



HASTINGS
SECONDARY COLLEGE

EXCELLENCE – INNOVATION – OPPORTUNITY – SUCCESS

YEAR 8 ASSESSMENT BOOKLET 2025

WESTPORT CAMPUS

YEAR 8 ASSESSMENT BOOKLET

This booklet is issued to Year 8 students of Hastings Secondary College and provides information to students and parents/carers about:

- Assessment procedures and grades
- Hastings Secondary College policy for late/non-completion of assessment tasks
- Applications for considerations of Illness/Misadventure
- Malpractice
- Assessment schedules for each course

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Term Dates for Students

Term 1 – 11 weeks

Commences

Thursday 6th February

Concludes

Friday 11th April

Term 2 – 10 weeks

Commences

Wednesday 30th April

Concludes

Friday 4th July

Term 3 – 10 weeks

Commences

Tuesday 22nd July

Concludes

Friday 26th September

Term 4 – 10 weeks

Commences

Tuesday 14th October

Concludes

Friday 19th December

OBJECTIVES OF ASSESSMENT

The purpose of assessment is to judge competence based on performance. This judgement is made on the basis of evidence, which may be in a variety of forms. Schools are responsible for awarding each student who completes a Stage 4 course a grade to represent that student's achievement in accordance with the A to E grade scales detailed below.

Course performance descriptors are available on [syllabus pages](#) for Stage 4 Board Developed Courses.

Below is a breakdown of the mark ranges for each grade, depending on the value or weighting of the assessment task. Included is a general description of student performance within this range.

Teachers will assess the student's actual performance, not potential performance. Assessment marks will not be modified to consider possible effects of illness or domestic situations. Schools may offer substitute tasks or, in exceptional circumstances, estimates based on other tasks.

Grade	General Performance Criteria Students performing at this grade are typically;
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 substantial knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills
N	The student has not satisfactorily attempted the content, therefore failing to demonstrate the processes and skills.

Assessment tasks will generally be one, or a combination of:

- Scheduled tasks completed in-class under examination conditions.
- Hand-in tasks that are submitted via an online platform or handed-in by a due date and time.
- Practical assessment completed in class.

The General Capabilities



The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century. They encompass knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances.

All students will be assessed alongside the capabilities, which will be addressed through the content of the learning areas.

NOTIFICATION OF ASSESSMENT TASKS

At least two calendar weeks notice of the details of a task will be given. Tasks are due at the beginning of the lesson of that subject on the due date. Students will sign the Assessment Task Register document when they have received their task, submitted their task, and had their task marked and returned. School reports will be issued twice during the school year. This report will show the student's level of achievement of relevant outcomes for each course.

Students will be informed, in writing, of the set dates and details of each assessment task, at least two weeks prior to the task. Details will include:

- the nature of the task
- the outcomes being assessed
- the weighting of the task
- due date for the task

All tasks to be completed out of class will have an 'Assessment Task Notification' attached as the front cover.

Students will be notified, in writing, of any alterations to the schedule or nature of assessment tasks, or of any other changes to assessment procedures or policy.

When a student returns to school from any absence, it is the student's responsibility to enquire about any work set during the absence. If this set work includes assessment task information, the student must approach any teachers concerned, to ensure that the correct information is received, and to discuss any necessary re-arrangements to the scheduling of each task.

TECHNOLOGY AND ASSESSMENT TASKS

Many assessment tasks submitted by students are prepared using technology and are either printed or uploaded for submission. Unfortunately, technology fails or breaks down at the most inopportune times. Faulty equipment, including printing issues, are not an acceptable excuse for late submission.

To assist students in the utilisation of technology, the following guidelines should be considered:

- Always complete the work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
- Back-up files regularly
- Submit work using the learning platform advised by your teacher, such as, Google Classroom.
- Print out copies of drafts and keep them, whilst the assignment is in progress
- Bring a copy of the file to school by saving into the cloud, email or on a USB.

MALPRACTICE

Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating.

Examples of behaviour considered to be cheating include:

- copying, buying, stealing, or borrowing 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 acknowledging the source;
- submitting work that contains a large contribution from another person, such as a parent, coach or subject expert, that is not acknowledged;
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs, and journals.
- using any artificial intelligence software in any capacity.

These examples are generally referred to as plagiarism.

Students who submit work for assessment purposes that contains evidence of plagiarism may be awarded a zero mark for the task. A student may appeal. The student will be responsible for proving that the submitted work in question is their own.

[General Guidelines For The Use of GAI in Assessment.pdf](#)

POLICY FOR LATE/ NON-COMPLETION OF ASSESSMENT TASKS

Students are always responsible for finding out work missed in their subjects. This includes assessment tasks, written notifications, notes issued in class etc. It is not the responsibility of the teacher to follow up with the student for notification. If a student receives notification of a task later than the rest of the class and reasons are regarded as valid, it is up to the student to negotiate a solution with the class teacher (taking into account practical restraints).

The head teacher will make the final decision in these circumstances.

Assessment tasks will be scheduled to be completed / submitted to teachers on or by specified dates throughout each course. Attendance, on the day the assessment task is either to be performed or submitted, is essential. Students will not be allowed to sit for an in-class task or test before the due date unless it is deemed by the head teacher to be an extreme case. Unless circumstances are extenuating, it is expected that students will notify the head teacher of their absence prior to the date of the task. The student must provide evidence that the absence was/is unavoidable (e.g. medical certificate).

1. If a student is unable to complete any hand-in assessment task, including online submission, by the due date, they may submit it unfinished and receive marks according to the quality of the work done.
2. If however, the student
 - (a) does not hand in any evidence of work on or before the due time/ date; or
 - (b) is absent on the day a hand in assessment task is due, they will receive a penalty of 10% of the available marks per school day that the task is overdue. After 5 school days, they will receive a zero for that task.
 - (c) is absent on the day an in class assessment task is scheduled, they will receive a penalty of 10% of the available marks per lesson that the task is overdue. After 5 School days they will receive a zero for that task. The student must complete the task on the first lesson upon their return.

Note: An estimate may be given for a practical task if it cannot be rescheduled.

3. If a student is found to have engaged in malpractice in an assessment task, they may be awarded a zero mark.

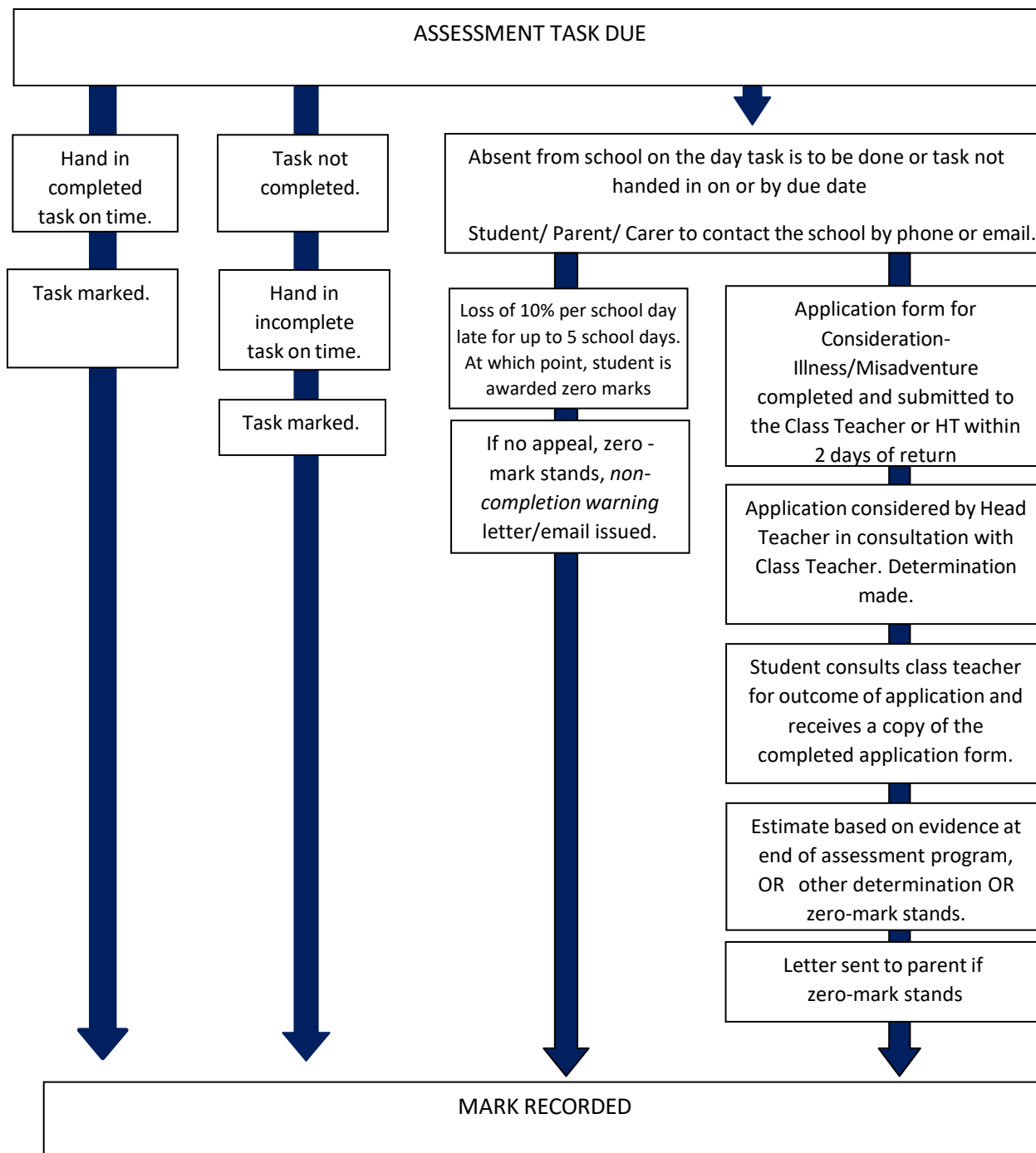
In either 2 (a), (b) or (c) above, the student may request *consideration for illness or misadventure*. This request is to come from the parent/caregiver to the class teacher or head teacher within two school days following the specified due date for the task or by the second day of return to school after an absence which encompasses the due date. See below for further information.

The request for *consideration for illness or misadventure* should outline the reason/s for the illness or misadventure and come with supplementary evidence to support the *consideration for illness or misadventure*

If a student receives a zero mark or has not made a satisfactory attempt at the task, a non-completion warning will be issued. The non-completion warning will outline the task requirements and it will detail the new due date for the completion of the task. This task must be submitted by the new due date, and it must demonstrate a satisfactory attempt.

ASSESSMENT FLOWCHART

If a student knows beforehand that they are going to be absent on the day that an assessment task is due, or is to be conducted, the student must notify their class teacher beforehand.



APPLICATIONS FOR CONSIDERATION OF ILLNESS/MISADVENTURE

Students who have a special circumstance that prevented them from completing an assessment task by the due date or attend a scheduled test/ practical assessment, may request *consideration for illness or misadventure*. This application is made by the student's parent/ carer providing a written justification to the class teacher or head teacher within two school days following the specified due date for the task, or by the second day of return to school after an absence which encompasses the due date.

An Application for Consideration- Illness/Misadventure requires the following information:

1. Written justification from parent/carer. Supporting documentation, such as a Medical Certificate, may also be provided.' *Note: written justification includes parent/carer communication with the school (SMS or phone call) to explain the student's absence.*

Applications may be in respect of:

- Illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the assessment (e.g.: asthma attack, cut hand).
- Misadventure – any event beyond the student's control which allegedly affected the student's performance in the assessment (e.g., death of a friend or family member, involved in traffic accident).
- Limitations on Applications
- Students may only apply in relation to circumstances that occur immediately before or during an assessment and that affect their performance in the assessment.

You cannot submit an application on the basis of:

- long term illnesses such as asthma, epilepsy, or glandular fever, unless you suffer a flare up of that condition during the assessment
- the same grounds for which you received disability provisions, unless you experience additional difficulties during an assessment
- Computer/printer/technology malfunctions or difficulties
- Misreading the assessment timetable, instructions, or notification
- Not understanding assessment commitment when on approved family leave

The application will be reviewed by the class teacher and the head teacher of the course. A determination will be made and a recommendation given. Once this determination is made, the decision is final.

Limitations on Applications

Students may only apply in relation to circumstances that occur immediately before or during an assessment and that affect their performance in the assessment.

ASSESSMENT SCHEDULE SUMMARY

The purpose of the schedule below is to assist students to plan and prepare for assessment tasks. Due to unforeseen circumstances, there will be occasions where scheduled dates are adjusted. Timely notice of any adjustments will be given to students by class teachers.

Term 1		
Week / Date	Subjects with a scheduled task:	
2	3/02	
3	10/02	
4	17/02	
5	24/02	
6	3/03	
7	10/03	
8	17/03	
9	24/03	Science
10	31/03	Visual Arts
11	07/04	
		Music (Theory assessment ongoing throughout the semester – performance dates TBA) Technology Mandatory (each context focus area has a project-based assessment tasks that is worked on throughout the term) PDHPE Practical and Participation is assessed throughout the whole semester.

Term 2		
Week / Date	Subjects with a scheduled task:	
1	28/04	
2	05/05	Geography
3	12/05	Mathematics
4	19/05	
5	26/05	Visual Arts, English
6	02/06	Personal Development, Health and Physical Education
7	09/06	Science
8	16/06	
9	23/06	
10	30/06	
		Technology Mandatory (each context focus area has a project-based assessment tasks that is worked on throughout the term) PDHPE Practical and Participation is assessed throughout the whole semester.

Term	3	
Week	/ Date	Subjects with a scheduled task:
1	21/07	
2	28/07	
3	04/08	
4	11/08	
5	18/08	
6	25/08	Mathematics
7	01/09	English
8	08/09	Science, Geography
9	15/09	
10	22/09	Visual Arts
		<p>Music (Theory assessment ongoing throughout the semester – performance dates TBA)</p> <p>Technology Mandatory (each context focus area has a project-based assessment tasks that is worked on throughout the term)</p> <p>PDHPE Practical and Participation is assessed throughout the whole semester.</p>

Term	4	
Week	/ Date	Subjects with a scheduled task:
1	13/10	
2	20/10	Geography
3	27/10	
4	03/11	Yearly Examination (wk4 & 5): Mathematics, Personal Development, Health and Physical Education, Science, English
5	10/11	Visual Arts
6	17/11	
7	24/11	
8	01/12	
9	08/12	
10	15/12	
		<p>Technology Mandatory (each context focus area has a project-based assessment tasks that is worked on throughout the term)</p> <p>PDHPE Practical and Participation is assessed throughout the whole semester.</p>

Year 8 English

Assessment Schedule 2025

Course Outline

Term 1	Term 2	Term 3	Term 4
Australian Perspectives	The Beauty of Novels Hand in the Darkness: Writing that Inspires Us	Visual Literacy: Advertising	Writing what the world might be! Sci-Fi Genre Study

Assessment Tasks

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Imaginative Writing	Advertisement & Reflection	Examination	
Date	Term 2 Week 5	Term 3 Week 7	Term 4 Week 4	
Outcomes Assessed	EN4-URA-01 EN4-URB-01	EN4-ECB-01 EN4-ECA-01 EN4-URA-01	EN4-ECA-01 EN4-ECB-01	
Total	30	30	40	

Outcomes

EN4-RVL-01 uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction

EN4-URA-01 analyses how meaning is created through the use of and response to language forms, features and structures

EN4-URB-01 examines and explains how texts represent ideas, experiences and values

EN4-URC-01 identifies and explains ways of valuing texts and the connections between them

EN4-ECA-01 creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas

EN4-ECB-01 uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

Year 8 Geography

Assessment Schedule 2025

By the end of Stage 4, students describe geographical processes that influence the features and characteristics of places and environments across a range of scales. They describe how places are perceived and valued differently and explain interconnections within environments and between people, places and environments. Students investigate environmental change and differences in human wellbeing and discuss strategies for addressing geographical challenges, taking into account environmental, economic and social factors.

Students undertake geographical inquiry to build knowledge and understanding of people, places and environments through the collection, collation and analysis of primary data and secondary information. Students propose explanations for spatial distributions, patterns and trends and infer relationships. They propose solutions, and may take action to address contemporary geographical challenges and predict outcomes. Students participate in fieldwork to collect primary data and develop their personal capabilities, ethical understanding and workplace skills.

Course Outline

Term 1	Term 2	Term 3	Term 4
Landscapes & Landforms	Place & Liveability	Water in the World	Interconnections

Assessments

	Semester One	Semester Two		Weighting%
Topic	Landscapes and Landforms	Water in the World	All Topics	
Nature of task	Geomorphic Hazard Research Task	Ocean Literacy- Creative Design and Literacy Task	In-Class Examination	
Date	Term 2, Week 2	Term 3, Week 8	Term 4, Week 2	
Outcomes	GE4-1 GE4-2, GE4-3 GE4-7	GE4-3, GE4-4 GE4-5, GE4-8,	All outcomes	
Total %	30%	35%	35%	100

Style of Tasks:

Research Task - Assessing ability to acquire, process and communicate geographical information.

Creative Design and Literacy Task: Assessing the understanding of geographical concepts through the application of geographical tools and inquiry processes in a range of situations. Students make a creative piece of their choice, which best represents their ideas. There is also an extended response component.

Examination: Conducted as a final review and measure of the student's performance across all course outcomes.

Outcomes

GE4-1 locates and describes the diverse features and characteristics of a range of places and environments

GE4-2 describes processes and influences that form and transform places and environments

GE4-3 explains how interactions and connections between people, places and environments result in change

GE4-4 examines perspectives of people and organisations on a range of geographical issues

GE4-5 discusses management of places and environments for their sustainability

GE4-6 explains differences in human wellbeing

GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry

GE4-8 communicates geographical information using a variety of strategies

Year 8 Mathematics

Assessment Schedule 2025

Course Outline

Term 1	Term 2	Term 3	Term 4
Algebraic Techniques Ratios and Rates	Equations Length and Area	Linear Relationships Volume	Right-Angled Triangles Circles Properties of Geometrical Figures

Assessment Tasks

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Class Test	Class test/Assignment	Class Test	
Date	Term 2 Week 3	Term 3 Week 6	Term 4 Week 4/5	
Outcomes Assessed	MAO-WM-01, MA4-ALG-C-01, MA4-RAT-C-01, MA4-EQU-C-01	MAO-WM-01, MA4-LEN-C-01, MA4-ARE-C-01, MA4-LIN-C-01	MAO-WM-01, MA4-VOL-C-01, MA4-PYT-C-01	
Total	30%	30%	40%	

Outcomes

MAO-WM-01 develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly

MA4-ALG-C-01 generalises number properties to operate with algebraic expressions including expansion and factorisation

MA4-RAT-C-01 solves problems involving ratios and rates, and analyses distance–time graphs

MA4-EQU-C-01 solves linear equations of up to 2 steps and quadratic equations of the form $ax^2=c$

MA4-LEN-C-01 applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems

MA4-ARE-C-01 applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problem

MA4-LIN-C-01 creates and displays number patterns and finds graphical solutions to problems involving linear relationships

MA4-VOL-C-01 applies knowledge of volume and capacity to solve problems involving right prisms and cylinder

MA4-PYT-C-01 applies Pythagoras' theorem to solve problems in various contexts

MA4-GEO-C-01 identifies and applies the properties of triangles and quadrilaterals to solve problem

Year 8 Music

Assessment Schedule 2025

Course Outline

Semester 1 or 2
Students will recognise the use of musical concepts in various repertoire characteristic of the topics studied. They will explore forms of musical notation, including computer-based applications, as a method of recording their own musical ideas and experiment and improvise music representative of various styles, periods and genres. Students will learn to respond to and discuss the varying repertoire in the world of music and aurally exploring music of various styles, periods and genres.

Assessment Tasks

Task number	Task 1	Task 2	Task 2	Weighting %
Nature of task	Performance	Listening	Composing	
Date	Performance Dates TBA	Ongoing	Ongoing	
Outcomes Assessed	4.2 4.3	4.7 4.9	4.4 4.6	
Total	50	25	25	

Outcomes

- 4.1** performs in a range of musical styles demonstrating an understanding of musical concepts
- 4.2** performs music using different forms of notation and different types of technology across a broad range of musical styles
- 4.3** performs music demonstrating solo and/or ensemble awareness
- 4.4** demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
- 4.5** notates compositions using traditional and/or non-traditional notation
- 4.6** experiments with different forms of technology in the composition process
- 4.7** demonstrates an understanding of the musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
- 4.8** demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
- 4.9** demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
- 4.10** identifies the use of technology in the music selected for study, appropriate to the musical context

Year 8 Personal Development, Health and Physical Education Assessment Schedule 2025

Course Outline

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> It's Complicated Net/court and Wall Games (Volleyball, Squash, etc.) 	<ul style="list-style-type: none"> Do I or Don't I Individual Pursuits Athletics/Fitness/Dance 	<ul style="list-style-type: none"> Multicultural Australia Indigenous and International Games (Gridiron, Handball/Lacrosse) 	<ul style="list-style-type: none"> Eating For Health Target and Striking Games (T-Ball, Bocce, Golf)

Assessment Tasks

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Risky Activities Research Task plus ongoing bookwork	Practical Skills and Participation Semester 1	Stage 4 Yearly Examination	Practical Skills and Participation Semester 2	
Date	Term 2, Week 6	Ongoing throughout the Semester	Term 4, Week 4	Ongoing throughout the Semester	
Outcomes Assessed	PD4-1 PD4-2	PD4-4 PD4 5 PD4-6	All Outcomes	PD4-4 PD4 5 PD4-6	
Total	25	25	25	25	

Outcomes

PD4-1 examines and evaluates strategies to manage current and future challenges

PD4-2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others

PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships

PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts

PD4-5 transfers and adapts solutions to complex movement challenges

PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity

Year 8 Science

Assessment Schedule 2025

Course Outline

Term 1	Term 2	Term 3	Term 4
Topic 1 - Working Scientifically Topic 2 - Elements & Compounds	Topic 3 - Living Organisms (Animals) Topic 4 - Energy Conversions (Electricity)	Topic 5 - Living Organisms (Plants) Topic 6 - Rocks	Topic 8 - Earth's Resources Topic 7 - Forces

Assessments

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Elements & Compounds Student Research Project	Living Organisms Research & Design	Plants Data Analysis Task	Yearly Examination	
Date	Term 1, Week 9	Term 2, Week 7	Term 3, Week 8	Term 4, Weeks 4/5	
Outcomes Assessed	SC4-5WS SC4-6WS SC4-7WS SC4-8WS SC4-9WS	SC4-4WS SC4-5WS SC4-14LW	SC4-7WS SC4-8WS SC4-9WS	SC4-14LW SC4-15LW SC4-13ES SC4-10PW	
Total %	25	25	25	25	

Outcomes

SC4-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them.

SC4-2VA shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures.

SC4-3VA demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations.

SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge.

SC4-5WS collaboratively and individually produces a plan to investigate questions and problems.

SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually.

SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions.

SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems.

SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations.

SC4-10PW describes the action of unbalanced forces in everyday situations.

SC4-11PW discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations.

SC4-12ES describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system.

SC4-13ES explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management.

SC4-14LW relates the structure and function of living things to their classification, survival and reproduction.

SC4-15LW explains how new biological evidence changes people's understanding of the world.

SC4-16CW describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles.

SC4-17CW explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life.

Year 8 Technology Mandatory

Assessment Schedule 2025

Course Outline

The study of Technology Mandatory in Years 7–8 enables students to become responsible users of technologies and designers of solutions. Through the practical application of knowledge and understanding, students develop skills in the safe use of a range of technologies to design, produce and evaluate solutions to identified needs and opportunities.

Students learn about:

WHS and Risk Management	Design
Materials	Workplace Communication Skills
Equipment, Tools and Machines	Societal & Environmental Impact

Context Focus Areas

Agriculture and Food Technologies	Materials and Production Processes (Textiles, Timber, Metal)
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Assessment Tasks

**Please note there will be each different Context Students will be notified of by their teacher at least date. The components of on the table.*

Outcomes

TE4-SDP-01 explains sustainability, design and

TE4-PDP-01 describes the designers and producers

TE4-MSA-01 explains how components contribute to

TE4-PPM-01 applies management and

TE4-DES-01 communicates and solutions

TE4-SAF-01 selects and safely uses tools, materials, technologies and processes

TE4-DIG-01 demonstrates technological literacy to safely interact in digital environments

TE4-DIG-02 uses data and digital systems to code, design and produce projects

Task Number	Task 1*	Weighting %
Nature of task	In-class Project & Folio	
Date	Ongoing*	
Outcomes Assessed	In-class	
Components	Ongoing*	
Design Project	70	
Folio/Research Task	20	
Classroom Observations	10	
Total	100	

an assessment task for Focus Area studied. the due date for each task two weeks prior to the due the task will be as outlined

relationships between production practices and processes of

materials, systems and solutions

processes in the planning, production of projects

and evaluates design ideas