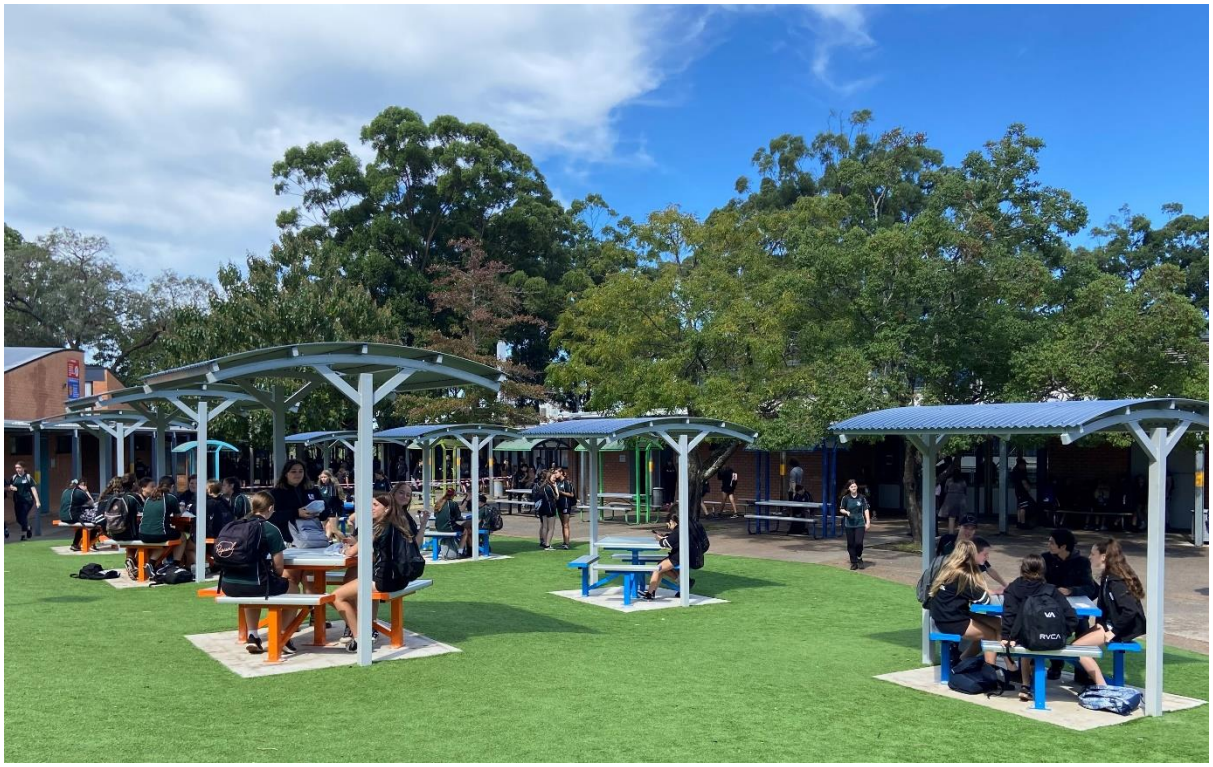

Irrawang High School
Year 8
2023 Assessment Information Booklet

Contents

Welcome

Dear Parents/Carers and Students of Year 8,

The Year 8 Assessment Handbook is provided to assist you and your child with the planning of assessment tasks which will take place throughout the year.

This Handbook includes the Irrawang High School Assessment Policy, an outline of assessment tasks and their due dates as well as the outcomes that students will be assessed on. For each assessment task, students will be notified 2 weeks prior to the task being due.

At Irrawang High School, we value student assessment and see students learning being rewarded for the sustained efforts in the classroom and with their studies. We place high expectations on student learning and they will be assessed in variety of ways.

Students are accountable to submit assessable tasks by the due date unless unforeseen circumstances occur. This is where students and their families need to follow the Irrawang High School Assessment procedures to ensure their learning is the priority and they have every chance to complete the task to the best of their academic ability.

Nicole Huxley

Principal

Introduction

This Assessment Handbook provides Year 8 students with information about the procedures relating to Assessment. Students and parents are advised to read the booklet closely and keep it for reference. The following teachers are able to assist students and parents with issues about assessment relating to their Key Learning Area (KLA).

Deputy Principal
Mr Toby Fibbins

Year 8 Advisers
Mr Jed Molenaar
Ms Josie Scarcella

Head Teachers

CAPA	- Ms Adele Robinson
English	- Mrs Sarah Barry (rel.)
HSIE	- Mr Todd Hopper
Mathematics	- Mrs Leena Ryan (rel.)
PDHPE	- Mrs Rachelle Burns (rel.)
Science	- Mr Tom Stewart (rel.)
Support	- Ms Kate Finher (rel.)
TAS	- Mrs Caley Kiker
Admin	- Ms Aimee French
Wellbeing	- Mrs Gabriela Yeomans (rel.)
Teaching & Learning	- Mr Luke Clewett
Careers & Transition	- Mr Justin Tonks
Suspension Centre	- Mr Guy Feeney (rel.)
Attendance	- Ms Jacqueline Liddell (rel.)
Data	- Mr James Bailey (rel.)

NESA REQUIREMENTS FOR AWARD OFTHE NSW RECORD OF SCHOOL ACHIEVEMENT

The NSW Record of School Achievement (ROSA) is generally awarded to eligible students after four years of secondary school. In Years 7 to 10, students study a variety of courses to qualify for the award of the NSW Record of School Achievement. As well as taking the necessary combination of courses, they are also required to apply themselves satisfactorily to their studies.

Eligibility Requirements

To be eligible for the award of the NSW ROSA, you are required to attend a government School or an accredited non-government school. This is usually for a period of four years between the ages of 11 and 16 years. You must follow and complete the pattern of courses required by the Board of Studies.

To complete a course of study for the NSW Record of School Achievement, you must have a satisfactory record of application (effort).

While formal ROSA credentials are only for school leavers, all Year 10 students will be able to access their results electronically and print a transcript of their results. Only students who leave school and who satisfy eligibility requirements for the ROSA will receive the formal credential.

Students who leave school and who are not eligible for a ROSA will be able to receive a Transcript of Study at their time of departure. The Transcript of Study will contain the same information as the ROSA for courses satisfactorily completed.

All students will also have access to a record of their grades through Students Online. Students who receive their HSC will be able to receive a ROSA at the same time as their HSC, detailing their achievement in their earlier years of study.

Mandatory Curriculum Requirements

English	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Mathematics	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Science	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	To be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10 and must include 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage 5.
Languages Other than English	100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
Technological and Applied Studies	The Board's Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.
Creative Arts	200 hours to be completed, consisting of the Board's 100-hour mandatory courses in each of Visual Arts and Music. It is the Board's expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
Personal Development, Health and Physical Education	The Board's mandatory 300-hour course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7–10.

Attendance

Rules relating to school attendance remain unchanged. A principal may determine that, as a result of absence, course completion criteria might not be met.

As was the case with the School Certificate, a requirement for the award of the RoSA is that students attend until the final day of Year 10 as determined by the school system concerned or by the principal of non-systemic schools. In all cases, schools are to ensure that syllabus outcomes and course study requirements, including indicative hours of study as specified by the Board are met.

Responsibilities

Each student has the responsibility to:

- Understand the NESA course requirements and procedures for each course of study
- Be familiar with and fulfil the requirements of the School Assessment Policy as set out in this handbook
- Provide written evidence of reason for absence from or late submission of formal assessment tasks

Schools have the responsibility to:

- Provide students with assessment programs conducted in a fair and reasonable manner
- Inform students of dates and requirements of assessment tasks
- Provide students with appropriate information about the nature of the task, the requirements of submission and the aspects of the syllabus under assessment
- Provide students with detailed feedback on their performance, in a timely manner

The Irrawang High School Assessment Policy has been designed to ensure:

- Open and accountable procedures for all students consistent with the NESA requirements
- A fair and equitable environment in which each student can achieve individual excellence

Students will be given detailed feedback about each assessment task. The type of feedback will be determined by the Faculty Head Teacher but will include information about the extent to which a student has performed against the assessment outcomes.

Student Assessment

Assessment is a process of gathering information about student achievement at various stages in a course. At Irrawang High School, we use a variety of assessment tasks to assess performance across a range of syllabus outcomes. The nature of tasks varies within and across courses – they include assignments, projects, fieldwork and reports, oral presentations, tests and examinations, portfolios, practical investigations, long term pieces of work and performances. Student's may participate in a variety of informal assessment tasks of an ongoing nature (journals, portfolios, bookwork, classwork) in a calendar year.

In New South Wales, a standards-referenced approach is used to report student achievement. Achievement standards have two important components that can be thought of in terms of what and how well:

- what students are expected to learn; and
- how well they have achieved

The NSW syllabuses state what students at each stage are expected to learn. A to E grade scales describe how well students have achieved.

Schools are responsible for awarding each student who completes a Stage 5 course or a Stage 6 Preliminary course (except Life Skills and VET courses) a grade to represent that student's achievement. The grade is reported on the student's RoSA or HSC Record of Achievement. Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved.

Students with special education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do.

Stage 4 and 5 assessment tasks are designed to determine how student achievement across the whole range of outcomes for any given course. Assessments also test a wide range of skills, such as oral skills, research skills, practical skills, and examinations.

Notification

Through this handbook students are informed of**:**

- The components of each course as specified in the course requirements and their respective weightings
- The weightings of each task in relation to the total requirements for the course
- The nature of each assessment task e.g. formal examination, written task, oral task
- The school's policy regarding illness, misadventure and malpractice in assessment tasks
- The school's policy regarding late submission and non-completion of assessment tasks
- The students' entitlements to school reviews and subsequent appeals to the NESA

As well as the Assessment Schedule Booklet (this booklet), each faculty will inform students of upcoming tasks by issuing an Assessment Task Notification Sheet a minimum of 2 weeks prior to the task that contains:

- The date and time the task is to be submitted
- The weighting of the task
- The specific nature of the task
- An indication of the length of the task (word limits/time limits) if applicable
- The time allowed for the task if it is an in-class task
- The outcomes addressed by the task
- The marking criteria used for the task
- Administrative procedures for the collection of the task
- The amount of time that will be allocated during lessons if applicable

If students are absent on the day an Assessment Task Notification Sheet is handed out, they are responsible

for obtaining a copy of it. No extra time will be given to students for a task because they did not receive the task information sheet when it was handed out in class, unless there are exceptional circumstances.

Whilst every attempt is made to ensure that students complete such assessment tasks on time, the due date is not flexible under normal circumstances.

Staff at Irrawang High School are responsible for developing separate course based assessment strategies according to specific syllabus requirements. A variety of assessment tasks will be administered so that students are given the opportunity to demonstrate their achievement of outcomes in an authentic manner. Tasks may be theoretical or practical, short or long term and individually or group achieved.

Completion / Submission

Submission of tasks at Irrawang High School

It is the responsibility of students to ensure that they take assessment tasks at the scheduled time and date and or that they complete a serious attempt at assessment tasks and submit them at the designated time on or before the due date.

Unless otherwise indicated on the Notice of Assessment (Notification), tasks will be accepted by the course teacher during the class period for that subject on the due date. If the teacher is absent or unavailable, tasks must be handed to the Head Teacher responsible for the administration of the course. Tasks submitted after the due date without a successful Student Appeal Form will receive an automatic zero mark. Tasks must never be left on a desk or table for collection by the teacher.

Students must attend school for the full day on the day that an assessment task is due (If a student is absent for a part of the school day and arrives at school to hand in an assessment task later in the day they must have a medical certificate or they will be deemed to have handed in the task late).

Task Non-Completion

If a student fails to complete a task specified in the assessment program without a valid reason (e.g. illness or misadventure) the student will be deducted 10% per day after the due date and a zero mark will be awarded for a task that has not been submitted 5 school days after the due date. Students are expected to make a serious attempt at assessment tasks when submitting late or otherwise. The student will receive feedback about their task regardless of the task being handed in by the due date or after.

The school is not permitted to take into account nor compensate for difficulties in performing or completing assessment tasks even where the problems are caused by factors outside the student's control. Notwithstanding the above, each case will be considered on its merits. The decision made in one case, cannot be construed as a precedent for another. Failure of computers or disks or problems in printing assessment materials will not be accepted as a valid reason for late submission.

Where there is no valid reason for not completing an assessment task, an N Warning (Year 9 and 10) or Academic Concern (Year 7 and 8) letter will be issued indicating the nature of the work not completed and the future action required of the student to redress the situation. The latter will also contain a rescheduled date for the submission of incomplete works.

Plagiarism

Plagiarism is the deliberate use of another person's ideas or work without attribution. Plagiarism is not merely the copying of sections of text from the internet or other sources but can include summarising, modification or appropriation. Plagiarising negates the value of assessment for learning and undermines the purposes of school-based assessment.

A student found to have plagiarised may have a zero-mark awarded for their assessment task score. An Academic Concern (Year 7 and 8) or an N Warning letter (Year 9 and 10) will be issued.

Malpractice

Cheating, plagiarism or copying of another student's work will be viewed seriously by the school. If malpractice is proven then a **zero** result will be recorded for that assessment task and an official warning letter will be issued. Consideration may be given to further action.

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

- Behaviour that adversely affects the performance of other students during the sitting of an assessment task or examination
- Cheating in any form (including having someone such as a tutor complete a take home task)
- Plagiarism from the Internet, books or other sources, or from another person's work
- Providing a false explanation of why work was not handed in by the due date
- Students who are at school but who are recorded as having an unjustified absence at their normal timetabled classes on the day that an assessment task is due or held will be considered to have gained an unfair advantage and consequently have engaged in assessment malpractice

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

In addition, if an assessment task reflects a non-serious or frivolous attempt it may be awarded zero. If this was to occur a student would also receive an Academic Concern or N Warning letter.

Finally, if it is found that an assessment task produces invalid or unreliable results then the results of that task may be made void and an alternative task may be administered. The school's protocols for the issuance of an assessment task will be invoked. As a general rule however, except in extra-ordinary circumstances, results of assessment tasks will not discarded without close and careful consideration.

Appeals / Misadventure

A misadventure is an unavoidable personal circumstance that makes it impossible for you to attend an assessment. Such circumstances do not include family holidays or social engagements.

Students absent (due to illness, misadventure or approved leave) from school on the day an assessment task, test or examination is due to be completed, must complete and submit a Student Misadventure Form **within two days after** their return to school. The Student Misadventure Form can be collected from the Deputy Principal and once completed must include the signature of their Class Teacher, Faculty Head Teacher and parent/carer. When the students know ahead of time that they will be absent for an assessment task they should advise the course Head Teacher prior to the date to complete the task at an agreed time. The advice to the Head Teacher should be made at least two calendar weeks before the assessment is due.

If you fail to complete or submit an assessment task through absence or illness, then you must:

- Contact your Classroom Teacher or Head Teacher as soon as possible. Telephone if the absence is to be more than 2 days. Otherwise inform your teacher on the day of your return to school. In cases where a task has been in preparation for some time, the "working notes" of the task must be presented at this time.
- Collect a Misadventure Form from the Deputy Principal on the first day that you return to school.
- Complete the task on the first day or first subject specific period back from absence.
- Submit a Misadventure Form, with either Doctor's Certificate or Statutory Declaration attached, to the relevant *Deputy Principal within two school days* of when you return to school. In cases of prolonged absence have someone else present the certificate and form for you.

- Doctor's Certificates are to be obtained the day of the absence, or prior. Provide as much detail as possible to support your case. The Assessment Committee will review each case to determine what penalty, if any will be applied.

This is a <u>serious situation</u>, which in the event of an illness <u>or</u> misadventure requires a Doctor's Certificate or Statutory Declaration by means of explanation.

An appeals panel will be convened and a decision made. The Principal reserves the right to have final judgement on any decision relating to appeals. The decision will be conveyed to the student and / or to the parent(s) of the student. The decision of the panel may be to decline the appeal application, in which case the student would receive a zero mark and be issued with an Academic Concern (Year 7 and 8) or an N Warning letter (Year 9 and 10).

In relation to the Student Misadventure Form, the decision of the appeals panel can be determined as follows:

- Complete an alternate task prior to the set date
- Extension without penalty
- Provide an estimate based on evidence (evidence can be completion of original task)
- Reason unacceptable, mark confirmed of a zero or otherwise

"Technological" breakdown (e.g. computer or printer problems) will NOT be accepted as reasons for an appeal. (Students are advised to save as they develop their task, to print draft copies and hand in either a storage device or draft copy until the final copy can be handed in. Students may also have the option to email their task, if agreed to by the class teacher in consultation with the Head Teacher.)

Note:

- All forms must be completed in blue or black pen
- Forms must be completed neatly providing sufficient information to allow the appeal to be given appropriate consideration
- There is no ground for appeal against the value of the mark given
- The Appeals Panel will maintain a file of all appeals lodged
- A note will be required from the parent / caregiver that clearly states that the student has been affected by illness with specific dates mentioned and a brief description of the condition
- If a student is unhappy with an assessment mark, an interview could be arranged with the classroom teacher. The Head Teacher and parents may be part of this meeting.

Leave

Granting of leave is a matter for the school principal to determine. The principal has discretion in granting leave provided that he/she is satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the period of leave requested is extensive, the student must demonstrate to the principal that outcomes in each course will be achieved. It should be noted that 'exemption from school' does not necessarily mean that students are 'exempt from completing scheduled assessment tasks. This will be managed on a case by case basis via the appeal process.

Students may engage in alternate approved school based activities (eg school representative sport) so long as the student has communicated and appealed the task, before the date of the assessment, to the classroom teacher or head teacher administering the task.

Extensions

Extensions may be granted before the due date only. Only the Faculty Head Teacher may recommend an extension. Students are required to submit a Student Misadventure Form to the subject Head of Faculty with any appropriate documentation to support the request.

Extensions will only be granted in the most exceptional circumstances and should not be assumed by students. Students should apply for extensions at least seven days before a task is due, except in extraordinary circumstances.

Appeals

Concerns may arise from time to time about aspects of a course. It may be about resources, facilities, another person, an assessment task or an assessment result. The concern could be about an act, missing information, a situation or a decision. If a student feels something is unfair, discriminatory or unjustified, they should see the Teacher or Head Teacher within two days of receiving their task back.

APPLICATION FOR ILLNESS / MISADVENTURE

Assessment tasks are a compulsory and necessary component of the school curriculum in all years of schooling. Absence from an assessable task could be an indication of a student's non-serious attempt, placing at risk the award of the Record of School Achievement or the Higher School Certificate. It is the responsibility of a student who fails to submit an assessable task to make proper application for consideration under the **published rules of the Assessment Procedures.**

An application for misadventure form is to be completed ONE week prior to absence or if situation is unforeseen, collected on the first day the student returns to school and completed within 2 school days.

Student Name: _____ **Date:** _____

Task: _____ **Subject:** _____

Due Date: _____

Year Group (please circle): **Year 7-10** **Year 11** **Year 12**

CIRCUMSTANCES (Tick a box):

o Illness/Misadventure o School Business

SUPPORTING DOCUMENTATION

Reason for missing assessment task or application for extension:

_____

_____

_____

Doctors Certificate Attached: **YES/NO** (Doctors Certificate **MUST** be attached to the form if the reason is **ILLNESS**)

Have you **ATTACHED** further documentation to support your application? **YES/NO**
(This could include a **Statutory Declaration or Representation Form** detailing your circumstances)

Classroom Teacher Signature: _____ **Head Teacher Signature:** _____

Parent/Guardian Signature: _____ **Student Signature:** _____

Student needs to complete the task on the first day or first subject specific period back from absence.

o Has the task been completed? YES/NO Date to be completed _____ o Comment – *submission, format, alternative task, extension*

_____

_____

Students are responsible to collect a copy of the completed Misadventure Form from Deputy Principal.

OFFICE USE ONLY

Application for Misadventure Panel Decision

- Head Teacher Determination o Panel Determination

Has the student submitted supporting documentation to support absence **YES/NO**

Has the task been completed? **YES/NO**

Outcome and Recommendation

- Zero o Estimate
- Alternative Task
- Other

_____

_____

_____

_____

Deputy Principal Signature: _____ D**ate:** _____

Student Assessment Task Submission Flow Chart

Student receives a minimum of 2 weeks' notification of assessment task

Student knows they will be away the date of the assessment task for: ***sporting representation, work experience, planned medical procedure.***

Student collects Misadventure Form from Deputy Principal prior to absence and completes this with supporting documentation at least ONE week prior: e.g. *school representation acceptance note*

Alternative assessment arrangements will be made by the Classroom Teacher and Head Teacher in consultation with the Deputy Principal where necessary

Misadventure Form signed by Classroom Teacher, Head Teacher, Parent and Student and returned within 2 school days.

Assessment Committee determines outcome if necessary

Student absent on day of assessment task

Student notifies school of absence. On first day of attendance after absence, the student collects a Misadventure Form from Deputy Principal.

Student completes assessment task first day back

Alternative assessment arrangements will be made by the Classroom Teacher and Head Teacher in consultation with the Deputy Principal where necessary

Misadventure Form signed by Classroom Teacher, Head Teacher, Parent and Student and returned within 2 school days.

Assessment Committee determines outcome if necessary

Student may appeal assessment committee decision

YEAR 8 SUBJECT ASSESSMENT SCHEDULE OVERVIEW – 2023

WEEK	TERM 1	TERM 2	TERM 3	TERM 4
1	Geography throughout semester Food Technology throughout semester		History throughout semester Food Technology throughout semester	
2		Food Metal Timber		Food Metal Timber
3		Maths Music		Music
4		Metal Timber Geography		Music Metal Timber English PDHPE
5		Visual Arts Agriculture & Food Agricultural Technology Textiles	Maths Science	Maths Visual Arts Agriculture & Food History Agricultural Technology Textiles
6	Visual Arts	Food PASS Metal Timber Music Science Agricultural Technology Textiles	Visual Arts Science	Food Science Metal Timber Music Agricultural Technology Textiles
7	Dance Science Maths	Agriculture & Food Dance English Drama Tech Mandatory Digital Technologies Engineered Systems Material Technologies PASS	Dance PASS	Agriculture & Food Dance Technologies Drama Tech Mandatory Digital Technologies Engineered Systems Material Technologies
8	Geography Textiles		History Textiles	
9	Drama Music PASS Agricultural Technology	PDHPE	Drama Music English PDHPE Agricultural Technology	

10	Agriculture & Food English Dance Maths PDHPE Tech Mandatory Digital Technologies Engineered Systems Material Technologies	Maths	Agriculture & Food Technologies Dance Tech Mandatory Digital Technologies Engineered Systems Material Technologies Maths	Maths
11	PDHPE			

YEAR 8 TECHNOLOGY MANDATORY – AGRICULTURE & FOOD TECHNOLOGIES ASSESSMENT SCHEDULE 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus		**Planning, Skill and Knowledge Acquisition**	**Portfolio**	**Practical Project**
Task Type		Research Task	Report	Practical Task
Week/Term	Semester 1 Semester 2	**T1 W10** **T3W10**	**T2W7** **T4W7**	**T2W7** **T4W7**
Assessment Component				
Application of Knowledge & Practical Skill	**65%**	30%		35%
Knowledge and understanding of course content	**35%**		35%	
Total	**100%**	**30%**	**35%**	**35%**
Outcomes Assessed		TE4-5AG	TE4-1DP TE4-2DP TE4-6FO	TE4-2DP TE4-3DP

Course Outcomes

Agriculture & Food Technologies Outcomes:

A student:

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
TE4-5AG 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
TE4-10TS explains how people in technology related professions contribute to society now and into the futur

YEAR 8 DANCE ASSESSMENT SCHEDULE 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus		**Dance Styles** Appreciation	**Dance Styles** Performance	**Stimulus and Response**
Task Type		Group Research Task	Performance Task	Group Composition Task
Week/Term		**T1/T3 W7**	**T1/T3 W10**	**T2/T4 W7**
Assessment Component		Appreciation	Performance	Composition
PERFORMANCE	**30%**		30%	
COMPOSITION	**40%**			40%
APPRECIATION	**30%**	30%		
Total	**100%**	30%	30%	40%
Outcomes Assessed		4.3.1, 4.3.2	4.1.1, 4.1.2, 4.1.3	4.2.1, 4.2.2

Course Outcomes

Dance Outcomes:

A student:

4.1.1 4.1.2 4.1.3	A student: demonstrates an understanding of safe dance practice and appropriate dance technique in the performance of combinations, sequences and dances demonstrates aspects of the elements of dance in dance performance demonstrates an understanding of aspects of performance quality through the performance of locomotor and non-locomotor combinations, sequences and dances.
4.2.1 4.2.2	A student: identifies and explores aspects of the elements of dance in response to a range of stimuli composes dance movement, using the elements of dance that communicates ideas.
4.3.1 4.3.2	A student: describes dance performances through the elements of dance identifies that dance works of art express ideas.

YEAR 8 DRAMA ASSESSMENT SCHEDULE 2023

Course Components	Syllabus Weightings	Task 1	Task 2
Syllabus/Topic Focus		**Elements of Drama**	**Mime**
Task Type		Practical Group **Performance** and Drama **Logbook** Reflection	Group Practical **Performance** and Drama **Logbook** Reflection
Week/Term		**T1/T3 W9**	**T2/T4 W7**
Assessment Component		Making, Performing & Appreciating	Making, Performing & Appreciating
Making	**30%**	15%	15%
Performing	**50%**	25%	25%
Appreciating	**20%**	10%	10%
Total	**100%**	50%	50%
Outcomes Assessed		4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.3.1, 4.3.2, 4.3.3	4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.3, 4.3.1, 4.3.2, 4.3.3

Course Outcomes

Drama Outcomes:

A student:

4.1.1	identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action
4.1.2	improvises and playbuilds through group-devised processes
4.1.3	devises and enacts drama using scripted and unscripted material
4.1.4	explores a range of ways to structure dramatic work in collaboration with others.
4.2.1	uses performance skills to communicate dramatic meaning
4.2.2	experiments with performance spaces and production elements appropriate to purpose and audience
4.2.3	explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning.
4.3.1	identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama
4.3.2	recognises the function of drama and theatre in reflecting social and cultural aspects of human experience
4.3.3	describes the contribution of individuals and groups in drama using relevant drama terminology.

YEAR 8 ENGLISH ASSESSMENT SCHEDULE 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		**We are one, but we are many**	**Novel Study**	**The Hero's Journey**	**Yearly Exam**
Task Type		*Milestone Task (5%)* ***Visual Representation (20%)***	*Milestone Task (5%)* ***Analytical Paragraphs (20%)***	*Milestone Task (5%)* ***Picture Book (20%)***	***Multiple Choice, Short & Extended Response Exam (25%)***
Week/Term		**T1W10**	**T2W7**	**T3W9**	**T4W4**
Total	**100%**	25%	25%	25%	25%
Outcomes *****Outcomes will be differentiated to students' needs*		EN4-5C EN4-9B	EN4-3B EN4-4B	EN4-1A EN4-3B	EN4-2A

Course Outcomes

English Outcomes:

A student:

EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts
EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
EN4-6C identifies and explains connections between and among texts
EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it
EN4-8D identifies, considers and appreciates cultural expression in texts
EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning

YEAR 8 FOOD TECHNOLOGY ASSESSMENT SCHEDULE 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Food Service and Catering	Food Service and Catering	Food Service and Catering
Task Type		Practical Exam and Folio	Unit Test	Practical Preparation
Week/Term		**T2/4 Wk. 2**	**T2/4 Wk. 6**	**Sem. 1/Sem. 2 Ongoing**
Assessment Component				
Practical knowledge and skill	**50%**	10%		40%
Knowledge and understanding of course content	**50%**	10%	40%	
Total	**100%**	20%	40%	40%
Outcomes Assessed		**FT4-5 FT4-8 FT4-11**	**FT4-3 FT4-6 FT4-13**	**FT4-1 FT4-2 FT4-10**

Course Outcomes

Food Technology Outcomes:

A student:

FT4-1 - demonstrates hygienic handling of food to ensure a safe and appealing product
FT4-2 - describes and manages the risks of injury and WHS issues associated with handling food
FT4-3 - lists the basic components of a variety of foods
FT4-4 - describes changes which occur during processing, preparation, and storage of food
FT4-5 - applies appropriate methods of food preparation
FT4-6 - relates the nutritional value of foods to health
FT4-7 - identifies the factors that influence food habits and relates them to food choices
FT4-8 - collects, interprets and uses information from a variety of sources
FT4-9 - communicates ideas and information using a range of media and appropriate terminology
FT4-10 - uses appropriate techniques and equipment for a variety of food-specific purposes
FT4-11 - plans, prepares, presents and evaluates practical food activities
FT4-12 - outlines the influence of technology and society on food supply
FT4-13 - recognises the impact of food and related activities on the individual, society and the environment

YEAR 8 INDUSTRIAL TECHNOLOGY – METALASSESSMENT SCHEDULE 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus		**Work Booklet**	**Class Test**	**Practical Projects**
Task Type		Class Theory Work	Test	Ongoing Practical Work
Week/Term	Semester 1 Semester 2	**T2W2** **T4W2**	**T2W4** **T4W4**	**T2W6** **T4W6**
Assessment Component				
Practical Knowledge & Skill	**65%**	5%	15%	45%
Knowledge and understanding of course content	**35%**	25%	5%	5%
Total	**100%**	30%	20%	50%
Outcomes Assessed		1,2,3,4,5	1,4	1,4

Course Outcomes

Industrial Technology Outcomes:

A student:

1. Safety - Is able to follow safety procedures in the workshop
2. Design Principles - Is able to follow a given design process to produce functional products.
3. Communication Techniques - Shows awareness of and uses basic communication methods in the technological environment.
4. Tool Knowledge & Use, Practical Skill - Identifies and uses tools and materials with guidance to produce practical projects.
5. Industry & Society - Shows awareness of issues relating to industry with regards to resources and the environment

YEAR 8 INDUSTRIAL TECHNOLOGY – TIMBER ASSESSMENT SCHEDULE 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus		**Work Booklet**	**Class Test**	**Practical Projects**
Task Type		Class Theory Work	Test	Ongoing Practical Work
Week/Term	Semester 1 Semester 2	**T2W2** **T4W2**	**T2W4** **T4W4**	**T2W6** **T4W6**
Assessment Component				
Practical Knowledge & Skill	**60%**			60%
Knowledge and understanding of course content	**40%**	20%	20%	
Total	**100%**	20%	20%	60%
Outcomes Assessed		1,2,3,4,5	1,4	1,4

Course Outcomes

Industrial Technology -Timber Outcomes:

A student:

1. Safety - Is able to follow safety procedures in the workshop
2. Design Principles - Is able to follow a given design process to produce functional products.
3. Communication Techniques - Shows awareness of and uses basic communication methods in the technological environment.
4. Tool Knowledge & Use, Practical Skill - Identifies and uses tools and materials with guidance to produce practical projects.
5. Industry & Society - Shows awareness of issues relating to industry with regards to resources and the environment

YEAR 8 GEOGRAPHY SEMESTER 2 ASSESSMENT SCHEDULE 2023

Course Components	Formative Tasks	Task 1	Task 2
Syllabus/Topic Focus	**All topics covered**	**Landscapes and Landforms**	**Landscapes and Landforms Interconnections**
Task Type	**Milestone/ Bookwork**	**Assessment Task**	**Examination** Common 10% Class 10%
Week/Term	**Throughout the semester**	**T1 W8**	**T2 W4**
Assessment Component	**20%**	**40%**	**40%**
Knowledge and understanding of course content	✓	✓	✓
Geographical skills	✓		✓
Geographical tools	✓	✓	✓
Outcomes Assessed	All outcomes may be covered	GE4-2, GE4-7, GE4-8	All outcomes may be covered

Course Outcomes

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

YEAR 8 HISTORY SEMESTER 1 ASSESSMENT SCHEDULE 2023

Course Components	Formative Tasks	Task 1	Task 2
Syllabus/Topic Focus	**Expanding Contacts/The Western and Islamic World**	**The Western and Islamic World**	**All topics covered**
Task Type	**Milestone**	**Assessment Task**	**Examination** Class 10% Common 10%
Week/Term	**Throughout the semester**	**T3 W8**	**T4 W5**
Assessment Component	**20%**	**40%**	**40%**
Knowledge and understanding of course content		✓	✓
Historical inquiry and research	✓		
Source-based skills	✓	✓	✓
Communication of historical understanding	✓	✓	✓
Outcomes Assessed	HT4-10	All outcomes may be covered	All outcomes may be covered

Course Outcomes

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 25eneraliz 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

YEAR 8 MATHEMATICS ASSESSMENT SCHEDULE 2023

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus Topics are the same for all three differentiated courses Year 8 Extension Year 8 Stage Year 8 Foundation		Measurement & Pythagora' Theorem + targeted numeracy areas	Algebraic Techniques, Indices targeted numeracy areas	Linear Relationships, Rates & Ratios & Data Analysis + targeted numeracy areas	Equations, Percentages and Financial Mathematics + targeted numeracy areas
Task Type		Assignment	Differentiated examination and computer quiz	Differentiated examination and computer quiz	Differentiated examination and computer quiz
Week/Term		**T1W7 T1W10**	**T2W3 T2W10 (Quiz)**	**T3W5 T3W10 (Quiz)**	**T4W5 T4W10 (Quiz)**
Assessment Component					
Examination or Assignment	**80%**	10%	20%	25%	25%
Numeracy Quiz	**20%**	5%	5%	5%	5%
Total	**100%**	15%	25%	30%	30%
Outcomes Assessed		MA4-1WM MA4-2WM MA4-12MG MA4-13MG MA4-16MG	MA4-1WM MA4-2WM MA4-3WM MA4-8NA MA4-9NA	MA4-1WM MA4-2WM MA4-7NA MA4-11NA MA4-19SP MA4-20SP	MA4-1WM MA4-2WM MA4-5NA MA4-6NA MA4-10NA

Course Outcomes

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 – recognizes 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 and quadratic 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

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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, 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 set 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.

YEAR 8 MUSIC ASSESSMENT SCHEDULE 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Topic Focus Australian Rock/Pop		**COMPOSITION**	**PERFORMANCE**	**AURAL**
Task Type		**Compose** a piece of music and submit a reflection log using the standard Rock/Pop structure or the 12 Bar Blues (Jazz)	**Perform** a piece, representative of the topics Australian Rock or Pop or Jazz, as a soloist or as a member of an ensemble	Written short responses to **listening** (Aural) examples based on Australian Rock / Pop / Jazz Music
Week/Term		**T1 / T3 WK9**	**T2 / T4 WK3**	**T2 /T4 WK6**
Assessment Component				
PERFORMING	**35%**		35%	
LISTENING	**30%**	30%		
COMPOSING	**35%**			35%
Total	**100%**	30%	35%	35%
Outcomes Assessed		4.4 4.5 4.6 4.9	4.1 4.2 4.3 4.11 4.12	4.7 4.8 4.9 4.10

Course Outcomes

Music Outcomes:

A student:

4.1 4.2 4.3 4.11 4.12	Develops knowledge, understanding and skills in the musical concepts through **performing** as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques.
4.7 4.8 4.9 4.10	Develops knowledge, understanding and skills in the musical concepts through **listening** as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.
4.4 4.5 4.6	Develops knowledge, understanding and skills in the musical concepts through **composition** as a means of musical creation and problem-solving.

YEAR 8 PDHPE ASSESSMENT SCHEDULE 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Like, Comment, Share	Semester 1 Practical Assessment	Is it worth the risk?	Semester 2 Practical Assessment
Task Type		Formative	Practical	Formative	Practical
Week/Term		**T1/W11**	**T1/W10**	**T3/W9**	**T4/W4**
Assessment Component					
Knowledge and understanding of course content	**50%**	15%	10%	15%	10%
Skills *Self-Management* *Interpersonal Skills* *Movement Skills*	**50%**	10%	15%	10%	15%
Total	**100%**	25%	25%	25%	25%
Outcomes Assessed		4-1, 4-3, 4-6, 4-10	4-4, 4-5, 4-11	4-2, 4-7, 4-9	4-4, 4-5, 4-11

Course Outcomes

PDHPE 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 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
PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

YEAR 8 PASS ASSESSMENT SCHEDULE 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus		Australia's Sporting Identity	Physical Activity for Health	Ongoing Practical Assessment
Task Type		Formative	Formative	Practical
Week/Term		**T1W9**	**T2W6**	**T2W7**
Assessment Component				
Knowledge and understanding of course content	**55%**	20%	15%	20%
Skills *Self-Management* *Interpersonal skills* *Movement Skills*	**45%**	5%	10%	30%
Total	**100%**	25%	25%	50%
Outcomes Assessed		PASS5-3, PASS5-4, PASS 5-10	PASS5-1, PAAS5-2, PASS5-5, PASS5-9, PASS 5-10	PASS5-7, PASS 5-8, PASS 5-9

Course Outcomes

PASS Outcomes:

A student:

PASS5-1 discusses factors that limit and enhance the capacity to move and perform
PASS5-2 analyses the benefits of participation and performance in physical activity and sport
PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives
PASS5-5 demonstrates actions and strategies that contribute to active participation and skilful performance
PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport
PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8 displays management and planning skills to achieve personal and group goals
PASS5-9 performs movement skills with increasing proficiency
PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

YEAR 8 SCIENCE ASSESSMENT SCHEDULE 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Ecosystems, Resources & the Water Cycle	Ecosystems, Resources & the Water Cycle, Energy Efficiency and working scientifically skills.	Experiment Design	Ecosystems, Resources & the Water Cycle, Energy Efficiency, the Periodic Table & Chemical Reactions, Body Systems & Biotechnology, working scientifically skills.
Task Type		Research Report	HALF YEARLY EXAM	Student Research Project	YEARLY EXAM
Week/Term		**T1W7**	**T2W6**	**T3W6**	**T4W6**
Assessment Component					
Skills	**60%**	15%	15%	25%	5%
Knowledge and Understanding	**40%**	10%	10%		20%
Total	**100%**	25%	25%	25%	25%
Outcomes Assessed		SC4-14LW, SC-15LW, SC4-7WS, SC4-8WS, SC4-1VA, SC5- 1VA	SC4-7WS, SC4-9WS, SC4-10PW, SC4-11PW, SC4-12ES, SC4-15LW, SC4- 14LW,	SC4-8WS, SC4-7WS, SC4-9WS	All Outcomes as listed below

Course Outcomes

Science Outcomes:

Skills: developing knowledge, understanding of and skills in applying the processes of Working Scientifically
Knowledge: develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science

A student:

SC4-16CW, SC4-17CW	Explains how scientific understanding of discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life.
SC4-15LW, SC4-14LW	Explains how new biological evidence changes peoples' understanding of the world.
SC4-12ES, SC4-13ES	Explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resources and management.

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SC4-10PW, SC4-11PW	Discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations.
SC4-8WS	Identifies questions and problems that can be tested and makes predictions, produces a plan to investigate problems and safely undertakes a range of investigation types both collaboratively and individually
SC4-7WS, SC4-9WS	Processes and analyses data from a firsthand investigation and secondary sources to identify trends, patterns and relationships and draw conclusions to solve problems and communicates information using tables, graphs diagrams and scientific reports

YEAR 8 TECHNOLOGY ASSESSMENT SCHEDULE 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus		**Planning, Skill and Knowledge Acquisition**	**Portfolio**	**Practical Project**
Task Type		Research Task	Report	Practical Task
Week/Term	Semester 1 Semester 2	**T1 W10** **T3W10**	**T2W7** **T4W7**	**T2W7** **T4W7**
Assessment Component				
Application of Knowledge & Practical Skill	**65%**	30%		35%
Knowledge and understanding of course content	**35%**		35%	
Total	**100%**	30%	35%	35%
Outcomes Assessed			TE4-1DP TE4-2DP	TE4-2DP

Course Outcomes

Technology Outcomes:

A student:

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
TE4-9MA 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

YEAR 8 TECHNOLOGY MANDATORY – DIGITAL TECHNOLOGIES ASSESSMENT SCHEDULE 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus		**Planning, Skill and Knowledge Acquisition**	**Portfolio**	**Practical Project**
Task Type		Research Task	Report	Practical Task
Week/Term	Semester 1 Semester 2	**T1 W10** **T3W10**	**T2W7** **T4W7**	**T2W7** **T4W7**
Assessment Component				
Application of Knowledge & Practical Skill	**65%**	30%		35%
Knowledge and understanding of course content	**35%**		35%	
Total	**100%**	30%	35%	35%
Outcomes Assessed		TE4-4DP TE4-7DI	TE4-1DP TE4-2DP	TE4-2DP

Course Outcomes

Digital Technologies Outcomes:

A student:

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
TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose programming language
TE4-7DI explains how data is represented in digital systems and transmitted in networks
TE4-10TS explains how people in technology related professions contribute to society now and into the future

YEAR 8 TECHNOLOGY MANDATORY – ENGINEERED SYSTEMS ASSESSMENT SCHEDULE 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus		**Planning, Skill and Knowledge Acquisition**	**Portfolio**	**Practical Project**
Task Type		Research Task	Report	Practical Task
Week/Term	Semester 1 Semester 2	**T1 W10** **T3W10**	**T2W7** **T4W7**	**T2W7** **T4W7**
Assessment Component				
Application of Knowledge & Practical Skill	**65%**	30%		35%
Knowledge and understanding of course content	**35%**		35%	
Total	**100%**	30%	35%	35%
Outcomes Assessed		TE4-8EN	TE4-1DP TE4-2DP	TE4-2DP TE4-3DP

Course Outcomes

Engineered Systems Outcomes:

A student:

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
TE4-8EN 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

YEAR 8 TECHNOLOGY MANDATORY – MATERIALS TECHNOLOGY ASSESSMENT SCHEDULE 2023

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3
Syllabus/Topic Focus		**Planning, Skill and Knowledge Acquisition**	**Portfolio**	**Practical Project**
Task Type		Research Task	Report	Practical Task
Week/Term	Semester 1 Semester 2	**T1 W10** **T3W10**	**T2W7** **T4W7**	**T2W7** **T4W7**
Assessment Component				
Application of Knowledge & Practical Skill	**65%**	30%		35%
Knowledge and understanding of course content	**35%**		35%	
Total	**100%**	30%	35%	35%
Outcomes Assessed		TE4-9MA	TE4-1DP TE4-2DP	TE4-2DP TE4-3DP

Course Outcomes

Material Technology Outcomes:

A student:

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
TE4-9MA 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

YEAR 8 VISUAL ARTS ASSESSMENT SCHEDULE 2023

Course Components	Syllabus Weightings	Task 1	Task 2
Syllabus/Topic Focus		Portfolio of written responses Task	Beastman: Printmaking resolved into block prints and Visual Arts Process Diary (VAPD)
Task Type		Analysis of Artists and Artwork	Printmaking
Week/Term		**T1W6 or T3W6**	**T2W5 or T4W5**
Assessment Component			
Artmaking	**70%**		70%
Critical and Historical	**30%**	30%	
Total	**100%**	30%	70%
Outcomes Assessed		4.7, 4.9, 4.10	4.1, 4.3, 4.4, 4.5, 4.6

Course Outcomes

Visual Arts 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