



ERINA HIGH SCHOOL



ASSESSMENT DIRECTORY

YEAR 8 2024

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This booklet was revised in December 2023 and is subject to change.
Students and parents are advised to refer to the school's website for the latest
version.

WHAT IS ASSESSMENT?

An important role of assessment is to assist student learning. This is achieved in two ways:

- students know in advance which course outcomes are to be assessed
- following each assessment task, teachers provide meaningful feedback to students. This feedback clearly indicates the extent to which the course outcomes have been achieved. Such feedback acknowledges what students can do and what they need to do in order to improve their level of performance.

WHAT ARE THE RESPONSIBILITIES OF THE COURSE TEACHER?

It is the responsibility of the teacher to:

- Teach the approved NSW Education Standards Authority (NESA) course.
- Notify the students **in writing** of the course assessment requirements.
- Provide students with written notification in reasonable time prior to **each** task (generally two weeks). This notification will include:
 - date the task is due
 - a description of the task
 - outcomes being assessed
 - method of task submission
 - criteria on which the task will be marked
- Notify students and their parents in writing if a student fails to meet course and/or assessment requirements.
- Negotiate a suitable change of date if it is necessary to change the notified date of a set assessment task.
- Ensure that assessment tasks are returned promptly to the student with a grade and explicit feedback to assist improvement in student's performance.

WHAT ARE THE RESPONSIBILITIES OF THE STUDENT?

To satisfactorily complete each course in which you are enrolled. This will be demonstrated by:

- (1) following the course that has been developed or endorsed by NESAs,
 - (2) applying yourself with diligence and sustained effort to the set tasks and experiences provided
by the course and,
 - (3) achieving some or all of the course outcomes.
- Submit work that is totally the work of the student completing the task. A student who is found **guilty of malpractice** (including using a mobile phone to access information during an 'in class' assessment task) will risk being referred to a Head Teacher and will require an alternative assessment task to be completed.

Submission of 'Take Home' Task

Submit tasks to the teacher in class on the due date.

- If a student is unable to submit an assessment task by the due date, because of illness or misadventure, the student must communicate with their teacher as soon as possible. The student will need to provide a letter from a parent, outlining the circumstances and justify why an extension of time may be provided.
- A deduction in the total maximum mark will be applied to a student submission who fails to submit an assessment on the due date. These deductions will be capped at 50% of the total.
- **One day late = 20% deduction from the maximum mark of the task.**
- **Two days late = Further 20% deduction from the maximum mark of the task.**
- **Three days late = Further 10% deduction from the maximum mark of the task.**
- Students who do not submit tasks on the due date will be provided with individual support during break times on subsequent days to encourage the completion of the task and avoid further deductions.

Completion of 'In Class Tasks'

- Students are to attend school on the day an 'in class' task is to be completed. All lessons prior to the task must also be attended on the day the task is to be completed.

General Information

- **Where an absence is known in advance**, the student must approach the teacher **before** the due date of the task (at least a week prior to the task) and negotiate an alternative date or task. Where approval is granted the student may be required to attempt an alternative task or may be assessed on the basis of other evidence.

- In cases where tasks may be assessed over several days (eg speeches and presentations) and a student is absent, the student must be prepared to present their task on the day they return to school.

- Students are expected to have a **satisfactory record of attendance**. An unsatisfactory record of attendance may mean that the course completion criteria cannot be met.

What happens if a student fails to fulfil his/her responsibility?

A student who fails to fulfil his/her responsibilities may risk an unsatisfactory completion of the course. A student is at risk when;

- The student submits assessments that is not totally their own work.
- Tasks are not submitted by the due date.
- Tasks submitted represents a non-serious attempt.

TECHNOLOGY PROBLEMS

Problems with computers crashing and printers not working **may** be a reason to apply for an extension. However, it will not be automatic that a student granted consideration due to a technology malfunction. A student will be required to show evidence of their work in order to be considered. This evidence may be in the form of a:

- draft printout of the task hand written draft version of the task
- USB handed to the teacher containing an electronic version of the task

A student:

- must keep a back-up copy of tasks in progress. The school recommends this be done using the DEC portal email. Students can email their work (as they progress through it) to their own email address, thereby having it accessible to show their teacher on request.
- must not expect to be granted a misadventure appeal if they leave the printing of the task until the night before it is due, and then find that they experience technology problems.
- must be able to supply independent evidence of computer malfunction (eg letter from a computer company).

COMMON GRADE SCALES

The Common Grade Scale shown below should be used to report student achievement in Stage 4 and 5 in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

A

The student demonstrates extensive knowledge of content and understanding of course concepts and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B

The student demonstrates thorough knowledge of content and understanding of course concepts and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C

The student demonstrates sound knowledge of content and understanding of course concepts and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D

The student demonstrates a basic knowledge of content and understanding of course concepts and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E

The student demonstrates an elementary knowledge of content and understanding of course concepts and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

Erina High School Academic Integrity Policy

Responsibilities of School

- Provide students with assessment guidelines.
- Provide advice for students on avoiding plagiarism, collusion and collaboration.
- Provide guidance on referencing required.
- Ensure that students are instructed on the academic skills required in all courses.
- Ensure that all HSC students have an understanding of the Academic Integrity Policy.
- Ensure that pertinent school publications (printed and electronic) have statements that:
 - State clearly that plagiarism and collusion are not acceptable;
 - Provide comprehensive rules on what constitutes collaboration;
 - Provide rules and guidelines on group work and assessment.
- Implement suitable procedures on penalties.
- Provide an appeals process.
- Maintain records of academic misconduct.

Responsibilities of Students

- Must read, understand and respect the Academic Integrity Policy and rules concerning academic integrity.
- Ensure understanding of the referencing requirements for courses.
- Ensure that original work is submitted, without plagiarising or cheating.
- Understand all aspects of Assessment guidelines.
- Avoid all undertakings that could be considered instances of academic dishonesty.

Procedures and Penalties for suspected Plagiarism and Collusion

‘Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating and is dishonest.

- When a staff member detects alleged plagiarism by a student, it must be reported to the Head Teacher.
- The Head Teacher and member of staff must make an assessment of whether the alleged plagiarism is either *Intended* or *Unintended* plagiarism.

Actions to be followed when:

Unintended Plagiarism is detected:

- Counsel the student by explaining the appropriate referencing guidelines and going through this policy with them;

- Issue a Written Warning which refers to the consequences of any further actions of this nature.
- Review whether the student has received a previous Written Warning;
- The Head Teacher may also take the following action:
 - student must re-submit the work;
 - student must re-submit another form of assessment;
 - give the student a fail mark;

Actions to be followed when:

Intended Plagiarism is detected:

- Review whether the student has received a previous Written Warning.
- Compare the extent of the plagiarism with the student's original work.
- Review how it will adversely affect other students.
- Counsel the student by explaining the appropriate referencing guidelines and going through this policy with them.
- Where the nature of the plagiarism is *not* considered very serious:
 - Issue a Written Warning which refers to the consequences of any further actions of this nature;
 - The Head Teacher may also take the following action:
 - ✓ student must re-submit the work;
 - ✓ student must re-submit another form of assessment;
 - ✓ give the student a fail mark.
- Where the nature of the Plagiarism *is* considered very serious:
 - Refer the matter to the Principal, who may:
 - ✓ Issue a Written Warning which refers to the consequences of any further actions of this nature;
 - ✓ Ask the student to re-submit the work;
 - ✓ Ask the student to re-submit another form of assessment.
 - ✓ Give the student zero marks for the work;

Erina High School Examination Procedures

Formal examinations held in the school hall or other locations are an important part of the school's assessment policy.

Students are expected to conduct themselves in an appropriate manner. It is assumed that students will not cheat or disrupt others during the progress of an examination.

Students who breach the code of conduct by displaying disruptive, unco-operative or inappropriate behaviour will be warned. If the behaviour continues they will be issued with a red card and will be isolated from the examination. The student may receive zero for the examination.

Students found to be cheating will receive zero for their examination.

Before the examination:

1. Check your timetable carefully. Misreading the timetable is not a reason for a misadventure appeal.
2. Ensure that you allow sufficient time for travelling to the examination centre. Late arrival due to travel difficulties is not a reason for a misadventure appeal except under extreme circumstances.
3. Ensure you have the appropriate equipment before your examination. You will not be permitted to borrow equipment during the examination.
4. Carry your equipment in a clear plastic bag/sleeve. You will not be permitted to use a pencil case.
5. **Do not bring mobile phones into the examination room.** Using mobile phones during an examination (even if you have finished and even if you are just playing games) will result in a zero mark being awarded for that exam.
6. Do not take paper or other written material into the examination.
7. Bags for personal items must be left at the back of the room.

During the examination

1. Enter the examination hall only after instructions from the supervisor.
2. Sit in your allocated seat quickly.
3. Do not touch/open the examination paper until instructed.
4. Complete the attendance slip and place in the top right hand corner of your desk.
5. Reading time is provided for all examinations. You must not write in this time.
6. Write your student number on all examination papers. Do not write your name.
7. Once the examination has commenced you will not talk or communicate with other students in the room/hall.
8. If you need to go to the toilet, raise your hand and wait for the permission of the supervising teacher.

9. You will not be allowed to leave any examination before the end of the allocated time for that examination. If you finish early, sit quietly, check your paper and wait.
10. At the end of the examination, check you have written your student number at the top of each page used; bundle your papers together neatly.
11. Wait quietly until you are instructed to leave.
12. Do not remove any papers from the examination room.

Honesty in Assessment

The NSW Education Standards Authority have issued a statement in relation to Honesty in the Assessment which includes the All My Own Work program and special rules relating to submitted works such as major works. Students will complete the All My Own Work on completion of Y10, however the development of honesty in assessment is a consistent expectation across all year at Erina High School.

The statement is reproduced below but you should also visit the website and read the attached documents. NESA and the School treat honesty very seriously – do not ignore their warnings.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the Board's subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. The Board of Studies NSW treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, the Board of Studies NSW will report matters to the Independent Commission Against Corruption.

Artificial Intelligence and Assessment

NESA and Erina High School acknowledge the need to uphold academic integrity and prevent plagiarism in light of new technological advancements such as AI systems like Chat GPT.

Teachers are aware that some students are using AI tools to complete course work and assessments. The use of AI tools works against the ethos of public education, where students are encouraged to develop their critical thinking, writing, and communication skills through engaging and meaningful learning experiences. AI models, such as Chat GPT, are not dependable tools to use in completing assessment tasks. Here are a few reasons why:

- AI systems / Chat GPT generate responses based on training data and algorithms, which may not always be accurate or appropriate for the task at hand. Responses can be vague, repetitive, or irrelevant to the question being asked.
- AI systems / Chat GPT cannot evaluate the quality of the content generated by students or the accuracy of the information provided. For example, if students use Chat GPT to complete an essay or research task, it may generate content that is not factual or accurate, leading to lower grades or incomplete learning outcomes.
- Assessment tasks are intended to assess students' independent thinking, critical analysis, and communication skills, which are essential for future academic and professional success. If students rely on Chat GPT or other AI models to complete assessments, they will not develop critical skills to the level needed to complete tests or examinations or handle real-world challenges.
- The use of AI systems / Chat GPT may result in a malpractice determination where students may receive Zero marks for the submitted task.
- The use of Chat GPT has been banned by the NSW Department of Education and is not endorsed for use in schools.
- Relying on AI systems / Chat GPT to complete assessment tasks can also lead to a lack of motivation, interest, and confidence in your own ability to learn and grow.

NESA and Erina High School are committed to maintaining academic integrity and ensuring that all assessments are completed with honesty and integrity. To this end, the following measures will be implemented:

1. *Prohibition of AI-assisted assessments:* The use of AI systems / Chat GPT to complete assessments and generate student writing is strictly prohibited. Any student found to have utilised these systems to complete assessments [or part there of] will be found to have engaged in assessment malpractice, which may result in a mark of Zero being awarded. An alternate task may also need to be completed by the student to show they can demonstrate the completion of course tasks diligently and with a sustained effort.
2. *Clear instructions and expectations:* Erina High School teachers will provide clear instructions to students on the appropriate use of AI systems like Chat GPT in out of school settings. Students will be informed that these systems can only be used for broader research purposes and cannot be used to complete assessments (e.g., to generate student writing). Furthermore, they will be instructed on the consequences of engaging in academic dishonesty, such as Zero marks being awarded for an assessment completed using an AI system.
3. *Mandatory Use of Google Docs:* To prove that their work is their own, students completing research-based assessments will be required to use Google Docs to create their assessments and share this document with their teacher. This will enable teachers to verify that the work was completed by the student by checking the revision history and timestamps of the document. For courses with practical works such as Visual Arts, the use of AI systems like Mid-Journey and Dall-E are also prohibited.

These students will need to demonstrate practical work progression by showing teachers incremental progress and/or portfolio documentation.

4. *Submission of drafts:* For research-based tasks, students can be expected to submit drafts as a requirement. This will enable teachers to verify that the student has completed the work themselves by comparing the draft to the final product. The draft(s) may or may not contribute to the overall assessment mark.
5. *Referencing:* It is expected that, for research-based assessments, in-text citations and a bibliography will be provided. Students need to use in-text referencing and a bibliography in academic writing to give credit to sources, avoid plagiarism, provide a list of consulted sources, enable verification of information, and showcase research and critical thinking skills.
6. *School demonstration of research-based learning:* For students to actively demonstrate their ability to apply concepts, critical thinking and demonstrate understanding of course concepts, teachers may opt to have students complete written responses under test conditions at school. To prepare for these written responses, students may be asked to research designated course material, concepts, texts or case studies. Teachers may also ask students to complete a viva voce (oral discussion / examination) at school after the completion of a research component.
7. *Plagiarism detection:* Teachers and faculties will closely scrutinise completed assessments to ensure they are completed with academic integrity. Such surveillance may take the form of electronic plagiarism protection tools and website reviews.

Year 8 Assessment Calendar 2024

Term 1 2024	Assessment Task	Term 2 2024	Assessment Task
Week 1	PDHPE- Throughout the Semester MAN TECH- Projects throughout the Semester on rotation basis.	Week 1	PDHPE- Throughout the Semester MAN TECH- Projects throughout the Semester on rotation basis.
Week 2		Week 2	Mathematics
Week 3		Week 3	
Week 4		Week 4	
Week 5	Science	Week 5	Visual Arts
Week 6		Week 6	English Science Japanese
Week 7	Japanese	Week 7	
Week 8		Week 8	
Week 9	English History PDHPE	Week 9	History
Week 10	Visual Arts	Week 10	
Week 11			

Term 3 2024	Assessment Task	Term 4 2024	Assessment Task
Week 1	PDHPE- Throughout the Semester MAN TECH- Projects throughout the Semester on rotation basis.	Week 1	PDHPE- Throughout the Semester MAN TECH- Projects throughout the Semester on rotation basis.
Week 2		Week 2	FORMAL YEARLY EXAMS FOR English Science History Mathematics
Week 3		Week 3	Japanese
Week 4		Week 4	
Week 5	Japanese	Week 5	Visual Arts
Week 6		Week 6	
Week 7		Week 7	
Week 8	PDHPE Visual Arts	Week 8	
Week 9	History Mathematics Science	Week 9	
Week 10		Week 10	

Fill in your assessment summary here:

	Term 1 - 2024	Term 2 - 2024	Term 3 - 2024	Term 4 - 2024
WEEK 1				
WEEK 2				
WEEK 3				
WEEK 4				
WEEK 5				
WEEK 6				
WEEK 7				
WEEK 8				
WEEK 9				
WEEK 10				
WEEK 11				

ASSESSMENT SCHEDULES

The following pages outline the assessment schedules for each subject. They are listed in alphabetical order. The schedule should be considered a guide – your teacher will issue you with an updated and detailed assessment notification at least two weeks before each task except for examinations falling within the gazetted exam period.

It is the school's intention to ensure that the dates listed in this schedule will be maintained where possible; however, it is sometimes necessary to change the dates due to circumstances beyond the control of your teacher.

Although great effort was made to ensure this document is error free at the time of publication, there may be some typographical errors. Where there is variation between this booklet and the final notification given to you by your teacher – the final notification will stand.

Y8 COURSES IN 2024

English

History

Japanese

Mandatory Technology

Mathematics

Music

PDHPE

Science

Visual Art



ENGLISH - 2024

YEAR 8 ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Task 1	Task 2	Task 3
	Topic/Content	Topic/Content	Topic/Content
	Powerful Youth Voices	Introduction to Poetry/Poetry as Song	Novel
	Course Outcomes E4: URB, ECA	Course Outcomes E4: ECA, ECB	Course Outcomes E4: URA, ECA, ECB
Task Type	Task Type	Task Type	
Anthology Piece	Persuasive Response	Essay	
Reading, viewing and listening to texts	10%	10%	10%
Understanding and responding to texts	10%	10%	15%
Expressing ideas and composing texts	10%	10%	15%
Assessment Weighting	30%	30%	40%
	Term 1 Week 9	Term 2 Week 6	Term 4 Week 2





HISTORY- 2024

YEAR 8 ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4
Syllabus Components	Topic / Content The Mediterranean World (Ancient Egypt)	Topic / Content The Asian World (Ancient China)	Topic / Content The Western and Islamic World (Medieval Europe)	Topic / Content All Topics
	Course Outcomes HT4-2, HT4-3, HT4-9, HT4-10	Course Outcomes HT4-3 , HT4-6, HT4-9, HT4-10	Course Outcomes HT4-5, HT4-7, HT4-8, HT4-10	Course Outcomes HT4-1, HT4-2, HT4-4, HT4-9
	Task Type Research Task	Task Type Source Analysis Topic Test	Task Type Historical Inquiry	Task Type Yearly Examination
Assessment Weighting:	20%	30%	20%	30%
Date Due:	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	Term 4 Week 2





JAPANESE -2024

YEAR 8 ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
		Task Type	Task Type	Task Type	Task Type
		Hajimemashite (please to meet you)	Welcome to our school	Itadakimasu! (Let's eat!)	Animals and Pets
		ML4-INT-01 ML4-CRT-01	ML4-CRT-01	ML4-INT-01 ML4-CRT-01 ML4-UND-01	ML4-INT-01 ML4-UND-01
		Multi-modal Self-Introduction	Multimedia Presentation	Role-Play and Restaurant Menu	Written Exam
INTERACTING	40%	5%		15%	20%
CREATING	40%	10%	25%	5%	
UNDERSTANDING	20%			10%	10%
Assessment Weighting:		15%	25%	30%	30%
Date Due:		Term 1 Week 7	Term 2 Week 6	Term 3 Week 5	Term 4 Week 3





MATHEMATICS -2024

YEAR 8 ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		Fortnightly quiz (15mins) based on previous homework sheet	Data Collection, Measures of Location	Area and Volume	All Topics
		Course Outcomes Based on Topic	Course Outcomes MA4-19SP MA4-20SP	Course Outcomes MA4-13MG MA4-14MG	Course Outcomes All Outcomes
Task Type	Task Type	Task Type	Task Type		
7 Quizzes (15 mins per quiz)	Test	Assignment	Yearly Examination		
Understanding and Reasoning	50%	15%	10%	10%	15%
Application	50%	15%	10%	10%	15%
Assessment Weighting:		30%	20%	20%	30%
Date Due:		Term 1 and 3	Term 2 Week 2	Term 3 Week 9	Term 4 Week 2



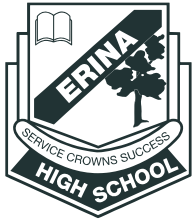


PDHPE - 2024

YEAR 8 ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		Party Safe	Cross Country Athletics Skills Participation	Is this Good for Me?	Social Dance Skills Teamwork Participation
		Course Outcomes 4.6, 4.7	Course Outcomes 4.4, 4.10, 4.11	Course Outcomes 4.6, 4.7	Course Outcomes 4.4, 4.10, 4.11
Task Type	Task Type	Task Type	Task Type		
Online Test	Practical	Report and Meal Plan	Practical		
Practical	60%	0%	30%	0%	30%
Theory	40%	20%	0%	20%	0%
Assessment Weighting:		20%	30%	20%	30%
Date Due:		Term 1 Week 9/10	Throughout Semester 1	Term 3 Week 8	Throughout Semester 2





SCIENCE -2024

YEAR 8 ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
		Task Type	Task Type	Task Type	Task Type
		Changing Matter	Energy	Body Systems	Energy, Body Systems, Skills
		SC4-17CW SC4-6WS SC4-7WS	SC4-4WS SC4-5WS SC4-6WS SC4-7WS	SC4-4WS SC4-7WS SC4-9WS	SC411PW SC4-14LW SC4-15LW
		Practical	Investigation	Media task	Yearly Exam
Practical	60%	20%	30%	10%	
Theory	40%				40%
Assessment Weighting:		20%	30%	10%	40%
Date Due:		Term 1 Week 5	Term 2 Week 6	Term 3 Week 9	Term 4 Week 2





TECHNOLOGY MANDATORY - 2024

YEAR 8 ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
		Task Type	Task Type	Task Type	Task Type
		Design Project	Production Folio	Research Task	Workbook
		TE4-2DP TE4-3DP + Specific	TE4-1DP TE4-9MA + Specific	Specific - See Below	Specific - See Below
		Practical Project	Folio	Research Task	Theory
Digital Technologies (25 hours)	25%	15% TE4-4DP	-	5% TE4-7DI TE4-9MA	5% TE4-7DI TE4-9MA
Engineered Systems (25 hours)	25%	15%	5% TE4-8EN	-	5% TE4-8EN
Material Technologies - Metal (25 hours)	25%	15%	5% TE4-9MA	-	5% TE4-9MA
Agriculture and Food Technologies (25 hours)	25%	15%	-	5% TE4-5AG TE4-6FO	5% TE4-5AG TE4-6FO
Assessment Weighting:		60%	20%		20%
Date Due:		Term TBC Week 10	Term TBC Week 10	Term TBC Week 10	Term TBC Week 10





VISUAL ARTS - 2024

YEAR 8 ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	SEMESTER 1 Task 1	Task 2	SEMESTER 2 Task 1	Task 2
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		'What is Art' Close to home – where the Bush meets the Sea	Face It Portraiture and the Archibald Prize	Organica Architecture/ Environmental Design- Hundertwasser	'Journey through Design' Functional Design/ Australian Street Art
		Course Outcomes 4.3, 4.4, 4.7	Course Outcomes 4.2, 4.3, 4.10	Course Outcomes 4.1, 4.6, 4.8	Course Outcomes 4.3, 4.4, 4.6
Task Type Artmaking: Scape artwork/ VAPD Critical and Historical studies- Australian Landscape artists	Task Type Artmaking: Mixed Media Portrait/VAPD Critical and Historical studies- Archibald Prize case study	Task Type Artmaking: Clay sculpture and VAPD Critical and Historical studies- Artist research study	Task Type Artmaking: Reduction Lino printing VAPD Critical and Historical studies- Street Art and social Issues		
Artmaking	70%	15%	15%	20%	20%
Critical and Historical Studies	30%	10%	10%	10%	
Assessment Weighting: 100%		25%	25%	30%	20%
Date Due:		Term 1 Week 10	Term 2 Week 5	Term 3 Week 8	Term 4 Week 5