



MITCHELL HS

YEAR 8 2025

ASSESSMENT HANDBOOK



A MESSAGE FROM THE PRINCIPAL

Dear Students and Parents,

As we commence the academic year, I am pleased to present you with the Year 8 Assessment Handbook, an essential resource that will guide you through the assessment process and support your educational journey. This handbook is designed to help you navigate the expectations and opportunities that lie ahead.

Education is a choice that holds immense significance in shaping your future. By choosing to attend school, you are taking a pivotal step towards unlocking your potential and embracing countless opportunities for growth, learning, and personal development. It is imperative that you approach this choice with a sense of responsibility and purpose, cherishing the privilege of education and making the most of it.

As members of our school community, you are expected to wholeheartedly embrace this opportunity and strive to meet the high standards set by both our school and the New South Wales Education Standards Authority (NESA). Meeting these expectations is not merely a requirement; it is a vital component of your academic success. I urge each of you to commit fully to your studies, engage actively with your learning, and exert genuine effort in all that you do.

The journey of education is not without its challenges, but it is through diligent effort and perseverance that you will cultivate the skills and knowledge necessary to thrive. Your engagement and participation in class discussions, as well as in assessments, are crucial not only for your academic achievement but also for your personal growth and development.

I encourage you to read this handbook carefully and use it as a reference throughout the year. Remember, your teachers and the entire school staff are here to support you every step of the way. Let us embark on this academic year with determination and a shared commitment to excellence. Together, we can foster an environment where every student can flourish and achieve their fullest potential.

Let's make this year a fantastic one filled with learning, growth, and achievement!

Sincerely,



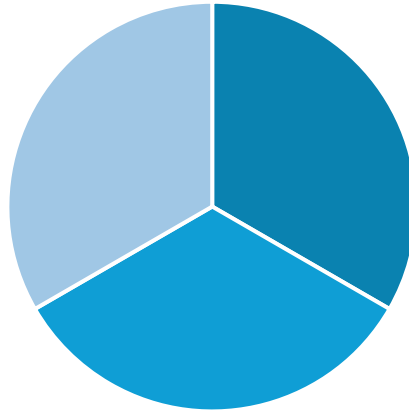
Principal

Mitchell High School



ACADEMIC REQUIRMENTS FOR ALL STUDENTS AT MITCHELL HIGH SCHOOL

COMPONENT 1
90% Attendance



COMPONENT 2
Satisfactory Class work, Effort
Appication, Homework

COMPONENT 3
Complete all School-Based
Assesments

Component 1: Attendance

1. Students are expected to attend a minimum of 90% of all classes. Strong attendance is essential to achieve course outcomes, cover the content of each course and enable accurate assessment of effort and participation in a course.
2. Students must explain every absence from school and must apply for leave or exemption (with evidence) for absences from school of more than 5 days.
3. Students must check with all teachers regarding work missed due to absence and what they need to do to catch up. The Year Adviser can assist students and parents.

Component 2: Diligence and sustained effort

Students must study each course in Years 7-12 for the required hours and at a satisfactory level. A student will be considered unsatisfactory in a course if they fail to work with diligence and sustained effort to complete the set tasks and experiences required by the school to achieve course outcomes.

Indicators of possible failure to demonstrate 'diligence and sustained effort' or possible failure to fulfil course requirements to the school's satisfaction include:

- an excessive number of absences or lateness to school or specific classes, particularly if these are unexplained
- a recurring pattern of lateness or absences
- poor achievement in class tests, assignments or other assessment tasks caused by lack of application
- poor classroom behaviour that disrupts your own, and others' learning
- failure to submit assessment items
- failure to complete class work and homework
- proven cases of malpractice or cheating.

Component 3: Formal Assessment

1. Students are expected to complete and submit ALL assessment tasks by the due dates.
2. Some assessment tasks will involve attendance at excursions, field studies etc. Attendance is compulsory.
3. All work submitted for assessment must be the student's own work. Students are required to acknowledge all sources and provide footnotes and references for all information cited.
4. It is the student's responsibility to be aware of assessment task dates for all courses and to organise their homework schedule accordingly.

COMMONLY ASKED QUESTIONS

What is an assessment task and why is it so important?

Assessment is the opportunity to show what you know and what you can do.

Your assessment tasks will help to diagnose your strengths and weaknesses so that teachers can focus their teaching on what you need to learn to be successful at school. You will also find out about areas to concentrate on to improve.

There are assessment tasks in each subject. This will happen in each year of high school, and you will be able to access the information in this booklet on the school website: www.mitchell-h.schools.nsw.edu.au

The tasks that you will complete could be:

- formal examinations
- tests
- assignments
- essays
- creative works
- field studies
- excursion reports
- in-class assessment task

All assessment tasks contribute towards your achievement and grades and must be completed. The results of this work will be shown in your Half Yearly and Yearly Reports. Your year group Google Classroom will have a sheet showing you the assessment schedule for each subject. It will tell you when each assessment task will be held, what you will be assessed on, and what the task is worth. You may obtain advice regarding your assessments from your teacher or the Head Teacher of the subject. You are also required to complete class work and homework with diligence and sustained effort.

The school reserves the right to make any changes considered necessary after this handbook has been issued. The changes will be advised in writing two weeks prior to the due date of the assessment task affected.

Year 7 Assessment Handbook can be downloaded using the following links:

MHS Website: <https://mitchell-h.schools.nsw.gov.au/learning-at-our-school/assessment-and-reporting/assessment-handbooks.html>

Millennium Portal: <https://millennium.education/portal/>

To complete the assessment task, you will need to:

- Carefully read the assessment task issued on the school's proforma and available on your student portal
- Plan and mark the due dates for the tasks in your homework diary and the calendar at the end of this book
- Break the task into small manageable parts and complete it gradually
- Organise any notes, materials and resources that you are using
- Complete any research and keep a list of resources used (bibliography)
- Speak to your teacher if you need help and to check how you are going
- Check that any technology or equipment needed to complete the task is working before the due date
- Correct drafts and complete your presentation
- Complete the feedback/evaluation sheet on your performance on the task
- Keep your drafts in case something happens
- Put your task or any equipment you will need to complete the task in your bag the night before it is due
- Keep a record of your submission of the task
- Keep a record of your results

Late Regulations

If you do not complete the task on the due date, you will need to do the following: Give your class teacher or the Head Teacher of the subject a note from your parents / carers explaining why your assessment task has not been done. If you have a medical certificate this will explain the reason and no penalty will apply. Bring in your drafts as evidence of attempting the task.

Please note:

- Unexplained absences are unacceptable because it is a deliberate attempt to advantage yourself.
- Technology failure is not an excuse for late submission of tasks.
- The task must still be handed in and a penalty of 25% of the marks gained each calendar day will be applied. The task will be marked, and you will still benefit from the teachers' feedback.

What if you know in advance that you will be absent?

If you know that you will be absent with sufficient reason e.g. a funeral, an approved school activity or urgent medical attention, you will need to explain the circumstances in a note, before the absence, to your class teacher and a new due date will be given.

What if you have been absent from school?

When you have missed a lesson, it is your responsibility to check with your class teacher or peers to see if any relevant information about an assessment task has been provided and arrange to catch up the work.

What happens when you hand in an assessment task?

Your class teacher will keep records of the assessment task completed and handed in. An assessment task receipt sheet will be used that you will be required to sign.

If your assessment task is to be submitted on Google Classroom, you must submit it before 9am on the day that the task is due, by clicking the "Turn In" button.

Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others.

Malpractice includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as your own;
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Using material directly from books, journals, CDs or the internet or any other source without reference to the source;
- Building on the ideas of another person without referring to the source;
- Buying, stealing or borrowing another's work and presenting it as your own;
- Damaging another student's work;
- Paying for having someone else complete the task for you;
- Submitting work which another person such as a parent, tutor, subject expert or a sibling has contributed to substantially;
- Breaking published school examination rules;
- Using non approved aides during an assessment task;
- Providing false explanations for work not handed in by the due date;
- Assisting another student to engage in malpractice;
- The use of AI generated content, including but not limited to, AI generated task, AI generated and paraphrased task, AI assisted submissions, including those that have been rewritten, paraphrased or translated.
- Unauthorised use of any generative A.I.

What if you copy other people's work?

A zero penalty will be imposed for copying, plagiarising or having someone else do the work for you.

What if you do not make a serious attempt or cheat?

A zero penalty will be imposed if you do not make a serious attempt in an assessment task, produce irrelevant or offensive material, or cheat.

Parents will be informed of any instances of malpractice.

The school's responsibility

School Responsibilities	Student Responsibilities
<ul style="list-style-type: none"> • Assessment task notifications will be provided in writing to each student and will include the following information: <ul style="list-style-type: none"> – the components of the task and their respective weightings – the weight value of the task in relation to the total weighted mark for the course – the outcomes being assessed – precise details of when the task is due or will take place – detailed information about the task and its requirements, including means of submission. • Assessment task notifications and associated relevant documents (such as marking rubrics or scaffolds) will be provided no later than 14 calendar days prior to the due date or when the task will take place. Class teachers retain a signed copy or register of Google Classroom acknowledgement of the task. The Trial Examination Timetable will act as notification for those courses using the exam as an assessment task. • Wherever possible, time may be set aside for students to complete tasks in class. • Assessment tasks will be marked and returned to students within 2 weeks after submission unless there are extenuating circumstances. • Provide meaningful written and / or verbal feedback, which is constructive, focusing on what the student did well, where the student needs to improve and what is needed for this improvement to occur. • The school will be bound by its stated policies and procedures regarding illness, misadventure, malpractice, late submission and non-completion of assessment tasks. 	<ul style="list-style-type: none"> • Students are required to acknowledge receipt of assessment notification information either by signing a hard copy or by opening the electronic copy posted in the relevant Google Classroom. • Students absent when assessment task notification and associated documents are distributed should follow-up with their class teacher to ensure clear understanding of the task. • Students are required to submit tasks, as per the instructions outlined on the assessment task notification sheet, no later than 9.00am. • When submitting a task for marking students are required to sign the assessment task notification indicating <i>'This is my own work. I have not copied the work of others, nor misrepresented the work of others as my own, or colluded with others on this task. I have acknowledged all sources of information.'</i> • Students should use teacher feedback on assessment tasks to guide further improvement. • If required students are to initiate and follow the school procedures around illness, misadventure and special consideration in relation to submitting a task. • To seek assistance when needed. This may be in relation to: <ul style="list-style-type: none"> – resources needed to complete the task (speak to the class teacher) – understanding what is being taught (speak to the class teacher) – completing an assessment task (seek assistance from the Learning Support Faculty)

INTERNAL ASSESSMENT SCHEDULE

Stage 4 English Year 8 Internal Assessment Schedule			
Task Number	Task 1	Task 2	Task 3
Nature of Tasks	Genre Study	Close Study of a Text	Yearly Exam
Timing	Term 1 Week 10	Term 3 Week 10	Term 4 Weeks 5 & 6
Outcomes Assessed	EN4-URA-01 EN4-RVL-01 EN4-ECB-01	EN4-RVL-01 EN4-URC-01 EN4-ECB-01	EN4-URB-01 EN4-ECA-01 EN4-ECB-01
Components	Viewing & Listening Task	Written Composition	Reading, Comprehension & Writing
Assessment Weighting	30%	40%	30%

Stage 4 English Outcomes

A student:	
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

Stage 4 Geography Year 8 Internal Assessment Schedule		
Task Number	Task 1	Task 2
Nature of Tasks	Research Assignment	Examination
Timing	Term 1 or 3 Week 8	Term 2 or Term 4 Weeks 5 & 6
Outcomes Assessed	GE4-2, GE4-5, GE4-7, GE4-8	GE4-1, GE4-3, GE4-7, GE4-8
Assessment Weighting	50%	50%

Stage 4 Geography Outcomes

A student:

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

Stage 4 History		
Year 8 Internal Assessment Schedule		
Task Number	Task 1	Task 2
Nature of Tasks	Task 1	Task 2
Timing	Medieval Europe Presentation	Yearly Examination
Outcomes Assessed	Term 1 or 3 Week 7	Term 2 or 4 Weeks 7 & 8
Assessment Weighting	HT4-3, HT4-4, HT4-7, HT4-8, HT4-10	HT4-1, HT4-2, HT4-5, HT4-6, HT4-9

Stage 4 History Outcomes

A student:

HT4-1	describes the nature of history and archaeology and explains their contribution to an understanding of the past
HT4-2	describes major periods of historical time and sequences events, people and societies from the past
HT4-3	describes and assesses the motives and actions of past individuals and groups in the context of past societies
HT4-4	describes and explains the causes and effects of events and developments of past societies over time
HT4-5	identifies the meaning, purpose and context of historical sources
HT4-6	uses evidence from sources to support historical narratives and explanations
HT4-7	identifies and describes different contexts, perspectives and interpretations of the past
HT4-8	locates, selects and organises information from sources to develop an historical inquiry
HT4-9	uses a range of historical terms and concepts when communicating an understanding of the past
HT4-10	selects and uses appropriate oral, written, visual and digital forms to communicate about the past

Stage 4 Languages: Italian

Year 8 Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3
Nature of Tasks	Skills Tests	Collaborative Communication Task "My World"	Skills Tests
Timing	Term 1 Weeks 9 & 10	Term 2 Weeks 8 & 9	Term 4 Weeks 5 & 6
Outcomes Assessed	ML4-UND-01, ML4-CRT-01	ML4-INT-01	ML4-UND-01, ML4-CRT-01
Assessment Weighting	40%	20%	40%

Stage 4 Languages: Italian Outcomes

A student:	
Focus area	Stage 4
Interacting	ML4-INT-01 exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
Understanding texts	ML4-UND-01 interprets and responds to information, opinions and ideas in texts to demonstrate understanding
Creating texts	ML4-CRT-01 creates a range of texts for familiar communicative purposes by using culturally appropriate language

Stage 4 Languages: German

Year 8 Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3
Nature of Tasks	Skills Tests	Collaborative Communication Task "My World"	Skills Tests
Timing	Term 1 Weeks 9 & 10	Term 2 Weeks 8 & 9	Term 4 Weeks 5 & 6
Outcomes Assessed	ML4-UND-01, ML4-CRT-01	ML4-INT-01	ML4-UND-01, ML4-CRT-01
Assessment Weighting	40%	20%	40%

Stage 4 Languages: German Outcomes

A student:

Focus area	Stage 4
Interacting	ML4-INT-01 exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
Understanding texts	ML4-UND-01 interprets and responds to information, opinions and ideas in texts to demonstrate understanding
Creating texts	ML4-CRT-01 creates a range of texts for familiar communicative purposes by using culturally appropriate language

Stage 4 Languages: Spanish

Year 8 Internal Assessment Schedule

Task Number	Task 1	Task 2	Task 3
Nature of Tasks	Skills Tests	Collaborative Communication Task "My World"	Skills Tests
Timing	Term 1 Weeks 9 & 10	Term 2 Weeks 8 & 9	Term 4 Weeks 5 & 6
Outcomes Assessed	ML4-UND-01, ML4-CRT-01	ML4-INT-01	ML4-UND-01, ML4-CRT-01
Assessment Weighting	40%	20%	40%

Stage 4 Languages: Spanish Outcomes

A student:

Focus area	Stage 4
Interacting	ML4-INT-01 exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
Understanding texts	ML4-UND-01 interprets and responds to information, opinions and ideas in texts to demonstrate understanding
Creating texts	ML4-CRT-01 creates a range of texts for familiar communicative purposes by using culturally appropriate language

Stage 4 Mathematics				
Year 8 Internal Assessment Program				
Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Tasks	Class Test	Class Test	Assignment	Yearly Examination
Timing	Term 1 Week 6	Term 2 Week 7	Term 3 Week 5	Term 4 Weeks 5 & 6
Outcomes Assessed	MA4-4NA, MA4-19SP MA4-20SP	MA4-8NA, MA4-9NA MA4-12MG, MA4-13MG MA4-5NA MA4-16MG	MA4-10NA, MA4-11NA	MA4-6NA, MA4-7NA MA4-15MG, MA4-13MG MA4-14MG, MA-17MG
Assessment Weighting	25%	25%	20%	30%

Stage 4 Mathematics Outcomes

A student:

MA4-1WM	communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
MA4-2WM	applies appropriate mathematical techniques to solve problems
MA4-3WM	recognises and explains mathematical relationships using reasoning
MA4-4NA	compares, orders and calculates with integers, applying a range of strategies to aid computation
MA4-5NA	operates with fractions, decimals and percentages
MA4-6NA	solves financial problems involving purchasing goods
MA4-7NA	operates with ratios and rates, and explores their graphical representation
MA4-8NA	generalises number properties to operate with algebraic expressions
MA4-9NA	operates with positive-integer and zero indices of numerical bases
MA4-10NA	uses algebraic techniques to solve simple linear equations
MA4-11NA	creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
MA4-12MG	calculates the perimeters of plane shapes and the circumferences of circles
MA4-13MG	uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
MA4-14MG	uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
MA4-15MG	performs calculations of time that involve mixed units, and interprets time zones
MA4-16MG	applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
MA4-17MG	classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
MA4-18MG	identifies and uses angle relationships, including those related to transversals on sets of parallel lines
MA4-19SP	collects, represents and interprets single sets of data, using appropriate statistical displays
MA4-20SP	analyses single sets of data using measures of location, and range
MA4-21SP	represents probabilities of simple and compound events

Stage 4 Music			
Year 8 Internal Assessment Schedule			
Task Number	Task 1	Task 2	Task 3
Nature of Tasks	Performance (15%) Aural and Musicology (20%)	Composition	Performance (15%) Aural and Musicology (20%)
Timing	Term 2 Weeks 6 & 7	Term 3 Weeks 9 & 10	Term 4 Week 5
Outcomes Assessed	4.2, 4.3, 4.7, 4.9	4.4, 4.2, 4.3	4.1, 4.2, 4.3, 4.7, 4.8, 4.9, 4.10
Assessment Weighting	35%	30%	35%

Stage 4 Music Outcomes

A student:	
4.2	performs music using different forms of notation and different types of technology across a broad range of musical styles
4.3	performs music demonstrating solo and / or ensemble awareness
4.4	demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
4.5	notates compositions using traditional and / or non-traditional notation
4.6	experiments with different forms of technology in the composition process
4.7	demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas.
4.8	demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
4.9	demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
4.10	identifies the use of technology in the music selected for study, appropriate to the musical context
4.11	demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form
4.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Stage 4 Personal Development, Health and Physical Education

Year 8 Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of Tasks	Diversity	Strategy Games (Practical)	Healthy Lifestyles	Fitness Games
Timing	Term 1 Week 8	Term 2 Week 5	Term 3 Week 9	Term 4 Week 3
Outcomes Assessed	PD4-2, PD4-3, PD4-9 PD4-10	PD4-4, PD4-5, PD4-8	PD4-1, PD4-2, PD4-4 PD4-6, PD4-9	PD4-4, PD4-5, PD4-7 PD4-8, PD4-11
Assessment Weighting	25%	25%	25%	25%

Stage 4 Personal Development, Health and Physical Education Outcomes

A student:

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	investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
PD4-7	plans for and participates in activities that encourage health and a lifetime of physical activity
PD4-8	demonstrates self-management skills to effectively manage complex situations
PD4-9	applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
PD4-10	demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

Stage 4 Science			
Year 8 Internal Assessment Schedule			
Task Number	Task 1	Task 2	Task 3
Nature of Tasks	Scientific investigation	Research/presentation task	Yearly examination
Timing	Term 1, Week 8	Term 2, Week 7	Term 4, Week 5 & 6
Outcomes Assessed	SC4-4WS, SC4-5WS SC4-6WS, SC4-1VA SC4-2VA, SC4-3VA	SC4-17CW, SC4-9WS SC4-8WS	SC4-12ES, SC4-13ES SC4-10PW, SC8-14LW SC4-17CW
Assessment Weighting	30%	30%	40%

Stage 4 Science Outcomes

A student:	
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
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

Stage 4 Technology mandatory

Year 8 internal assessment schedule

Task Number	Task 1	Task 2
Nature of Tasks	Project 1 (Technology Specific)	Project 2 (Technology Specific)
Timing	Term 2, Week 6	Term 4, Week 6
Outcomes Assessed	TE4-1DP, TE4-2DP, TE4-3DP TE4-5AG, TE4-6FO, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-9MA, TE4-10TS
Assessment Weighting	50%	50%

Stage 4 Technology Mandatory Outcomes

A student:

Design and Production Skills

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

Knowledge and Understanding

TE4-5AG	investigates how food and fibre are produced in managed environments
TE4-6FO	explains how the characteristics and properties of food determine preparation techniques for healthy eating
TE4-7DI	explains how data is represented in digital systems and transmitted in networks
TE4-8EN	explains how force, motion and energy are used in engineered systems
TE4-9MA	investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
TE4-10TS	explains how people in technology related professions contribute to society now and into the future

MITCHELL HS

We Inspire

We Motivate

We Care

We Teach

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