, writing, representing *Skills focus:* Reading and performing drama, appropriate form, using devices, reflection **Outcomes:** Aspects of EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01 **Literacy:** Appropriate form, using devices, reflection **Numeracy:** Representation of number (using numbers to quantify rhythm in drama or timing in screen plays and scripts) **Portfolio Milestones:** Imaginative writing (drama transformed into prose), persuasive writing (character response)									
	AT3 Portfolio								

Kurri Kurri High School
Year 8 English Assessment Schedule 2025

Course: 8 English

Head Teacher: S.Golding

	Task 1	Task 2	Task 3
Due Date/ Date of Task	Term 2, Week 3	Term 3, Week 8	Term 4, Week 2
Topic	Who am I? + Who are we?	What's our future?	Voices in motion + All other topics
Name of Task	Short Answer Responses	Analytical Piece	Portfolio
Brief Description	Students will study both a prose text and poetry. They will consider how both individual and collective identities are represented across these various text types.	Students will view and analyse a film, learning to write longer analytical responses.	Students have worked through a variety of topics throughout the year and examined a variety of texts, learning to respond in varied ways to build their confidence as English students.
Components	Students will learn how to write analytically, forming short, concise arguments through a series of short answer responses. They will learn the basics of forming an argument, selecting textual evidence and linking texts.	Students will continue to refine their analytical writing skills, focusing on the development of argument over a longer response and the inclusion of well-chosen textual references. Students will become critical readers of text and learn how to make their writing more sophisticated.	Students will refine a portfolio of work that they have added to throughout the year in English. They will select pieces that they would like to edit and publish as part of this process. In doing so, they master appropriate form, their use of devices and begin to learn about the various forms of writing in English.
Skills Assessed	Literacy and English specific skills: argument (and theme position), evidence selection (sentence structure, embedding quotes, connectives and/or given and new)	Literacy and English specific skills: argument (and theme position), evidence selection (sentence structure, embedding quotes, connectives and/or given and new), sophisticated writing (packed noun groups, subject specific terminology)	Literacy and English specific skills: form (writing using the correct structures for various text types), devices (the use of language devices applicable to form), reflection (editing and refinement of written expression)
Syllabus Outcomes Assessed	EN4-ECA-01 EN4-URB-01 EN4-RVL-01	EN4-ECA-01 EN4-URA-01	EN4-ECB-01 EN4-URC-01

Weighting	30%	30%	40%
Appendix (Outcomes, AoLs)	EN4-ECA-01 + EN4-RVL-01 /15 (argument across short answer responses) EN4-URB-01 /15 (textual evidence across short answer responses)	EN4-ECA-01 /15 (argument, structure) EN4-URA-01 /15 (analysis)	EN4-ECB-01 /10 (reflection/effort) + /15 (devices) EN4-URC-01 /15 (form)

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2025 – Year 8 Scope & Sequence

Faculty: **Mathematics** Subject: **Mathematics** Year: **2025**

Term 1

1	2	3	4	5	6	7	8	9	10
Fractions Decimals and Percentages (MA4-FRC-C-01, MAO-WM-01) - *Operates with fractions, decimals and percentages to solve problems* - Compare, order and operate with fractions - Compare, order and operate with decimals - Compare, order and operate with percentages Literacy: Spelling, punctuation, grammar for maths specific terminology Numeracy: Operating with decimals, operating with percentages, interpreting fractions					**Probability** (MA4-PRO-C-01, MAO-WM-01) - *Solves problems involving the probabilities of simple chance experiments* - Determine probabilities for chance experiments - Determine probabilities for complementary events Literacy: Understanding texts, fluency, phonic knowledge and word recognition Numeracy: Understanding chance				
									AT1 = 25%

Term 2

1	2	3	4	5	6	7	8	9	10
Indices (MA4-IND-C-01, MAO-WM-01) - *Operates with primes and roots, positive integer and zero indices involving numerical bases and establishes the index laws* - Apply index law notation to represent whole numbers as products of power and prime numbers - Examine cube roots and square roots - Use index notation to establish the index laws with positive integer indices and the zero index Literacy: Spelling, punctuation, grammar for maths specific terminology Numeracy: Quantifying numbers, number patterns and algebraic thinking					**Data Analysis** (MA4-DAT-C-02, MAO-WM-01) - *Analyses simple datasets using measures of centre, range and the shape of the data* - Calculate and compare the mean, median, mode and range for simple datasets - Interpret the effect individual data points have on measures of centre and range - Analyse datasets presented in various ways and draw conclusions Literacy: Understanding texts, fluency, phonic knowledge and word recognition Numeracy: Interpreting and representing data				
				AT2 = 25%					

KURRI KURRI HIGH SCHOOL
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2025 – Year 8 Scope & Sequence

Faculty: **Mathematics** Subject: **Mathematics** Year: **2025**

	1	2	3	4	5	6	7	8	9	10
Term 3	**Equations** (MA4-EQU-C-01, MAO-WM-01) - *Solves linear equations of up to 2 steps and quadratic equations of the form $ax^2 = c$* - Solve linear equations up to 2 steps - Solve and verify equations by substitution - Solve quadratic equations Literacy: Spelling, punctuation, grammar for maths specific terminology Numeracy: Number patterns and algebraic thinking					Ratios and Rates (MA4-RAT-C-01, MAO-WM-01) - *Solves problems involving ratios and rates, and analyses distance-time graphs* - Recognise and simplify ratios - Solve problems involving ratios - Recognise and simplify rates - Solve problems involving rates - Interpret and construct distance-time graphs from authentic data Literacy: Maths specific terminology, Understanding texts, fluency Numeracy: Comparing units, understanding units of measurement				
					AT3 = 25%					

	1	2	3	4	5	6	7	8	9	10
Term 4	**Linear Relationships** (MA4-LIN-C-01, MAO-WM-01) - *Creates and displays number patterns and finds graphical solutions to problems involving linear relationships* - Plot and identify points on the cartesian plane - Plot linear relationships on the cartesian plane - Solve linear equations using graphical techniques Literacy: Spelling, punctuation, grammar for maths specific terminology Numeracy: Number patterns and algebraic thinking					Properties of Geometrical Figures (MA4-GEO-C-01, MAO-WM-01) - *Identifies and applies the properties of triangles and quadrilaterals to solve problems* - Classify triangles according to their side and angle properties - Classify quadrilaterals and describe their properties - Apply the properties of triangles and quadrilaterals Literacy: Spelling, punctuation, grammar for maths specific terminology Numeracy: Understanding geometric properties				
				AT4 = 25%						

Kurri Kurri High School

Year 8 Assessment Schedule 2025

Course: Mathematics **Head Teacher:** Mrs J. O'Neill

	Task 1	Task 2	Task 3	Task 4
Due Date	**Term 1 Week 10**	**Term 2 Week 5**	**Term 3 Week 5**	**Term 4 Week 4**
Topic	Probability	Indices	Data Analysis Equations	Rates and Ratios Linear Relationships
Name of Task	**Probability Experiments Task**	**Indices Canvas Quizzes**	**Data and Algebra Portfolio**	**Year 8 Examination**
Brief Description	Students will complete a series of scaffolded experiments using random number generators to explore both probability and relative frequency. Students will use a laptop for some aspects of this task but will complete their calculations and solutions on paper. This task will be completed in class.	Students will complete a series of quizzes using the CANVAS platform. These quizzes will be completed in class and will assess the Indices topic only. Students who are absent on the due date will be able to access and complete the quizzes at home. Students will be able to use a scientific calculator and have access to their Maths books during this task.	Students will complete a collection of skills tasks related to Data Analysis and Equations. These tasks will be issued throughout Term 2 and Term 3 as new learning is completed. Students will be given time in class to complete this assessment but may choose to complete additional work at home to support their success in this task.	Students will complete a formal examination under test conditions. Students will be able to have a summary notes sheet in the exam to support their recall of key facts. Classes will be creating summary sheets with teacher guidance in the lessons prior to the exam. Students will be able to use a calculator in this task and exams will be completed on paper.
Components	Experiments and Calculations Scaffold Handed in on paper	Series of Canvas Quizzes Completed in class on laptop	2 x Data Skills Tasks 1 x Equation Skills Task	Formal Examination
Syllabus Outcomes	MA4-PRO-C-01	MA4-IND-C-01	MA4-DAT-C-02, MA4-EQU-C-01	MA4-RAT-C-01, MA4-LIN-C-01
Skills assessed	MAO-WM-01	MAO-WM-01	MAO-WM-01	MAO-WM-01
Weighting	25 %	25 %	25 %	25 %

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Year 8 Science Scope and Sequence 2025

Term 1	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
	Topic 1: The Physical World - energy **Outcomes:** SC4-11PW (PW3, PW4), SC4-5WS, SC4-6WS, SC4-7WS, SC4-9WS **Content Focus:** Energy appears in different forms including movement (kinetic energy), heat and potential energy, and causes change within systems. Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations **Skills:** processing and analysing data and information, working collaboratively and independently to plan and safely conduct investigations, communicating, SST, spelling and grammar									
							AT1: knowledge & investigation analysis			
Term 2	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
	Topic 2: The Chemical World **Outcomes:** SC4-16CW, SC4-17CW (CW2, CW3, CW4), SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS **Content Focus:** Scientific knowledge and developments in technology have changed our understanding of the structure and properties of matter. Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques. In a chemical change, new substances are formed, which may have specific properties related to their uses in everyday life. **Skills:** processing and analysing data and information, SST, working collaboratively and independently to plan and safely conduct investigations, respond to verbs, communicating.									
								AT2: knowledge & data analysis		

Term 3	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
	Topic 3: The Living World – ecosystems and body systems **Outcomes:** SC4-14LW, SC4-15LW (LW4, LW5), SC4-7WS, SC4-9WS **Content Focus:** Multicellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce. Scientific knowledge changes as new evidence becomes available, and some scientific discoveries have significantly changed people's understanding of the world. Science and technology contribute to finding solutions to conserving and managing sustainable ecosystems. **Skills:** processing and analysing data and information, SST, working collaboratively and independently to plan and safely conduct investigations, respond to verbs, communicating, spelling and grammar									
								AT3: knowledge & stimulus response		
Term 4	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
	Topic 4: Earth and Space – rocks and minerals, fossils. **Outcomes:** SC4 – 12ES, SC4-13ES (ES1), SC4-6WS, SC4-7WS, SC4-9WS **Content Focus:** Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales. **Skills:** processing and analysing data and information, SST, working collaboratively and independently to plan and safely conduct investigations, respond to verbs, communicating									
				AT4: knowledge & data analysis						

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Year 8 Science Assessment Schedule 2025

	Task 1	Task 2	Task 3	Task 4
Due date / Task timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8	Term 4 Week 4
Topic	Energy	Chemistry	Ecosystems and Body Systems	Earth
Name of task	Knowledge and Investigation Analysis	Knowledge and Data Analysis	Knowledge and Stimulus Response	Knowledge and Data Analysis
Brief Description	Students will respond to multiple choice, short answer and longer response questions related to energy. Students will analyse results of an investigation.	Students will respond to multiple choice, short answer and longer response questions related to Chemistry.	Students will respond to multiple choice, short answer and longer response questions related to ecosystems and body systems. Students will respond to stimulus information.	Students will respond to multiple choice, short answer and longer response questions related to the Earth topic content. Students will analyse data and information.
Components	Types of energy Energy transformations Electrical circuits Heat transfer methods Investigation analysis	Mixtures Separation techniques Chemical and physical changes Periodic table and groups Atomic structure	Ecosystems – food chains/webs Introduced species Plants Human body systems	Earth's structure Earth's processes Rocks and Minerals Fossils
Syllabus Outcomes	SC4-11PW SC4-5WS, SC4-7WS, SC4-9WS	SC4-16CW, SC4-17CW SC4-5WS, SC4-7WS, SC4-8WS	SC4-14LW, SC4-15LW SC4-7WS,	SC4-12ES, SC4-13ES SC4-7WS
Skills assessed	Planning investigation Processing and analysing data and information Communicating Subject specific terminology, grammar	Planning investigation Problem solving Processing and analysing data and information Subject specific terminology	Processing and analysing data and information Subject specific terminology	Planning investigation Processing and analysing data and information Subject specific terminology
Weightings	25%	25%	25%	25%

;q

2025 – Year 8 Scope & Sequence

Faculty: HSIE Subject: History and Geography Year: 8

	1	2	3	4	5	6	7	8	9	10
Term 1	**Title/Unit:** Depth Study 6: Expanding Contacts- 6d Aboriginal and Indigenous Peoples, Colonisation and Contact History + History: The Ancient to the Modern World: key features of the medieval world (feudalism, trade routes, voyages of discovery, religion, contact and conflict) **Content Focus:** The nature of colonisation of ONE Indigenous community such as North America, the Pacific region, China, Africa, South-east Asia or South Asia; The nature of contact following colonisation of the chosen Indigenous people; The consequences of the colonisation of the chosen Indigenous people; The nature of British colonisation of Australia; A comparison of the colonising movement **Outcomes:** HT4-2, HT4-3, HT4-4, HT4-6, HT4-7, HT4-10 **Historical concepts:** Perspectives; continuity and change; cause and effect **Historical skills:** Comprehension: chronology, terms and concepts; analysis and use of sources; perspectives and interpretations; empathetic understanding; research; and explanation and communication **Literacy:** inference, source analysis, writing to inform- academic writing strategies: theme position, passive voice, SST and connective language in short answer responses **Numeracy:** Statistics and data (sector graphs, dot plots, calculations)								Geography: Interconnections	
									AT1	

	1	2	3	4	5	6	7	8	9	10
Term 2	**Title/Unit:** Geography: Interconnections **Content Focus:** Personal connections; Technology; Trade; Production and consumption **Outcomes:** GE4-2, GE4-3, GE4-4, GE4-5, GE4-7, GE4-8 **Geographical concepts:** Interconnections; place and change **Geographical skills:** Acquiring geographical information; processing geographical information; and communicating geographical information **Geographical inquiry tools:** Maps; graphs and statistics; and visual representations; spatial technologies **Literacy:** writing to inform- academic writing strategies: theme position, SST (geographical terminology) complex noun groups and connective language; developing confidence in writing analytically **Numeracy:** interpreting maps; measuring distance on maps (using scale ratios); and collecting, interpreting and analysing a variety of graphs (addition, percentages, use of interactive data and maps); interpreting and analysing data and statistics to identify patterns and trends; using and interpreting spatial technologies							**Title/Unit:** Depth Study 4: The Western and Islamic World- 4a The Vikings + The Ancient to the Modern World: the transformation of the Roman world and the spread of Christianity and Islam; key features of the medieval world (feudalism, trade routes, voyages of discovery, religion, contact and conflict); and the emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment)		
				AT2						

	1	2	3	4	5	6	7	8	9	10
Term 3	**Content Focus:** The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society; Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade; Viking conquests and relationships with subject peoples, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion; The role of a significant individual in the expansion of Viking settlement and influence **Outcomes:** HT4-3, HT4-5, HT4-7, HT4-8, HT4-9, HT4-10 **Historical concepts**: Significance; cause and effect; and contestability **Historical skills:** Comprehension: chronology, terms and concepts; analysis and use of sources; perspectives and interpretations; empathetic understanding; research; and explanation and communication **Literacy:** Focus on NAPLAN specific skills (spelling and vocabulary), cohesion, structuring research reports, academic writing strategies- SST, passive voice and packed noun groups **Numeracy:** Problem-solving in clan challenges				**Title/Unit:** Geography: Place and Liveability **Content Focus:** Influences and perceptions; Access to services and facilities; Environmental quality; Community; Enhancing liveability **Outcomes:** GE4-1, GE4-3, GE4-4, GE4-6, GE4-7, GE4-8 **Geographical concepts:** Sustainability; place; space; environment; and scale **Geographical skills:** Acquiring geographical information; processing geographical information; and communicating geographical information **Geographical inquiry tools:** Maps, fieldwork, graphs and statistics; visual representations **Literacy:** inference from visual sources/ representations; evaluative language **Numeracy:** Collecting, interpreting and analysing graphs (e.g climate graphs, population pyramids and community profiles, (addition, percentages, calculations); interpreting and analysing data and statistics to identify patterns and trends				
			AT3							

	1	2	3	4	5	6	7	8	9	10
Term 4	Geography: Place and Liveability			**Title/Unit:** Depth Study 5: The Asia-Pacific World: Teacher choice **Content Focus:** Angkor/Khmer Empire OR Japan under the Shoguns OR The Polynesian expansion across the Pacific **Outcomes:** HT4-2, HT4-4, HT4-6, HT4-7, HT4-9, HT4-10 **Historical concepts:** Empathetic understanding; continuity and change; and significance **Historical skills:** Comprehension: chronology, terms and concepts; analysis and use of sources; perspectives and interpretations; empathetic understanding; research; and explanation and communication **Literacy:** Inference, source analysis, writing to inform- academic writing strategies: passive voice, SST and connective language in short answer responses **Numeracy:** interpreting maps, a variety of skills through Do Now activities						
			AT4							

Kurri Kurri High School

Year 8 HSIE Assessment Schedule 2025

Course: 8 History and Geography

Head Teacher: A.Stewart

	Task 1	Task 2	Task 3	Task 4
Due Date/ Date of Task	Term 1, Week 9	Term 2, Week 4	Term 3, Week 3	Term 4, Week 3
Topic	History: Aboriginal and Indigenous Peoples, Colonisation and Contact History	Geography: Interconnections	History: The Vikings	Geography: Place and Liveability
Name of Task	Short Answer Test	Information Report	Research Report	Fieldwork Task
Brief Description	In class students will annotate a range of sources representing the impacts of colonisation. They will then complete a test where they answer questions on those sources by writing short answer responses. They will then be asked to categorise and identify aspects of two unseen sources.	Students will write an informative report on a travel destination and the impact of tourism to demonstrate their geographical understanding of the interconnections in the world and research skills.	Students will research a famous Viking and their contribution to Viking society to develop and refine their skills in locating and selecting credible research resources. Students will submit a research report including an analytical paragraph to demonstrate historical understanding and research skills.	Students will work in groups to collaboratively research and gather data and evidence about factors of liveability in the local area. Students will then independently write short answer responses which analyse their data.
Components	Short Answer Responses	Research Information Report	Research Analytical Paragraph	Fieldwork Short Answer Responses
Syllabus Outcomes Assessed	HT4-4, HT4-6, HT4-7, HT4-10	GE4-3, GE4-5, GE4-7, GE4-8	HT4-3, HT4-8, HT4-9. HT4-10	GE4-4, GE4-6, GE4-7, GE4-8
Skills Assessed	Analysis and use of sources Explanation and communication Theme position in short answer responses	Research Communicating geographical information Subject specific terminology and connectives	Research Explanation and communication Subject specific terminology and passive voice	Fieldwork Acquiring and processing geographical information Packed noun groups in short answer responses

Weighting	25%	25%	25%	25%
Appendix (AoLs)	AoL 1 – 10% AoL 2 – 10% AoL 4 – 5%	AoL 1 – 5% AoL 3 – 10% AoL 4 – 10%	AoL 1 – 5% AoL 3 – 10% AoL 4 – 10%	AoL 1 – 10% AoL 2 – 10% AoL 4 – 5%

KURRI KURRI HIGH SCHOOL
Creating Futures

2025 - Year 8 Scope & Sequence

Faculty: PDHPE | **Subject:** PDHPE | **Year: 8**

	1	2	3	4	5	6	7	8	9	10	11	
Term 1	**Project**: Respect Online **Title / Unit**: Click, Like, Share **Content Focus:** Students will explore relevant online safety issues such as Sexting, Cyberbullying and Digital footprint. They will create an Infographic and an online safety campaign to educate the wider school community. **Outcomes:** PD4-1, PD4-2, PD4-3 **Subject Specific Skills: Self-management:** help seeking **Interpersonal:** collaboration **Literacy:** FoR writing, TEEEC paragraph, SST- Frayer models, Theme position, Visual literacy techniques, Persuasive devices. **Numeracy:** Graph Analysis, additive strategies, calculating and adding percentages, creating sector graphs. **Practical: (Athletics)** Students will participate in a range of throwing and running events. **Outcomes**: PD 4-4, PD4-11 **PDHPE Skills:** Movement: Fundamental and specialised movement skills **Physical Literacy Focus:** Persistence and Independence, Values and attitudes, Behavioural skills, Safety **Numeracy:** Measurement. **Integrated Sport:** Modified Games: Students participate in a range of Modified Games. **Outcomes:** PD4-8, PD4-6 **PDHPE Skills:** Self-management: Developing personal identity, self-awareness. Interpersonal: Collaboration inclusion and relationship building, communication Movement: Tactical movement, fitness and health enhancing movement **Physical Literacy Focus:** Social Attributes, Tactical movement. **Numeracy:** Scoring systems, spatial awareness. **Assessment: Theory:** Cyber Safety Campaign Term 2 Week 3 **Practical: Athletics** Term 1 Week 8 (ongoing throughout the Term)											

	1	2	3	4	5	6	7	8	9	10
Term 2	**Unit: Theory:** Let's Get Physical **Title:** KKHS Find your 30**!** **Content:** Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health and wellbeing of their communities. **Outcomes:** PD4-6, PD 4-7, PD 4-8 **PDHPE Skills:** Self-management**:** time management skills Interpersonal: Communication, Collaboration, Leadership and advocacy Movement: Health and fitness enhancing movement. **Literacy: FoR**, monitoring, questioning, summarising, **FoW**, Subject specific terminology, critical reflection, nominalisation, evaluative language, short response writing, ICT skills, source analysis, creating texts **Numeracy**: Interpreting graphs, statistics **PE Practical lessons: Basketball** Students participate in skill development activities as well as a structured Basketball round Robin Competition. **Outcomes:** PD 4-9, PD4-6, PD4-3, PD4-5, PD4-10 **PDHPE Skills:** Self-management: Strengthening personal identity, self-awareness, decision making and problem solving. Interpersonal: Communication, collaboration, inclusion and relationship building, Movement**:** Fundamental and specialized movement, tactical movement, fitness and health enhanced movement. **Physical literacy Focus**: Movement competencies, Tactical movement, Social Attributes **Numeracy:** Additive strategies **4C's:** Teamwork, Empathy, Think why and how, Focus, Grit **Intergrated Sport: Fitness and Tag Games** Students participate in a range of Fitness based and Tag/Invasion games. **Outcomes:** PD4-4, PD4-5, PD4-11 **PDHPE Skills:** Movement: fundamental and specialized movement, Tactical movement, Health and Fitness enhancing movement. **Physical Literacy Focus**: Tactical movement, Social Attributes **Numeracy:** Spatial awareness **Assessment:** **Theory** Weekly Physical Activity Planner Term 3 Week 3 **Practical:** Basketball Self and Peer Observation (ongoing throughout Term 2)									

	1	2	3	4	5	6	7	8	9	10
Term 3	**Project: Sports in Action** **Title / Unit: Netball Hub Cup** **Content Focus:** This is a combined theory and practical unit of work. Students develop and implement event management skills to organise and run the Kookaburra Cup. A transition activity for Yr 6 students in Term 3. **Outcomes:** PD4-9, PD4-10, PD4-6, PD4-3, PD4-4; PD4-7, PD4-8 **PDHPE Skills:** Self-management: Strengthening personal identity, decision making and problem solving. Interpersonal: communication, collaboration, inclusion, relationship building, leadership and advocacy, social awareness Movement: Specialised movement, tactical movement **Literacy:** Summarising, Monitoring, making connections, Predicting, Visualising, TEEEC paragraphing, Given-New, Physical Literacy Skills, Persuasive writing. **Numeracy:** Time, Data analysis, analysing results, Creating graphs, Measurement **Integrated Sport:** Netball skills and round robin competition **Physical Literacy Focus:** Thinking in Action, Knowledge of physical activity contexts, Safety, Inclusion, Cooperation and Communication, Conflict resolution **PDHPE skills** Self-management: Strengthening personal identity, decision making and problem solving and self-awareness Interpersonal: communication, collaboration, inclusion, relationship building, leadership and advocacy, social awareness Movement: Specialised movement, tactical movement, fitness and health enhancing movement. **Numeracy**: Spatial awareness, scoring systems. **4C's:** Teamwork, Grit, Focus, Influence, think why and how, Build new ideas. **Assessment** Theory and Practical Term 4 Week 3									

	1	2	3	4	5	6	7	8	9	10
erm 4	**Unit: Theory Your Body, your Choice** **Content Focus:** Students explore the short- and long-term consequences of Tobacco, Alcohol and Drug Use. **Outcomes** PD4-6, PD4-7 **PDHPE Skills:** Self-management: self-awareness, refusal skills Interpersonal: Empathy building, social awareness, **Literacy: FoR** monitoring, summarising. **FoW** Theme position, Given and new, TEEEC paragraph, persuasive writing **Numeracy:** Interpreting Graphs **4C's:** Think why and how, make and express meaning. **Practical:** Modified Striking Games **Outcomes** PD 4-4, PD4-5 **PDHPE Skills** Movement: Fundamental and specialised movement, tactical movement. **Physical Literacy Focus:** Movement competencies, Tactical Movement, Social attributes **Numeracy**: Scoring systems **4C's:** Teamwork, Think why and How, Curiosity, Focus **Integrated Sport** Movement Composition / Aquatics **Outcomes** PD4-4, PD4-5, PD4-10, PD4-11 **PDHPE skills:** Self-management: Strengthening personal identity, social awareness. Interpersonal: Communication Movement: Specialised movement skills, health and fitness enhancing skills **Physical Literacy focus:** Movement Competencies, Motivational and Behavioural Skills **No assessment**									

KURRI KURRI HIGH SCHOOL
Creating Futures

2025 – Year 8 Scope & Sequence

Faculty: CAPA **Subject:** Visual Arts **Year:** 8

Term 1

1	2	3	4	5	6	7	8	9	10	11
Project Title: How does the real become surreal? **Content Focus:** Students explore how artists respond to their world and experiences. Students will learn about the Surrealist movement and use the techniques and conventions of the movement to create a small Body of Work. **Outcomes:** 4.1, 4.6, 4.9 **Subject Specific Skills:** Develop knowledge of techniques and procedures when working with different mediums, make artworks that appropriate the style or theme of a specific artist, record and investigate environments to inform artwork(s) **Literacy:** Subject-specific terminology, visualising, making connections, reflection **Numeracy:** Scale, proportion										
									AT1: Collection of Artworks and Elements of Art Quiz Weighting: 35% Outcomes: 4.1, 4.6, 4.9	

Term 2

1	2	3	4	5	6	7	8	9	10
Project Title: Should we take portraits "at face value"? **Content Focus:** Students will be introduced to the basic elements of art and use them to produce a portrait which incorporates symbolism. Students will develop and document their skills using 2D media and techniques in their Visual Arts Process Diary. Students will analyse various artworks and use their knowledge to create an artwork to be publicly exhibited. **Outcomes:** 4.3, 4.4, 4.8, 4.10 **Subject Specific Skills:** Make artistic choices, interpret and create citations and annotations, apply 2D media using a variety of techniques **Literacy:** Subject-specific terminology, visualising, making connections **Numeracy:** Ratios – paint, scale and proportion									
									AT2: Portrait Artwork, Citation and Artist Statement Weighting 30% Outcomes: 4.3, 4.4, 4.8, 4.10

	1	2	3	4	5	6	7	8	9	10
Term 3	**Project Title:** How can our memories be preserved? **Content Focus:** Students will explore a variety of hand-building techniques to make ceramic forms. Students will develop their knowledge of the significance of ceramics through time and compose responses about their works and the work of other ceramicists. **Outcomes:** 4.2, 4.5, 4.7, **Subject Specific Skills:** Hand-building ceramic 3D forms, develop an understanding of how-to problem solve while working with clay, express personal experiences and connection to place through art. **Literacy:** Theme position, subject-specific terminology, visualising, making connections **Numeracy:** Comparison – weight of clay before and after firing, clay working using comparison to known objects – finger width, size of palm etc									

	1	2	3	4	5	6	7	8	9	10
Term 4	**Project Title:** How can our memories be preserved? Continued					**Project Title:** How can we build on our knowledge to take our skills to new heights? **Content Focus:** Students will consolidate their understanding of artmaking skills through a variety of activities. Students will use their expertise in using and manipulating the elements of art to create a series of artworks. **Outcomes:** 4.1, 4.2, 4.5 **Subject Specific Skills:** Make artistic choices, apply 2D media using a variety of techniques, express personal experiences through art **Literacy:** Visualising, summarising, questioning **Numeracy:** Calculating measurement, grid, scale and proportion				
					AT3: Ceramic Vessel and Quiz Weighting: 35% Outcomes: 4.2, 4.5, 4.7					

Kurri Kurri High School

Year 8 Visual Arts Assessment Schedule 2025

Course: Year 8 Visual Arts

Head Teacher: A. Harris

	Task 1	Task 2	Task 3
Due Date/ Date of Task	Term 1 Week 10	Term 2 Week 10	Term 4 Week 5
Topic	Project 1	Project 2	Project 3
Name of Task	Collection of Works	Portrait Artwork, Structural Frame Response and Artwork Citation	Ceramic Vessel and Artwork Analysis
Brief Description	Students will learn about the elements of art and the Surrealism movement. They will use the techniques and conventions of the movement to create a collection of 2-dimensional artworks.	Students will create a portrait of a person they admire which will be publicly exhibited. Students will continue to explore symbolism and how it creates meaning in art.	Students will create a ceramic vessel that shows a location important to them and a topper that represents something from there. Students will analyse the work of a ceramicist and compose a response.
Components	Part A: Collection of Artworks - 25 Part B: Elements of Art Quiz - 10	Part A: Portrait Artwork - 20 Part B: Artwork Citation and Statement - 10	Part A: Ceramic Vessel - 25 Part B: Ceramics Quiz- 10
Syllabus Outcomes Assessed	4.1, 4.6, 4.9	4.3, 4.4, 4.8, 4.10	4.2, 4.5, 4.7
Skills Assessed	Artmaking: Develop knowledge of techniques and procedures when working with different mediums, make artworks that appropriate the style/theme of an artist Literacy: subject-specific terminology	Artmaking: make artistic choices, apply 2D media using a variety of techniques Critical and historical study: interpret and create citations and annotations Numeracy: scale, proportion	Artmaking: make informed personal choices to shape meaning in artworks, make artworks using 3D forms, materials and techniques and various investigations of the world. Critical and historical study: investigate a range of practices in the visual arts in different times and places. Literacy: Subject-specific terminology
Weighting	35%	30%	35%

KURRI KURRI HIGH SCHOOL
Creating Futures

2025 – Year 8 Scope & Sequence

Faculty: TAS Subject: Tech Engineering & Materials Year: 2025

<table>
<tr><td rowspan="3">Term 1</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr>
<tr><td colspan="11">Project Title / Unit: Catapults
Content Focus: Students develop knowledge and understanding of the characteristics and properties of forces, motion and energy through research, experimentation, and practical investigation. Students use engineering systems to design and build a catapult.
Outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN, TE4-10TS
Subject specific Skills: develop practical skills with tools, materials and processes while working safely, independently and collaboratively on design projects, develop thinking skills when designing and producing digital and non-digital solutions, develop and apply skills in project management and evaluation when designing and producing solutions.
Literacy: Subject specific terminology, interpreting and creating procedural and informative texts, inference from visual representations.
Numeracy: understanding units of measurement, size and proportion</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="3">Term 2</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr>
<tr><td colspan="2">Project Title / Unit: Catapults - Continued</td><td colspan="8">Project Title / Unit: Rubber Band Race Cars
Content Focus: Through research, experimentation and practical investigation, students develop knowledge and understanding of the characteristics and properties of forces, motion and energy used in engineering systems when designing and building their Rubber Band Race Car.
Outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN, TE4-10TS
Subject specific Skills: develop practical skills with tools, materials and processes while working safely, independently and collaboratively on design projects, develop thinking skills when designing and producing digital and non-digital solutions, develop and apply skills in project management and evaluation when designing and producing solutions.
Literacy: Subject specific terminology, interpreting and creating procedural and informative texts,
Numeracy: understanding units of measurement, size and proportion</td></tr>
<tr><td></td><td></td><td>AT1: Design Folio
Weighting: 50%
Outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN, TE4-10TS</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="3">Term 3</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr>
<tr><td colspan="10">Project Title: Plastics (Material Technologies)
Content Focus: Students develop knowledge and understanding of the characteristics and properties of plastics through research, experimentation and practical investigation, and when they make products to satisfy identified needs and opportunities. Students will use the 3D printer to create a product.
Outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS
Subject Specific Skills: develop practical skills with tools, materials and processes while working safely, independently and collaboratively on design projects, develop thinking skills when designing and producing digital and non-digital solutions, develop and apply skills in project management and evaluation when designing and producing solutions.
Literacy: Subject specific terminology, interpreting and creating procedural and informative texts
Numeracy: understanding units of measurement, size and proportion and fundamental numeracy skills</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
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	1	2	3	4	5	6	7	8	9	10
Term 4	**Project Title:** Plastics (Material Technologies) - Continued		**Project Title:** Materials Exploration **Content Focus:** Students can become innovative creators in materials. They are to create a project incorporating knowledge gained about materials within this unit. They will plan and manage the production of a designed solution incorporating the use of tools. Students will continue to develop an understanding of the importance of the design process. To produce a design project product, students will demonstrate skills via the use and experimentation of a variety of techniques. **Outcomes:** TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS **Subject Specific Skills:** Develop practical skills with tools, materials and processes while working safely, independently, and collaboratively on design projects, correctly selecting equipment, applying techniques, and demonstrating safe and hygienic practices, develop and apply skills in project management when designing and producing solutions, develop and apply skills from the different stages of the Design and Production Process - research, problem-solving, prototyping and evaluation. **Literacy:** Subject specific terminology, interpreting and creating procedural and informative texts **Numeracy:** understanding units of measurement, size and proportion						
			AT2: Design Folio Weighting: 50% Outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS						

KURRI KURRI HIGH SCHOOL
Creating Futures

Kurri Kurri High School
Year 8 Technology Mandatory Assessment Schedule 2025

Course: Tech Mandatory – Engineering and Materials Class: Head Teacher: M. Skinner

	Task 1	Task 2
Due Date/ Date of Task	Term 2 Week 1	Term 4 Week 1
Topic	Engineering	Materials
Name of Task	Design Folio	Drawstring Bag
Brief Description	Students develop knowledge and understanding of the characteristics and properties of forces, motion and energy through research, experimentation, and practical investigation. Students use engineering systems to design and build a rubber band racecar.	Students develop knowledge and understanding of the characteristics and properties of a variety of materials through research, experimentation and practical investigation, and when they make products to satisfy identified needs and opportunities. Students will create a drawstring bag.
Components	Part A - Design Folio Part B – Rubber Band Racecar	Part A - Design Folio Part B – Drawstring Bag Part C – Tool selection and use
Syllabus Outcomes Assessed	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA
Skills Assessed	Develop practical skills with tools, materials and processes while working safely, independently and collaboratively on design projects, develop thinking skills when designing and producing digital and non-digital solutions, develop and apply skills in project management and evaluation when designing and producing solutions.	Develop practical skills with tools, materials and processes while working safely, independently and collaboratively on design projects, develop thinking skills when designing and producing digital and non-digital solutions, develop and apply skills in project management and evaluation when designing and producing solutions.
Weighting	50%	50%

Kurri Kurri High School
Year 8 Technology Mandatory Assessment Schedule 2025

Course: Tech Mandatory – Engineering and Materials		Class: Head Teacher: M. Skinner
	Task 1	Task 2
Due Date/ Date of Task	Term 2 Week 1	Term 4 Week 1
Topic	Engineering	Materials
Name of Task	Design Folio	Bee2Bee Pots
Brief Description	Students develop knowledge and understanding of the characteristics and properties of forces, motion and energy through research, experimentation, and practical investigation. Students use engineering systems to design and build a model bridge.	Students develop knowledge and understanding of the characteristics and properties of a range of materials through research, experimentation and practical investigation, and when they make products to satisfy identified needs and opportunities. Students will design and create native flowerpots.
Components	Part A - Design Folio Part B – Bridge Model	Part A - Design Folio Part B - Native Flowerpot
Syllabus Outcomes Assessed	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS
Skills Assessed	Develop practical skills with tools, materials and processes while working safely, independently and collaboratively on design projects, develop thinking skills when designing and producing digital and non-digital solutions, develop and apply skills in project management and evaluation when designing and producing solutions.	Develop practical skills with tools, materials and processes while working safely, independently and collaboratively on design projects, develop thinking skills when designing and producing digital and non-digital solutions, develop and apply skills in project management and evaluation when designing and producing solutions.
Weighting	50%	50%

2025 – Year 8 Scope & Sequence

Faculty: TAS **Subject: Tech Materials & Food/Ag** **Year: 2025**

Term 1

1	2	3	4	5	6	7	8	9	10	11
Project Title: Bee2Bee (Material Technologies) **Content Focus**: Students develop knowledge and understanding of the characteristics and properties of a range of materials through research, experimentation and practical investigation, and when they make products to satisfy identified needs and opportunities. Students will design and create native flowerpots. **Outcomes:** TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS **Subject Specific Skills:** develop practical skills with tools, materials and processes while working safely, independently and collaboratively on design projects, develop thinking skills when designing and producing digital and non-digital solutions, develop and apply skills in project management and evaluation when designing and producing solutions. **Literacy:** Subject specific terminology, interpreting and creating procedural and informative texts **Numeracy:** understanding units of measurement, size and proportion and fundamental numeracy skills										

Term 2

1	2	3	4	5	6	7	8	9	10
Project Title: Bee2Bee (Material Technologies) - Continued		**Project Title:** Textiles Exploration **Content Focus:** Students can become innovative creators in textiles. They are to create a project incorporating knowledge gained about textiles within this unit. They will plan and manage the production of a designed solution incorporating the use of the textile tools. Students will continue to develop an understanding of the importance of the design process. To produce a design project product, students will demonstrate skills via the use and experimentation of a variety of textile techniques. Students are tasked to design a biodegradable packaging solution for seeds, vegetables or herbs. **Outcomes:** TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS **Subject Specific Skills:** Develop practical skills with tools, materials and processes while working safely, independently, and collaboratively on design projects, correctly selecting equipment, applying techniques, and demonstrating safe and hygienic practices, develop and apply skills in project management when designing and producing solutions, develop and apply skills from the different stages of the Design and Production Process - research, problem-solving, prototyping and evaluation. **Literacy:** Subject specific terminology, interpreting and creating procedural and informative texts **Numeracy:** understanding units of measurement, size and proportion						
		AT1: Design Folio Weighting: 50% Outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA , TE4-10TS							

	1	2	3	4	5	6	7	8	9	10
Term 3	**Project Title:** How can we ensure everyone has access to food security? - Sustainability (Food and Agriculture) **Content Focus:** Students learn about the processes of food and fibre production and investigate the innovative and sustainable supply of agriculturally produced raw materials. Students develop knowledge and understanding about managed systems that produce food and fibre through designing and producing solutions. **Outcomes:** TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO, TE4-10TS **Subject Specific Skills:** develop practical skills with tools, materials and processes while working safely, independently and collaboratively on design projects, develop thinking skills when designing and producing digital and non-digital solutions, develop and apply skills in project management and evaluation when designing and producing solutions. **Literacy:** subject specific terminology, interpreting and creating procedural and informative texts, **Numeracy:** understanding units of measurement, comparing units (proportions), percentages (costing), statistics and data analysis, interpreting and analysing graphs.									

	1	2	3	4	5	6	7	8	9	10
Term 4	**Project Title:** How can we ensure everyone has access to food security? - Sustainability (Food and Agriculture) - Continued		**Project Title:** Where does my food come from? - Paddock to Plate (Food and Agriculture) **Content Focus:** Students learn about the use of resources produced and harvested to sustain human life. Students learn about the characteristics and properties of food. Students are provided with opportunities to develop knowledge and understanding about food selection and preparation, food safety and how to make informed choices when preparing nutritious food. **Outcomes:** TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO, TE4-10TS **Subject Specific Skills:** develop practical skills with tools, materials and processes while working safely, independently and collaboratively on design projects, develop thinking skills when designing and producing digital and non-digital solutions, develop and apply skills in project management and evaluation when designing and producing solutions. **Literacy:** subject specific terminology, interpreting and creating procedural and informative texts **Numeracy:** understanding units of measurement, comparing units (proportions), percentages (costing), statistics and data analysis, interpreting and analysing graphs.						
			AT2: Design Folio Weighting: 50% Outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO							

Kurri Kurri High School
Year 8 Technology Mandatory Assessment Schedule 2025

Course: Tech Mandatory – Materials and Food/Ag Class: Head Teacher: M. Skinner

	Task 1	Task 2
Due Date/ Date of Task	Term 2 Week 1	Term 4 Week 1
Topic	Materials	Food Technology and Agriculture
Name of Task	Drawstring Bag	Design Folio
Brief Description	Students develop knowledge and understanding of the characteristics and properties of a variety of materials through research, experimentation and practical investigation, and when they make products to satisfy identified needs and opportunities. Students will create a drawstring bag.	Students will plan, design, manage, produce, and evaluate a quality product solution for the design brief. Students learn about the processes of food and fibre production and investigate the innovative and sustainable supply of agriculturally produced raw materials.
Components	Part A - Design Folio Part B – Drawstring Bag	Part A – Design Folio Part B – Design Solution Part C – Tool Selection and Use
Syllabus Outcomes Assessed	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO
Skills Assessed	Develop practical skills with tools, materials and processes while working safely, independently and collaboratively on design projects, develop thinking skills when designing and producing digital and non-digital solutions, develop and apply skills in project management and evaluation when designing and producing solutions.	Develop practical skills with tools, materials and processes while working safely, independently and collaboratively on design projects, develop and apply skills in project management and evaluation when designing and producing solutions, interpreting and creating procedural and informative texts.
Weighting	50%	50%

Kurri Kurri High School
Year 8 Technology Mandatory Assessment Schedule 2025

Course: Tech Mandatory – Materials + Food/Ag

Class:

Head Teacher: M. Skinner

	Task 1	Task 2
Due Date/ Date of Task	Term 2 Week 1	Term 4 Week 1
Topic	Materials	Food Technology and Agriculture
Name of Task	Tic Tac Toe	Design Folio
Brief Description	Students develop knowledge and understanding of the characteristics and properties of timber through research, experimentation and practical investigation, and when they make products to satisfy identified needs and opportunities. Students will create a tic tac toe playing board.	Students will plan, design, manage, produce, and evaluate a quality product solution for the design brief. Students learn about the processes of food and fibre production and investigate the innovative and sustainable supply of agriculturally produced raw materials.
Components	Part A - Design Folio Part B – Tic Tac Toe	Part A – Design Folio Part B – Design Solution Part C – Tool Selection and Use
Syllabus Outcomes Assessed	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO
Skills Assessed	Develop practical skills with tools, materials and processes while working safely, independently and collaboratively on design projects, develop thinking skills when designing and producing digital and non-digital solutions, develop and apply skills in project management and evaluation when designing and producing solutions.	Develop practical skills with tools, materials and processes while working safely, independently and collaboratively on design projects, develop and apply skills in project management and evaluation when designing and producing solutions, interpreting and creating procedural and informative texts.
Weighting	50%	50%

Kurri Kurri High School
Year 8 Technology Mandatory Assessment Schedule 2025

Course: Tech Mandatory – Materials and Food/Ag Class: Head Teacher: M. Skinner

	Task 1	Task 2
Due Date/ Date of Task	Term 2 Week 1	Term 4 Week 1
Topic	Materials	Food Technology and Agriculture
Name of Task	Tic Tac Toe	Design Folio
Brief Description	Students develop knowledge and understanding of the characteristics and properties of timber through research, experimentation and practical investigation, and when they make products to satisfy identified needs and opportunities. Students will create a tic tac toe playing board.	Students will plan, design, manage, produce, and evaluate a quality product solution for the design brief. Students learn about the processes of food and fibre production and investigate the innovative and sustainable supply of agriculturally produced raw materials.
Components	Part A - Design Folio Part B – Tic Tac Toe	Part A – Design Folio Part B – Design Solution Part C – Tool Selection and Use
Syllabus Outcomes Assessed	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO
Skills Assessed	Develop practical skills with tools, materials and processes while working safely, independently and collaboratively on design projects, develop thinking skills when designing and producing digital and non-digital solutions, develop and apply skills in project management and evaluation when designing and producing solutions.	Develop practical skills with tools, materials and processes while working safely, independently and collaboratively on design projects, develop and apply skills in project management and evaluation when designing and producing solutions, interpreting and creating procedural and informative texts.
Weighting	50%	50%

KURRI KURRI HIGH SCHOOL
Creating Futures

2025 – Year 8 Scope & Sequence

Faculty: TAS Subject: Tech Digital & Materials Year: 2025

	1	2	3	4	5	6	7	8	9	10	11
Term 1	**Project Title:** Game Coding (Digital Technologies) **Content Focus:** Students have the opportunity to become innovative creators and effective users of digital systems to help develop a new digital game for a set audience. They will plan and manage the production of a designed solution incorporating the use of computer coding. **Outcomes:** TE4-1DP, TE4-4DP, TE4-7DI. **Subject Specific Skills:** develop practical skills with tools, materials and processes while working safely, work independently and collaboratively on design projects, develop thinking skills when designing and producing digital and non-digital solutions, develop and apply skills in project management and evaluation when designing and producing solutions, design user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions. **Literacy:** subject specific terminology, interpreting and creating procedural and informative texts, inference from visual representations. **Numeracy:** understanding units of measurement, using and interpreting spatial technologies, scale, binary code, and hexadecimal code.										

	1	2	3	4	5	6	7	8	9	10
Term 2	**Project Title:** Game Coding (Digital Technologies) - Continued		**Project Title:** Digitech (Digital Technologies) **Content Focus:** Students have the opportunity to become innovative creators and effective users of digital systems to create a game promotional package. They will plan and manage the production of a designed solution incorporating the use of digital platforms to create or modify an existing game. Additionally, students will learn to identify social, ethical and cyber security considerations of digital solutions such as copyright and cultural considerations. Students will also demonstrate various computer competencies to facilitate learning by using emails, Microsoft documents, Snip and Sketch, Photos, and other computer applications to create engaging content. **Outcomes:** TE4-1DP, TE4-4DP, TE4-7DI Subject Specific Skills: develop practical skills with tools, materials and processes while working safely, independently and collaboratively on design projects, develop thinking skills when designing and producing digital and non-digital solutions, develop and apply skills in project management and evaluation when designing and producing solutions. **Literacy:** subject specific terminology, interpreting and creating procedural and informative texts, inference from visual representations. **Numeracy:** understanding units of measurement, decimals, percentages (costing), and geometric properties – identifying shape, objects and patterns, using and interpreting spatial technologies, scale, binary code, and hexadecimal code.						
			AT1: Design Folio Weighting: 50% Outcomes: TE4-1DP, TE4-4DP, TE4-7DI							

	1	2	3	4	5	6	7	8	9	10
Term 3	**Project Title:** Bee2Bee (Material Technologies) Content Focus: Students develop knowledge and understanding of the characteristics and properties of a range of materials through research, experimentation and practical investigation, and when they make products to satisfy identified needs and opportunities. Students will design and create native flowerpots. **Outcomes:** TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS **Subject Specific Skills:** develop practical skills with tools, materials and processes while working safely, independently and collaboratively on design projects, develop thinking skills when designing and producing digital and non-digital solutions, develop and apply skills in project management and evaluation when designing and producing solutions. **Literacy:** Subject specific terminology, interpreting and creating procedural and informative texts **Numeracy:** understanding units of measurement, size and proportion and fundamental numeracy skills									

	1	2	3	4	5	6	7	8	9	10
Term 4	**Project Title:** Bee2Bee (Material Technologies) - Continued		**Project Title:** Textiles Exploration **Content Focus:** Students can become innovative creators in textiles. They are to create a project incorporating knowledge gained about textiles within this unit. They will plan and manage the production of a designed solution incorporating the use of the textile tools. Students will continue to develop an understanding of the importance of the design process. To produce a design project product, students will demonstrate skills via the use and experimentation of a variety of textile techniques. Students are tasked to design a biodegradable packaging solution for seeds, vegetables or herbs. **Outcomes:** TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS **Subject Specific Skills:** Develop practical skills with tools, materials and processes while working safely, independently, and collaboratively on design projects, correctly selecting equipment, applying techniques, and demonstrating safe and hygienic practices, develop and apply skills in project management when designing and producing solutions, develop and apply skills from the different stages of the Design and Production Process - research, problem-solving, prototyping and evaluation. **Literacy:** Subject specific terminology, interpreting and creating procedural and informative texts **Numeracy:** understanding units of measurement, size and proportion						
			AT2: Design Folio Weighting: 50% Outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS							

Kurri Kurri High School
Year 8 Technology Mandatory Assessment Schedule 2025

Course: Tech Mandatory – Digital and Materials Class: Head Teacher: M. Skinner

	Task 1	Task 2
Due Date/ Date of Task	Term 2 Week 1	Term 4 Week 1
Topic	Digital Technologies	Materials
Name of Task	Game Coding Design Folio	Trinket Box
Brief Description	Students are required to act as game developers to relaunch an existing phone gaming application to capture teenagers aged twelve to fourteen's interest. The game must be fun and engaging for teenagers to play on the go.	Students develop knowledge and understanding of the characteristics and properties of a variety of materials through research, experimentation and practical investigation, and when they make products to satisfy identified needs and opportunities. Students will create a trinket box.
Components	Part A – Design Folio Part B – Game Coding	Part A - Design Folio Part B – Trinket Box
Syllabus Outcomes Assessed	TE4-1DP, TE4-4DP, TE4-7DI	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS
Skills Assessed	Design user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions, interpreting and creating procedural and informative texts, using and interpreting spatial technologies, scale.	Develop practical skills with tools, materials and processes while working safely, independently and collaboratively on design projects, develop thinking skills when designing and producing digital and non-digital solutions, develop and apply skills in project management and evaluation when designing and producing solutions.
Weighting	50%	50%

2025 – Year 8 Scope & Sequence

Faculty: TAS Subject: Tech Food/Ag & Materials Year: 2025

	1	2	3	4	5	6	7	8	9	10	11
Term 1	**Project Title**: How can we ensure everyone has access to food security? - Sustainability (Food and Agriculture) **Content Focus**: Students learn about the processes of food and fibre production and investigate the innovative and sustainable supply of agriculturally produced raw materials. Students develop knowledge and understanding about managed systems that produce food and fibre through designing and producing solutions. **Outcomes**: TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO, TE4-10TS **Subject Specific Skills**: develop practical skills with tools, materials and processes while working safely, independently and collaboratively on design projects, develop thinking skills when designing and producing digital and non-digital solutions, develop and apply skills in project management and evaluation when designing and producing solutions. **Literacy:** subject specific terminology, interpreting and creating procedural and informative texts, **Numeracy:** understanding units of measurement, comparing units (proportions), percentages (costing), statistics and data analysis, interpreting and analysing graphs.										

	1	2	3	4	5	6	7	8	9	10
Term 2	**Project Title:** How can we ensure everyone has access to food security? - Sustainability (Food and Agriculture) - Continued		**Project Title:** Where does my food come from? - Paddock to Plate (Food and Agriculture) **Content Focus:** Students learn about the use of resources produced and harvested to sustain human life. Students learn about the characteristics and properties of food. Students are provided with opportunities to develop knowledge and understanding about food selection and preparation, food safety and how to make informed choices when preparing nutritious food. **Outcomes:** TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO, TE4-10TS **Subject Specific Skills:** develop practical skills with tools, materials and processes while working safely, independently and collaboratively on design projects, develop thinking skills when designing and producing digital and non-digital solutions, develop and apply skills in project management and evaluation when designing and producing solutions. **Literacy:** subject specific terminology, interpreting and creating procedural and informative texts **Numeracy:** understanding units of measurement, comparing units (proportions), percentages (costing), statistics and data analysis, interpreting and analysing graphs.						
			AT1: Design Folio Weighting: 50% Outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO							

	1	2	3	4	5	6	7	8	9	10
Term 3	**Project Title:** Bee2Bee (Material Technologies) **Content Focus:** Students develop knowledge and understanding of the characteristics and properties of a range of materials through research, experimentation and practical investigation, and when they make products to satisfy identified needs and opportunities. Students will design and create native flowerpots. **Outcomes:** TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS **Subject-Specific Skills:** develop practical skills with tools, materials and processes while working safely, independently and collaboratively on design projects, develop thinking skills when designing and producing digital and non-digital solutions, develop and apply skills in project management and evaluation when designing and producing solutions. **Literacy:** Subject specific terminology, interpreting and creating procedural and informative texts, **Numeracy**: understanding units of measurement, size and proportion and fundamental numeracy skills									

	1	2	3	4	5	6	7	8	9	10
Term 4	**Project Title:** Bee2Bee (Material Technologies) - Continued		**Project Title:** Textiles Exploration **Content Focus:** Students can become innovative creators in textiles. They are to create a project incorporating knowledge gained about textiles within this unit. They will plan and manage the production of a designed solution incorporating the use of textile tools. Students will continue to develop an understanding of the importance of the design process. To produce a design project product, students will demonstrate skills via the use and experimentation of a variety of textile techniques. Students are tasked to design a biodegradable packaging solution for seeds, vegetables or herbs. **Outcomes:** TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS **Subject Specific Skills:** Develop practical skills with tools, materials and processes while working safely, independently, and collaboratively on design projects, correctly selecting equipment, applying techniques, and demonstrating safe and hygienic practices, develop and apply skills in project management when designing and producing solutions, develop and apply skills from the different stages of the Design and Production Process - research, problem-solving, prototyping and evaluation. **Literacy:** Subject specific terminology, interpreting and creating procedural and informative texts **Numeracy:** understanding units of measurement, size and proportion						
			AT2: Design Folio Weighting: 50% Outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS							

Kurri Kurri High School
Year 8 Technology Mandatory Assessment Schedule 2025

Course: Tech Mandatory – Food/Ag and Materials Class: Head Teacher: M. Skinner

	Task 1	Task 2
Due Date/ Date of Task	Term 2 Week 1	Term 4 Week 1
Topic	Food Technology and Agriculture	Materials
Name of Task	Design Folio	Bee2Bee Pots
Brief Description	Students will plan, design, manage, produce, and evaluate a quality product solution for the design brief. Students learn about the processes of food and fibre production and investigate the innovative and sustainable supply of agriculturally produced raw materials.	Students develop knowledge and understanding of the characteristics and properties of a range of materials through research, experimentation and practical investigation, and when they make products to satisfy identified needs and opportunities. Students will design and create native flowerpots.
Components	Part A – Design Folio Part B – Design Solution Part C – Tool Selection and Use	Part A - Design Folio Part B - Native Flowerpot
Syllabus Outcomes Assessed	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS
Skills Assessed	Develop practical skills with tools, materials and processes while working safely, independently and collaboratively on design projects, develop and apply skills in project management and evaluation when designing and producing solutions, interpreting and creating procedural and informative texts.	Develop practical skills with tools, materials and processes while working safely, independently and collaboratively on design projects, develop thinking skills when designing and producing digital and non-digital solutions, develop and apply skills in project management and evaluation when designing and producing solutions.
Weighting	50%	50%

KURRI KURRI HIGH SCHOOL
Creating Futures

Illness, Accident and Misadventure Appeal

STAGE 4

Student Name: ..... Year: .....

Course: ..... Assessment Task Name: .....

Due Date: ..... Date of submitting this form: .....

Supporting Evidence:

Please give your reasons for failing to meet the assessment requirements and give details to support your case. This form should be handed to your teacher or the head teacher of the subject immediately after missing the task, or where possible, before the task is due.

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Signed: ..... (Parent) .....
(Student).....

(Please attach a medical certificate if available)

Teacher's Recommendation/Comment:

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Student asking for:

- ☐ Student handed in the task and asking for consideration upon completion of next task.
- ☐ Student did not complete task – zero.
- ☐ Student did not submit task – similar task submitted.
- ☐ ____% penalty due to submitting task ____days late.

Executive Decision:

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Student return slip:

- ☐ Consideration based on completion of all tasks.
- ☐ Similar task to be completed.
- ☐ Zero mark – appeal not upheld.
- ☐ ____% penalty due to submitting task ____days late.
- ☐ Appeal accepted and task to be marked.