



# PLUMPTON HIGH SCHOOL

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## ASSESSMENT SCHEDULES

# 2025

# YEAR

# 8



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## Welcome to Year 8

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Year 8 marks the second year of your high school journey. To ensure that you achieve the best that you can. This handbook outlines information regarding your assessment requirements and support and processes to help you plan ahead and be successful. Each subject has a published schedule of assessment tasks that must be completed throughout the year in order for a grade to be awarded to a student.

We hope that you will read this information together with your parents/carers, in order to understand the school's expectations regarding assessment and to assist in organising time for you to complete necessary homework and assessment tasks successfully. Ensure you keep the booklet in a safe place and remember to put all the tasks that you have due on a calendar so you can plan, complete and hand in all tasks on time.

Year 8 requires a new level of maturity, responsibility and a recognition that your primary school years are well and truly behind you. Be guided by your teachers on '*being the best you can be*'.

### HOW CAN PARENTS/CAREGIVERS HELP?

- Take an active interest in your child's homework and assessment tasks
- Support your child in setting aside time each day for them to complete set tasks and prepare for future ones
- Provide a dedicated place for homework and study if possible
- Communicate with teachers any concerns about the nature of tasks or your child's approach to homework and assessment tasks
- Encourage your children to read and take an interest in current events
- Alert the school, as early as possible, to any circumstances that may need to be taken into consideration when homework and assessment tasks are being set or marked
- If you have any questions about the information contained in this booklet, please contact the head teacher of the relevant faculty.

Remember good grades do not just happen. They happen because of hard work and dedication!

Best wishes for a successful year!

**Mr Tim Lloyd**  
**Principal**



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## Accessing Support

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There are many places to seek support at Plumpton High School if you need extra help.

### ***Classroom Teachers and Head Teachers***

Teachers understand the pressures of starting high school. If you are worried about classwork or assessment tasks please speak with your teacher promptly. They are able to clarify expectations and tasks. Head Teachers are also available if you need further help.

### ***The da Vinci Teaching and Learning Centre (located in Library)***

The centre is a busy hub where you can ask our librarian for help researching and locating information on-line or in books. They can show you the tricks to researching smarter not harder, how to find books and credible websites. You can also meet with others in your class there to collaborate on a task or project.

The da Vinci staff are also able to help if there is something you are learning in class that you don't understand or if you need help getting started on an assessment task. They can provide one on one help or work together with a group of students. All you need to do is to let one of the da Vinci teachers know that you need help and they will work out a suitable time.

### ***Positive Psychology Team***

Your wellbeing is a major concern of your positive psychology teacher and our Wellbeing Head Teacher. They can offer support for a range of issues, including:

- stress
- an unexpected change of circumstances
- family issues
- pressure from work, home, friends
- financial hardship
- study

They listen, support you where they can and refer you to more specialised help if needed.

### ***Principal and Deputy Principal***

Mr Lloyd and Mrs Nash are always available to discuss any issues or queries that may be concerning you. Please call in and have a chat. It is always better to discuss a concern rather than let something become a major issue. The office staff can always pass on a message if we are not available when you visit.

### ***Counsellors and School Psychologist***

The counselling team at Plumpton are available to discuss any concerns that require more specialised support. You can self-refer by using the forms outside the counsellor office but a conversation with the principal or deputy may speed up the referral process. Our counsellors can help with a range of concerns including stress, anxiety and relationship issues with friends, family and others. Counsellor support can help you manage an issue that you felt was getting out of control. It can be challenging to accept this support, but it is often very worthwhile.



## School Work Support Program

This program was introduced in 2021 and enables students to build an increased intellectual learning capacity by creating opportunities for incremental, achievable and measurable growth and success. It also builds a sense of belonging and school spirit where students can fulfil their personal responsibility by contributing positively as a *Safe Respectful Learner* to the school community in the completion of their schoolwork. Students will be able to engage in the program voluntarily to support their learning towards the attainment of excellence. In addition, students who choose to demonstrate behaviours / actions that are contrary to their responsibilities as a learner and the school's vision of being a learner, will be required to participate in the completion of school work with support from teachers in the School Work Support Program.

The program will run on Wednesday and Thursday afternoons between 2:45-4:00pm in the Library (Da Vinci Learning and Resource Centre). During this time the School Work Support Program Coordinators will support students to develop their learning capacity and positive behaviours conducive to learning. This supports wellbeing so that students *can be the best that they can be*, contributing individually and collaboratively with a greater level of confidence.

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## School Assessment Policy and Procedures

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It is your responsibility to read this information carefully. The following points apply to all students studying any subject in any Faculty at Plumpton High School.

### Satisfactory Course Completion

For each course the Principal will need to declare that a student has:

- followed an approved course of study
- applied themselves with diligence and sustained effort
- participated in and achieved some or all of the course outcomes.

*Attendance at school and in classes is critical to a student achieving course outcomes.*

### Rights and Responsibilities

#### THE SCHOOL IS RESPONSIBLE FOR PROVIDING:

- guidelines for assessment in each course
- an assessment schedule and course requirements for each course
- at least two weeks notification that an assessment task will take place or be due
- appropriate notice of a change to a previously notified task
- prompt feedback on each task (if you are concerned about a mark or rank on a particular task speak to your teacher as soon as possible after results are issued)
- advice on procedures to be followed in the event of an illness or misadventure preventing you from completing an assessment task or examination
- advice on the procedure and consequences which flow from failure to maintain satisfactory progress.

#### AS A STUDENT, YOU ARE RESPONSIBLE FOR:

- meeting all course requirements
- applying yourself with diligence and sustained effort to the set tasks and experiences provided in each course
- making a serious attempt at all assessment tasks.
- integrity – work submitted must be your own and sources consulted must be acknowledged
- submitting all tasks on or before the due date.



## **Submission of Assessment Task**

All tasks are to be handed in at a common time. Tasks can be handed in before that time. The set time is at the beginning of the period in which the subject occurs. However, when the same task is set for classes on different lines the head teacher of that subject will establish a common set time.

Students must read the assessment task notification carefully, as it stipulates the method of submission for that task. Assessment Tasks may require the student to hand the task to the teacher, submit via Google Classroom clicking the 'submit' button or another method written on the assessment task notification.

Students must complete all tasks to the best of their ability. All tasks must be completed by the due date. Computer or printer failure cannot be taken as an acceptable reason for failure to submit a task on time. It is the student's responsibility to save, and back-up work frequently. If computer and printer failure occur, the student must submit their last printed hard copy as evidence of work completed. If the assessment task is to be submitted on a USB, the last saved copy is to be submitted.

## **Absent for Submission of Task**

If you are absent and cannot personally deliver a task to school, then arrangements must be made to ensure it arrives before the period on the due date. This may mean a friend or relative bringing it to the school to have the work delivered by hand or email to your teacher.

On the day of a task, it is expected that all students are present for their normal timetable, in line with school policy. If a student is not present to hand in or complete an assessment task then a completed Application for Special Consideration for Accident/Illness/Misadventure/ Special Circumstances form with a medical certificate, or other appropriate documentation, will be required. Forms can be copied from this book, the school website/Sentral Portal or from the Faculty Head Teacher.

## **Academic Integrity Policy**

At Plumpton High School, we value the work and effort our student put in to completing assessment tasks. The Academic Integrity Policy (outlined below) pertains to students being honest and fair in their work. This means students must do their own work and give credit if they use someone else's ideas. When submitting work, students agree to follow the five principles:

- Act responsibly with honesty and integrity when undertaking work.
- Not falsify their academic work.
- Seek permission to use the work of others, when required.
- Acknowledge/reference appropriately the work of others including visual images.
- Take reasonable steps to ensure that other students are unable to copy or misuse their work.



## **Assessment and Reporting to Parents**

Assessment is an opportunity to show **what you know** and **what you can do**. In project based learning, we assess as we learn. These assessments are called formative checkpoints. The formative checkpoints check for understanding throughout the unit of work and help you to be successful as you work towards the final assessment, called our project.

We measure how well you have achieved the outcomes of a particular course using both formative checkpoints and the completion of projects. As a result, your teachers can diagnose your strengths and weaknesses so that they 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. We assess and report on individual outcomes each semester using an Achievement scale (see below).

## **Assessment and achievement of each outcome**

Working	Achievement Description
Well Above	The student is easily demonstrating the skills, values and knowledge intended by the teacher when they planned the learning program for the semester. In fact, the student is showing far more than has been required. Your child is performing at an outstanding level in this area.
Above	The student has performed very well with the work presented consistently achieving the skills, values and knowledge intended by the teacher when he/she planned the learning program for the semester. This student has demonstrated in all of the assessments and daily tasks that there is no difficulty being experienced in meeting the learning goals. Your child is performing at a high level in this area.
Working At	The student has achieved all of the skills, values and knowledge intended by the teacher when they planned the learning program for the semester. The student may have required extra revision or individual teaching but he/she has understood the concepts and has demonstrated achievement of the learning goals. Parents should not be worried about a child's progress if he or she has received this grade. Your child is on track in this area. His/Her performance is sound.
Below	The student is currently experiencing some difficulty in achieving the skills, values and knowledge intended by the teacher when he/she planned the learning program for the semester. There are some gaps in the understanding of the concepts that have been taught during the semester and there is evidence that this has been occurring in daily tasks and in assessments. Your child is having some difficulty coping with the work in this area at this time.
Well Below	The student is currently demonstrating in his/her assessments and daily class tasks that a lot of difficulty is being experienced. This student will most likely have had additional assistance from the school and will need ongoing support from home and school. Your child is finding learning very difficult at this time in this area.



## Overall Achievement

Your overall achievement on outcomes in each subject for each semester appears on your report as a final grade. The Common Grade Scale (below) is used to describe this grade. The Common Grade Scale is used in both primary and junior secondary years in all NSW schools to describe student achievement at each of five grade levels. A student's grade in each course will indicate the level of achievement and performance they have reached.

The common grade scale descriptors come from the New South Wales Education Standards Authority (NESA).

Grade	General Performance Descriptors
<b>A</b> <i>Outstanding achievement</i>	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>B</b> <i>High achievement</i>	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.
<b>C</b> <i>Sound achievement</i>	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D</b> <i>Basic achievement</i>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b> <i>Limited achievement</i>	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.



### ***Application for Special Consideration***

You can make an Application for Special Consideration if you are not able to hand in an assessment or sit an exam at the appointed time due to circumstances beyond your control including accident, illness, misadventure or other special circumstances. If your application is successful you will not be penalised for handing in an assessment late or missing an exam. An extension may be granted or other concessions to allow you to show your teachers what you know and can do in that subject. These applications must be supported by evidence from you parents/carers. Your classroom teacher gives recommendations to their head teacher, based on your application and their understanding of your situation. The head teacher makes the final decision. The details of this process are described in the following two pages. Blank application forms can be collected from any head teacher or deputy principal.

The Application for Special Consideration is an important process as it trains you to be responsible for your learning and assessment and makes sure that the granting of an extension or other arrangements are fair and equitable for all students, across all faculties. Our goal at Plumpton is that all students complete their assessments to the best of their ability every time. There will occasionally be a time when difficulties arise and you will use the Special Consideration process. Students who do not follow this process and hand in work late, without an application for Special Consideration, will be awarded a zero.

### ***Life Skills Assessment***

Students with significant learning issues may undertake a Life Skills course. The Head Teacher, Learning and Support, will discuss this with any students who may benefit. Students and their families will participate in the collaborative curriculum process to make adjustments to suit student learning needs.



## Application for Special Consideration – Stage 4 (Years 7 and 8)

### Accident/Illness/Misadventure/Special Circumstances

This process ensures that students are treated fairly and equitably across the school. It is vital that any student who does not hand in or sit a task at the appointed time uses this process. Students cannot negotiate ANY changes, no matter how small, in timing of the handing in or sitting of a task with their teacher or head teacher, no matter what the circumstances.

You may lodge an **Application for Special Consideration for Accident/ Illness/ Misadventure/ Special Circumstances** if you believe that circumstances occurring immediately prior to or during an assessment task or exam, and which were beyond your control, affected your performance. The right to submit and the responsibility for doing so rests with you, except where it is impossible for you to do so, such as in cases of severe illness.

**Students should complete/hand in the task/exam as soon as possible and follow it up with an Application for Special Consideration to avoid a zero mark.**

All **Applications for Special Consideration** relating to assessment tasks are to be lodged to the relevant head teacher within 48 hours of the due date of the task. Students lodging an appeal should carefully fill out the form. Teachers are available to provide support to students lodging an appeal. Completed forms are to be handed to the head teacher of the faculty concerned.

**Applications for Special Consideration** *may be in respect of:*

- Illness or accident – i.e. illness or physical injuries suffered directly by you which affected your performance in the assessment task (e.g. influenza, an asthma attack, cut hand).
- Misadventure – i.e. any other event beyond your control which affected your performance in the assessment task (e.g. death of a family member, car accident, witness to an accident).
- Regional or State representation at a sporting or cultural event.

**Applications for Special Consideration** *process does not cover:*

- Matters relating to long-term loss of preparation time, alleged inadequacies of teaching, loss of study time or facilities, computer technology failure.
- Matters that could have been avoided by the student (e.g. misreading of timetable).
- Long-term illness such as glandular fever, asthma and epilepsy.

**In all cases the school requires evidence that clearly identifies the disadvantage you experienced for the task.** Your application must include:

- A statement explaining how you were affected during the assessment task
- A medical certificate with details of the illness, together with a statement about how your performance in the assessment task may have been affected. In cases of misadventure, evidence from other sources (e.g. police statements and/or other statements explaining how your performance in the assessment task may have been affected) should be provided
- A statement from your teacher. This should contain reference to your preparation for the assessment task and any other information deemed relevant to the genuineness of the appeal

The head teacher will evaluate applications for Special Consideration by considering the student's statement and evidence, as well as the classroom teacher's comments. Your classroom teacher will communicate the final decision to you.

If the appeal is upheld, you will receive either the mark you actually gained on the task, or an estimated mark, on the judgement of the teacher and head teacher or arrangements will be made for you to re-sit or resubmit the assessment. Since students often perform better under stressful conditions than they expect, **it is important to complete the task if possible rather than rely on predictions or estimates.**

If an exam is missed the student must follow the same procedure as outlined above.



# PLUMPTON HIGH SCHOOL

## Application for Special Consideration

Stage 4

Accident / Misadventure / Illness / Special Circumstances

Stage 4 (Years 7 and 8)



Students should always complete/hand in the task/exam as soon as possible and follow it up with an Application for Special Consideration to avoid a zero mark.

Student Name: \_\_\_\_\_ Class: \_\_\_\_\_

Subject / Course: \_\_\_\_\_ Teacher: \_\_\_\_\_

Task/ Exam: \_\_\_\_\_ Due Date: \_\_\_\_\_ Date of submission: \_\_\_\_\_

**Student Statement:** (to be completed by the student)

My appeal is being lodged for the following reason/s (please tick all those that apply ✓):

- |   |  |
|---|--|
| <input type="checkbox"/> Illness / misadventure           | <input type="checkbox"/> Final course rank                     |
| <input type="checkbox"/> The awarding of zero / N warning | <input type="checkbox"/> Acceptable reason for late submission |
| <input type="checkbox"/> Final assessment mark            | <input type="checkbox"/> Acceptable reason for non-submission  |

I did not complete/submit the task/exam on the due date for the following reasons and effect on task was:

Attach supporting documentation (e.g. medical certificate, letter from parent) to this sheet and return it to the faculty head teacher.

Student signature: \_\_\_\_\_ Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

CRT comment re student preparation for task Signature of CRT: \_\_\_\_\_ Date: \_\_\_\_\_

### Action Taken by the Head Teacher

- |   |  |
|---|--|
| <input type="checkbox"/> Non-attempt, zero awarded, U award | <input type="checkbox"/> Late submission, zero awarded |
| <input type="checkbox"/> Resit                              | <input type="checkbox"/> Estimate to be given          |
| <input type="checkbox"/> Extension of time granted          | <input type="checkbox"/> Other                         |

Signature of HT: \_\_\_\_\_ Date: \_\_\_\_\_

*Office Use: \*(HT to consult with CRT; HT to provide CRT with the decision, CRT informs students and records in monitoring folder; HT adds to student file)*





We are Plumpton High School  
This is our school  
We are our country  
contribute to  
surrounding

# MANDATORY COURSES





# Plumpton High School

## 2025 Assessment Schedule

### ~ English ~

Year 8 - Stage 4

## 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	25%	25%	25%	25%
OUTCOMES	EN4-RVL-01 EN4-URA-01 EN4-ECB-01	EN4-URA-01 EN4-URB-01 EN4-URC-01 EN4-ECB-01	EN4-URB-01 EN4-URC-01 EN4-ECB-01	EN4-RVL-01 EN4-URA-01 EN4-ECA-01 EN4-ECB-01
TASK TYPE	Relationships - Close Study of a Novel  Digital Portfolio	Change - Comparative Study  In-class Analytical Essay	The Gothic  Multimodal Response	Dramatic Conventions  In-Class Examination
DATE GIVEN	Week 4 Term 1 2025	Week 3 Term 2 2025	Week 3 Term 3 2025	Week 2 Term 4 2025
DATE DUE	Week 10 Term 1 2025	Week 6 Term 2 2025	Week 9 Term 3 2025	Week 4 Term 4 2025

## 2. Outcomes

EN4-RVL-01	A student: 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





# Plumpton High School

## 2025 Assessment Schedule

~ HSIE ~

Year 8 - Stage 4

### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	20%	30%	30%	20%
<b>OUTCOMES</b>	GE4-1, GE4-2, GE4-5, GE4-8	GE4-3, GE4-4, GE4-7	HT4-6, HT4-7, HT4-9, HT4-10	HT4-4, HT4-6, HT4-7
<b>TASK TYPE</b>	Geography Landscapes and Landforms In-class topic test	Geography Interconnections Research Task	History Medieval Europe and the Black Plague Research task	History Medieval Japan Source test
<b>DATE GIVEN</b>	Week 4 Term 1 2025	Week 11 Term 1 2025	Week 4 Term 3 2025	Week 2 Term 4 2025
<b>DATE DUE</b>	<b>Week 10</b> <b>Term 1</b> <b>2025</b>	<b>Week 6</b> <b>Term 2</b> <b>2025</b>	<b>Week 10</b> <b>Term 3</b> <b>2025</b>	<b>Week 6</b> <b>Term 4</b> <b>2025</b>

### 2. Outcomes

#### History

- 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 of the past
- HT4-3 Describes and assess 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 an understanding of the past

#### Geography

- 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





## 2025 Assessment Schedule

# Mathematics

Year 8- Stage 4

### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	25%	25%	25%	25%
OUTCOMES	MAO-WM-01, MA4-15MG MA4-ALG/INT-C/IND-C-01 MA4-ANG-C-01 MA4-FRC-C-01 MA4-GEO-C-01	MAO-WM-01 MA4-EQU-C-01 MA4-LEN/VOL-C-01 MA4-ARE/PYT-C-01	MAO-WM-01 MA4-LIN-C-01 MA4-RAT-C-0 MA4-DAT-C-01/02	All stage 4 outcomes including MA4-PRO-C-01
TASK TYPE	Open Book Reasoning Task	Mid Year Test	Take home Assignment	Yearly Examination
DATE GIVEN	Week 7 Term 1 2025	Week 3 Term 2 2025	Week 7 Term 3 2025	Week 2 Term 4 2025
DATE DUE	Week 9 Term 1 2025	Week 5 Term 2 2025	Week 9 Term 3 2025	Week 4-5 Term 4 2025

### 2. 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-INT-C-01	compares, orders and calculates with integers to solve problems.
MA4-FRC-C-01	represents and operates with fractions, decimals and percentages to solve problems.
MA4-ALG-C-01	generalises number properties to operate with algebraic expressions including expansion and factorisation.
MA4-IND-C-01	operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws.
MA4-LIN-C-01	creates and displays number patterns and finds graphical solutions to problems involving linear relationships.
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 problems.
MA4-VOL-C-01	applies knowledge of volume and capacity to solve problems involving right prisms and cylinders.
MA4-DAT-C-01	classifies and displays data using a variety of graphical representations.
MA4-DAT-C-02	analyses simple datasets using measures of centre, range and shape of the data.
MA4-PRO-C-01	solves problems involving the probabilities of simple chance experiments.
MA4-RAT-C-01	solves problems involving ratios and rates, and analyses distance-time graphs
MA4-PYT-C-01	applies Pythagoras' theorem to solve problems in various contexts
MA4-ANG-C-01	applies angle relationships to solve problems, including those related to transversals on sets of parallel lines
MA4-GEO-C-01	identifies and applies the properties of triangles and quadrilaterals to solve problems
MA4-EQU-C-01	solves linear equations of up to 2 steps and quadratic equations.





# Plumpton High School

## 2025 Assessment Schedule

### ~ PDHPE ~

Year 8 - Stage 4

## 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6
WEIGHT	20%	20%	15%	15%	15%	15%
OUTCOMES	PD4-4	PD4-6, PD4-7	PD4-5, PD4-10	PD4-2, PD4-6 PD4-10	PD4-8	PD4-1, PD4-2, PD4-9
TASK TYPE	Practical: Athletics	Nutrition Task	Practical: Initiative Games	Survive & Thrive Task	Practical: Create your own Game	Yearly Examination All Units
DATE GIVEN	Week 4 Term 1 2025	Week 3 Term 2 2025	Week 2 Term 3 2025	Week 3 Term 3 2025	Week 1 Term 4 2025	Week 1 Term 4 2025
DATE DUE	Week 9 Term 1 2025	Week 9 Term 2 2025	Week 8 Term 3 2025	Week 9 Term 3 2025	Week 5 Term 4 2025	Week 3-4 Term 4 2025

## 2. 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
PD4-4	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
PD4-7	Investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
PD4-8	Plans for and participates in activities that encourage health and a lifetime of physical activity
PD4-9	Demonstrates self-management skills to effectively manage complex situations
PD4-10	Applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts





## 2025 Assessment Schedule

### ~ SCIENCE ~

Year 8 - Stage 4

#### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	15%	20%	25%	40%
<b>OUTCOMES</b>	SC4-5WS SC4-6WS SC4-7WS	SC4-7WS SC4-9WS SC4-15LW	SC4-7WS SC4-9WS SC4-13ES	SC4-14LW, 15LW, 10PW SC4-11PW, 2ES, SC4-13ES, 7WS, 8WS
<b>TASK TYPE</b>	Skill Based Test	Written Response	Oral Presentation	Yearly Examination
<b>DATE GIVEN</b>	Week 8 Term 1 2025	Week 7 Term 2 2025	Week 6 Term 3 2025	Week 2 Term 4 2025
<b>DATE DUE</b>	<b>Weeks 10</b> <b>Term 1</b> <b>2025</b>	<b>Week 9</b> <b>Term 2</b> <b>2025</b>	<b>Week 9</b> <b>Term 3</b> <b>2025</b>	<b>Week 3/4</b> <b>Term 4</b> <b>2025</b>

#### 2. Outcomes

SC4-4WS	Identifies questions that can be tested or researched and make predictions based on scientific research
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



## 2025 Assessment Schedule TECHNOLOGY MANDATORY

Year 8

### 1. Assessment Components

	TASK 1	TASK 2	TASK 3
<b>WEIGHT</b>	30%	40%	30%
<b>OUTCOMES</b>	TE4-1DP TE4-2DP Te4-10TS	TE4-2DP TE4-3DP	TE4-4DP TE4-8EN TE4-5AG TE4-7DI
<b>TASK TYPE</b>	Presentation	Project	Examination
<b>DATE GIVEN</b>	Week 8 Term 1 2025	Week 5 Term 2 2025	Week 1 Term 4 2025
<b>DATE DUE</b>	<b>Week 1</b> <b>Term 2</b> <b>2025</b>	<b>Week 7</b> <b>Term 3</b> <b>2025</b>	<b>Week 3-4</b> <b>Term 4</b> <b>2025</b>

### 2. Outcomes

TE4-1DP	Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
TE4-2DP	Plans and manages the production of designed solutions
TE4-3DP	Selects and safely applies a broad range of tools, materials and processes in the production of quality projects
TE4-4DP	Designs algorithms for digital solutions and implements them in a general-purpose programming language
TE4-5AG	Investigates how food and fibre are produced in managed environments
TE4-6FO	Explains how the characteristics and properties of food determine preparation techniques for healthy eating
TE4-7DI	Explains how data is represented in digital systems and transmitted in networks
TE4-8EN	Explains how force, motion and energy are used in engineered systems
TE4-10TS	Explains how people in technology related professions contribute to society now and into the future





# Plumpton High School

## 2025 Assessment Schedule

### Visual Arts

Year 8 - Stage 4

#### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	30%	20%	30%	20%
OUTCOMES	4.3, 4.6, 4.9	4.1, 4.7	4.2, 4.5, 4.8	4.4, 4.10
TASK TYPE	MYPLACE Mixed Media  Short Answer	THE GREAT BARRIER REEF Ceramics / Watercolour  SEEL paragraph	GOTHIC Print Making  SEEL Paragraph	PORTRAITURE / YEARLY EXAM  Drawing
DATE GIVEN	Week 4 Term 1 2025	Week 1 Term 2 2025	Week 1 Term 3 2025	Week 1 Term 4 2025
DATE DUE	Week 10 Term 1 2025	Week 5 Term 2 2025	Week 10 Term 3 2025	Week 4 Term 4 2025

#### 2. Outcomes

A student:

- 4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks
- 4.2 explores the function of and relationships between artist – artwork – world – audience
- 4.3 makes artworks that involve some understanding of the frames
- 4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
- 4.5 investigates ways to develop meaning in their artworks
- 4.6 selects different materials and techniques to make artworks
- 4.7 explores aspects of practice in critical and historical interpretations of art
- 4.8 explores the function of and relationships between the artist – artwork – world – audience
- 4.9 begins to acknowledge that art can be interpreted from different points of view
- 4.10 recognises that art criticism and art history construct meanings



## 2025 Assessment Schedule

### ~ AGRICULTURE ~

Year 8 - Stage 4

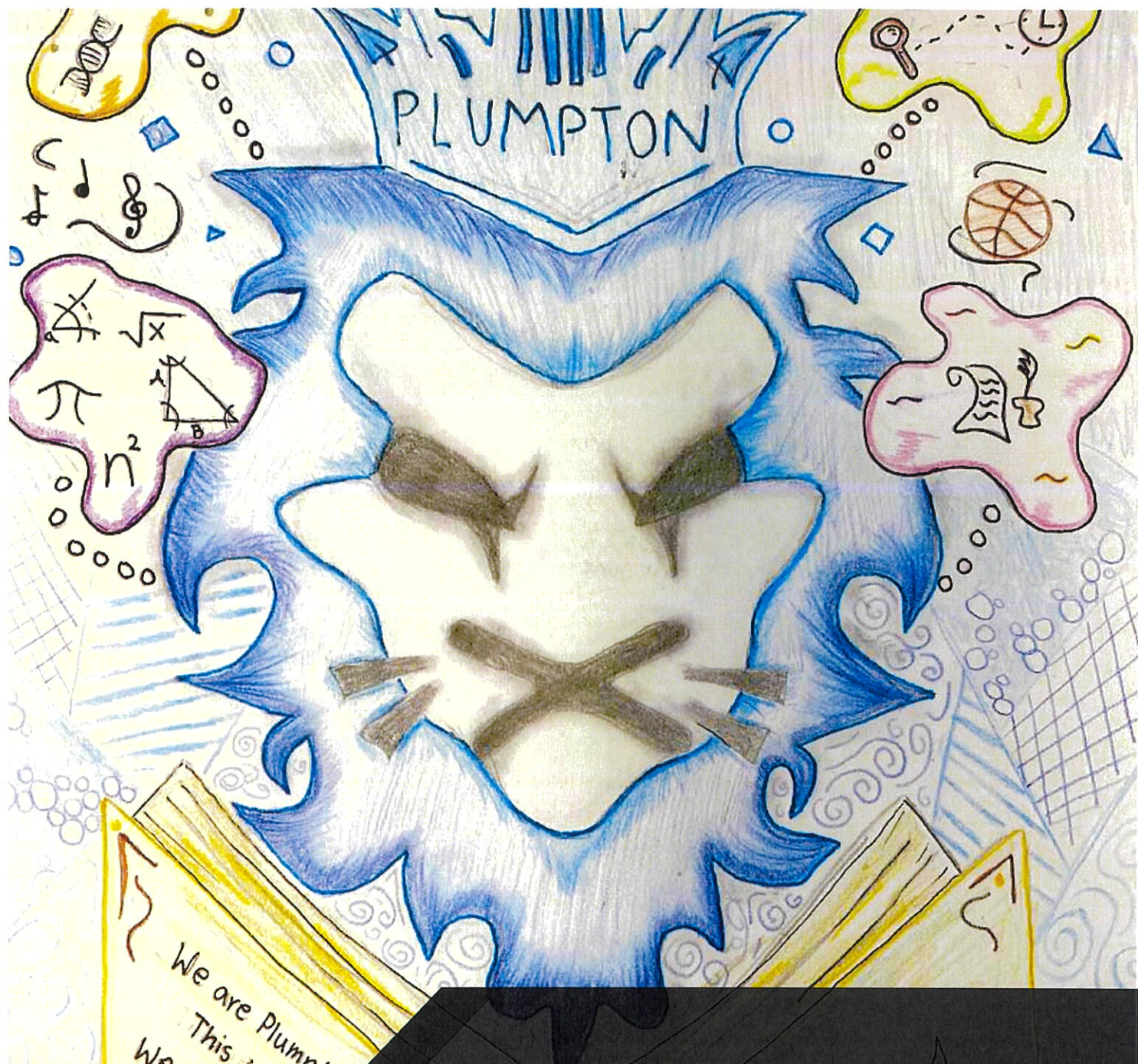
#### 1. Assessment Components

	TASK 1	TASK 2	TASK 3
WEIGHT	40%	25%	35%
OUTCOMES	AG4-4, AG4-8 AG4-10, AG4-13, AG4-14	AG4-2, AG4-3, AG4-7, AG4-9	AG4-1, AG4-5, AG4-6 AG4-11, AG4-12
TASK TYPE	Practical Work Portfolio	Animal Production Research Task	Plant Production Investigation
DATE GIVEN	Week 4 Term 1 2025	Week 6 Term 2 2025	Week 8 Term 3 2025
DATE DUE	Week 4 Term 2 2025	Week 6 Term 3 2025	Week 2 Term 4 2025

#### 2. Outcomes

- AG4-1 Describes a range of plant species and animal breeds used in agricultural enterprises
- AG4-2 Outlines the interactions within and between agricultural enterprises and systems
- AG4-3 Identifies and explains interactions between the agricultural sector and Australia's economy, culture and society
- AG4-4 Implements responsible production of plant and animal products
- AG4-5 Identifies how agricultural products are used in industry and by consumers
- AG4-6 Identifies and uses skills to manage the interactions within plant production enterprises
- AG4-7 Identifies and uses skills to manage the interactions within animal production enterprises
- AG4-8 Examines the impact of past and current agricultural practices on agricultural sustainability
- AG4-9 Identifies aspects of profitability, technology, sustainability and ethics that affect management decisions
- AG4-10 Implements and appreciates the application of animal welfare guidelines to agricultural practices
- AG4-11 Undertakes controlled experiments in agricultural contexts
- AG4-12 Communicates experimental data using a range of information and communication technologies
- AG4-13 Follows safety and hygiene instructions when using chemicals, tools and agricultural machinery in accordance with Work Health and Safety requirements
- AG4-14 Demonstrates plant and/or animal management practices safely and in collaboration with others





# ELECTIVE COURSES





# Plumpton High School

## 2025 Assessment Schedule

### CHINESE ELECTIVE

Year 8 - Stage 4

#### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	25%	25%	25%	25%
OUTCOMES	ML4-INT-01 ML4-UND-01	ML4-INT-01 ML4-UND-01	ML4-INT-01 ML4-UND-01 ML4-CRT-01	ML4-UND-01 ML4-CRT-01
TASK TYPE	Writing + Speaking Write a note to be put in red packet&Presentation In Class	Listening+Reading Listening Test  In Class	Writing Read and compose a letter In Class	Reading Comprehension Task  In Class
DATE GIVEN	Week 5 Term 1 2025	Week 2 Term 2 2025	Week 4 Term 3 2025	Week 1 Term 4 2025
DATE DUE	<b>Week 7 (W) &amp; Week9 (S)</b> <b>Term 1</b> <b>2025</b>	<b>Week 8</b> <b>Term 2</b> <b>2025</b>	<b>Week 9</b> <b>Term 3</b> <b>2025</b>	<b>Week 4</b> <b>Term 4</b> <b>2025</b>

#### 2. Outcomes

ML4-INT-01- Exchanges information and opinions in a range of familiar contexts by using culturally appropriate language.

ML4-UND-01- Interprets and responds to information, opinions and ideas in texts to demonstrate understanding.

ML4-CRT-01- Creates a range of texts for familiar communicative purposes by using culturally appropriate language.





# Plumpton High School

## 2025 Assessment Schedule

### Computer Science

Year 8 - Stage 4

#### 1. Assessment Components

	TASK 1	TASK 2	TASK 3
WEIGHT	35%	30%	35%
OUTCOMES	CT5-COM-01, CT5-EVL-01	CT5-OPL-01, CT5-THI-01, CT5-DPM-01	CT5-COL-01, CT5-DAT-02, CT5-DAT-01
TASK TYPE	Research Task	Python Quiz Challenge	Multi Media Presentation
DATE GIVEN	Week 4 Term 1 2025	Week 6 Term 2 2025	Week 6 Term 3 2025
DATE DUE	<b>Week 8</b> <b>Term 1</b> <b>2025</b>	<b>Week 9</b> <b>Term 2</b> <b>2025</b>	<b>Week 2</b> <b>Term 4</b> <b>2025</b>

#### 2. Outcomes

CT5-DPM-01	Applies iterative processes to define problems and plan, design, develop and evaluate computing solutions
CT5-EVL-01	Understands how innovation, enterprise and automation have inspired the evolution of computing technology
CT5-DAT-01	Explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts
CT5-COM-01	Communicates ideas, processes and solutions using appropriate media
CT5-THI-01	Applies computational, design and systems thinking to the development of computing solutions
CT5-DAT-02	Acquires, represents, analyses and visualises simple and structured data
CT5-COL-01	Manages, documents and explains individual and collaborative work practices
CT5-OPL-01	Designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language



# Plumpton High School

## 2025 Assessment Schedule

### Dance

Year 8 - Stage 4

#### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	25%	25%	20%	30%
OUTCOMES	DA4-PER-01	DA4-PER-01	DA4-APP-01	DA4-COM-01
TASK TYPE	Presentation of technique exercises	Performance of class dance	Written comparison task of 2 dance styles	Group composition in a style of dance
DATE GIVEN	Week 5 Term 1 2025	Week 1 Term 2 2025	Week 1 Term 3 2025	Week 9 Term 3 2025
DATE DUE	Week 10 Term 1 2025	Week 6 Term 2 2025	Week 8 Term 3 2025	Week 5 Term 4 2025

#### 2. Outcomes

DA4-PER-01: Performs dance works, demonstrating safe dance practice, dance technique and performance quality

DA4-COM-01: Creates movements using the elements of dance to communicate an idea and intent

DA4-APP-01: Describes dance works from a range of contexts using the elements of dance





# Plumpton High School

## 2025 Assessment Schedule

### Drama

Year 8 - Stage 4

#### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	20%	30%	20%	30%
OUTCOMES	DR4-PER-01, DR4-APP-01	DR4-MAK-01, DR4-PER-01	DR4-APP-01	DR4-MAK-01, DR4-PER-01
TASK TYPE	Character improvisation and reflection task	Group devised performance	Written comparison task of 2 theatre styles	Scripted performance
DATE GIVEN	Week 5 Term 1 2025	Week 1 Term 2 2025	Week 1 Term 3 2025	Week 9 Term 3 2025
DATE DUE	Week 9 Term 1 2025	Week 6 Term 2 2025	Week 8 Term 3 2025	Week 5 Term 4 2025

#### 2. Outcomes

DR4-MAK-01:Creates meaning through experimentation with dramatic contexts, processes and elements

DR4-PER-01: Uses performance skills to communicate meaning and engage audiences through dramatic contexts, processes and elements

DR4-APP-01:Explains how creative choices shape works and experiences through dramatic contexts, processes and elements



## 2025 Assessment Schedule ~ Forensic Science ~ Year 8 - Stage 4

### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	20%	30%	25%	25%
<b>OUTCOMES</b>	SC4-7WS, SC4-8WS, SC4-9WS	SC4-5WS, SC4-6WS, SC4-7WS	SC4-10PW SC4-4WS, SC4-5WS SC4-7WS, SC4-9WS	SC4-4WS, SC4-5WS SC4-6WS, SC4-7 WS SC4-8WS, SC4-9WS
<b>TASK TYPE</b>	Secondary Sources	Practical Skills	Student Research Project	Yearly Examination
<b>DATE GIVEN</b>	Week 7 Term 1 2025	Week 7 Term 2 2025	Week 4 Term 3 2025	Week 2 Term 4 2025
<b>DATE DUE</b>	<b>Week 10</b> <b>Term 1</b> <b>2025</b>	<b>Week 9</b> <b>Term 2</b> <b>2025</b>	<b>Week 9</b> <b>Term 3</b> <b>2025</b>	<b>Week 5</b> <b>Term 4</b> <b>2025</b>

### 2. Outcomes

SC4-4WS	Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
SC4-5WS	Collaboratively and individually produces a plan to investigate questions and problems
SC4-6WS	Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
SC4-7 WS	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





# Plumpton High School

## 2025 Assessment Schedule ~ Engineering Elective ~ Year 8 - Stage 4

### 1. Assessment Components

	TASK 1	TASK 2	TASK 3
WEIGHT	35%	35%	30%
OUTCOMES	IND4-1, IND4-2, IND4-3	IND4-4, IND4-9	IND4-5, IND4-10
TASK TYPE	Practical Project & Folio	Practical project & Folio	Engineering Report
DATE GIVEN	Week 7 Term 1 2025	Week 4 Term 2 2025	Week 6 Term 3 2025
DATE DUE	Week 2 Term 2 2025	Week 4 Term 3 2025	Week 4 Term 4 2025

### 2. Outcomes

- IND4-1 identifies and applies fundamental WHS principles when working with tools, materials and machines
- IND4-2 applies a design process in the modification of projects
- IND4-3 identifies and uses a range of hand and machine tools to produce quality practical projects
- IND4-4 selects and uses a range of relevant materials for specific purposes
- IND4-5 selects and uses communication techniques when designing, making and evaluating projects and ideas
- IND4-6 participates in collaborative work practices in the learning environment
- IND4-7 applies skills, processes and materials to a variety of contexts and projects
- IND4-8 evaluates products in terms of functional use and aesthetics
- IND4-9 identifies a range of technologies and their intended uses
- IND4-10 describes the impact of technology on society, the environment and cultural issues locally and globally



## 2025 Assessment Schedule Mathematics Extension

Year 8- Stage 4 Elective

### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	25%	25%	25%	25%
OUTCOMES	MA5-ALG-P-01 MA5-ALG-P-02 MA5-IND-P-01	MA5-EQU-C-01 MA5-EQU-P-02	MA5-NLI-C-01 MA5-NLI-C-02 MA5-NLI-P-01	All Outcomes
TASK TYPE	Algebraic Techniques Problem Solving Task	'Creating and Solving Equations' Task	'Create a lesson on Non-Linear Relationships' task	Yearly Examination
DATE GIVEN	Week 9 Term 1 2025	Week 7 Term 2 2025	Week 7 Term 3 2025	Week 3 Term 4 2025
DATE DUE	Week 11 Term 1 2025	Week 9 Term 2 2025	Week 9 Term 3 2025	Week 5 Term 4 2025

### 2. Outcomes

MA5-ALG-P-01	simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv)
MA5-ALG-P-02	selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (Path: Adv)
MA5-IND-P-01	applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv)
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction
MA5-EQU-P-02	solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (Path: Adv)
MA5-NLI-C-01	identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts
MA5-NLI-C-02	identifies and compares features of parabolas and exponential curves in various contexts





# Plumpton High School

## 2025 Assessment Schedule ~ Money Matters-Elective ~

Year 8 - Stage 4

### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	25%	25%	25%	25%
OUTCOMES	MAO-WM-01 MA4-FRC-C-01 MA4-FIN-C-01	MAO-WM-01 MA4-FIN-C-01	MAO-WM-01 MA5-FIN-C-01	MAO-WM-01 MA5-FIN-C-02
TASK TYPE	Consumer Power What I have Learnt? In class	My Dream Job! Earning Money and Spending Money In class	PAYG Taxation System Tax Smart In class	Loans and Investments Best Loan Analysis! In Class
DATE GIVEN	Week 7 Term 1 2025	Week 7 Term 2 2025	Week 7 Term 3 2025	Week 3 Term 4 2025
DATE DUE	Week 9 Term 1 2025	Week 9 Term 2 2025	Week 9 Term 3 2025	Week 5 Term 4 2025

### 2. 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-FRC-C-01	represents and operates with fractions, decimals and percentages to solve problems.
MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money.
MA5-FIN-C-02	solves financial problems involving compound interest and depreciation.



# Plumpton High School

## 2025 Assessment Schedule

### ELECTIVE MUSIC- TAIKO DRUMMING

Year 8

#### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
WEIGHT	35%	15%	35%	15%
OUTCOMES	MU4-PER-01 MU4-COM-01	MU4-LIS-01	MU4-PER-01 MU4-COM-01	MU4-LIS-01
TASK TYPE	Performance Composition	Listening Task	Performance Composition	Listening Task
DATE GIVEN	Week 1 Term 1 2025	Week 1 Term 2 2025	Week 6 Term 2 2025	Week 1 Term 4 2025
DATE DUE	Week 10 Term 1 2025	Week 5 Term 2 2025	Week 10 Term 3 2025	Week 4 Term 4 2025

#### 2. Outcomes

MU-4-PER-01 - Uses performance skills to demonstrate understanding of the elements of music and communicate musical ideas.

MU4-COM-01- Improvises, arranges or composes using the elements of music to create musical ideas.

MU4-LIS-01- Uses listening skills to describe music in relation to stylistic, cultural, historical or social contexts and the elements of music.





## 2025 Assessment Schedule Robotics Elective

Year 8 - Stage 4

### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4
<b>WEIGHT</b>	25%	20%	30%	25%
<b>OUTCOMES</b>	CT5-DPM-01 CT5-COM-01	CT5-EVL-0 CT5-DAT-01	CT5-DAT-02 CT5-THI-01	CT5-COL-01 CT5-OPL-01
<b>TASK TYPE</b>	Micro:Bit Problem Solving Task	Report	Rapid Prototype Product	Lego Mindstorm Robot
<b>DATE GIVEN</b>	Week 6 Term 1 2025	Week 2 Term 2 2025	Week 8 Term 2 2025	Week 1 Term 4 2025
<b>DATE DUE</b>	<b>Week 10</b> <b>Term 1</b> <b>2025</b>	<b>Week 5</b> <b>Term 2</b> <b>2025</b>	<b>Week 8</b> <b>Term 3</b> <b>2025</b>	<b>Week 4</b> <b>Term 4</b> <b>2025</b>

### 2. Outcomes

CT5-DPM-01	Applies iterative processes to define problems and plan, design, develop and evaluate computing solutions
CT5-EVL-01	Understands how innovation, enterprise and automation have inspired the evolution of computing technology
CT5-DAT-01	Explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts
CT5-COM-01	Communicates ideas, processes and solutions using appropriate media
CT5-THI-01	Applies computational, design and systems thinking to the development of computing solutions
CT5-DAT-02	Acquires, represents, analyses and visualises simple and structured data
CT5-COL-01	Manages, documents and explains individual and collaborative work practices
CT5-OPL-01	Designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language



# Plumpton High School

## 2025 Assessment Schedule ~ SPORTS STUDIES ~

Year 8 - Stage 4

### 1. Assessment Components

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
WEIGHT	15%	30%	15%	10%	30%
OUTCOMES	PASS5-5, PASS5-8, PASS5-10	PASS5-7, PASS5-9	PASS5-4, PASS5-10	PASS5-1	PASS5-5, PASS5-7
TASK TYPE	Radio Show	Practical (T-Ball, Gaelic)	Brochure	ICT Task	Practical (Mini Tennis, Oz Tag)
DATE GIVEN	Week 5 Term 1 2025	Week 2 Term 2 2025	Week 4 Term 2 2025	Week 4 Term 3 2025	Week 2 Term 4 2025
DATE DUE	<b>Week 10</b> <b>Term 1</b> <b>2025</b>	<b>Week 5</b> <b>Term 2</b> <b>2025</b>	<b>Week 8</b> <b>Term 2</b> <b>2025</b>	<b>Week 8</b> <b>Term 3</b> <b>2025</b>	<b>Week 4</b> <b>Term 4</b> <b>2025</b>

### 2. Outcomes

- 5-1 Discusses factors that limit and enhance the capacity to move and perform
- 5-4 Analyses physical activity and sport from personal, social and cultural perspectives
- 5-5 Demonstrates actions and strategies that contribute to enjoyable participation and skilful performance
- 5-7 Works collaboratively with others to enhance participation, enjoyment and performance
- 5-8 Displays management and planning skills to achieve personal and group goals
- 5-9 Performs movement skills with increasing proficiency
- 5-10 Analyses and appraises information, opinions and observations to inform physical activity and sport decisions.





# Stage 4 Assessment Planner

Term 4

Week	Task
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
Holidays	