

# Erskine Park High School



Year 8 - 2018

Assessment Handbook

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## 2018 YEAR 8 - CALENDAR OF ASSESSMENT TASKS

Wk	TERM 1 2018 29/1/2018 – 13/4/2018	TERM 2 2018 30/4/2018 – 6/7/2018	TERM 3 2018 23/7/2018 – 28/9/2018	TERM 4 2018 15/10/2018–19/12/2018
<b>1</b>				
<b>2</b>		Visual Arts HSIE		Visual Arts
<b>3</b>				
<b>4</b>				Mathematics
<b>5</b>		PDHPE	Visual Arts	PDHPE Science
<b>6</b>				
<b>7</b>	PDHPE		Mathematics PDHPE	PDHPE HSIE
<b>8</b>	Science HSIE	Mathematics PDHPE		
<b>9</b>	Visual Arts Mathematics		Science HSIE English	
<b>10</b>	English Technology Mandatory	English Science Technology Mandatory	Technology Mandatory	English Technology Mandatory
<b>11</b>				

## 2018 YEAR 8 – ASSESSMENT PLANNER

<b>Wk</b>	<b>TERM 1 2018</b> 29/1/2018 – 13/4/2018	<b>TERM 2 2018</b> 30/4/2018 – 6/7/2018	<b>TERM 3 2018</b> 23/7/2018 – 28/9/2018	<b>TERM 4 2018</b> 15/10/2018–19/12/2018
<b>1</b>				
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5</b>				
<b>6</b>				
<b>7</b>				
<b>8</b>				
<b>9</b>				
<b>10</b>				
<b>11</b>				

# Year 8 Assessment and Misadventure Information

## 1. The Purpose of Assessment

- a) Assessment is the process that teachers use to gather information and make judgements about the learning of the students. The assessment is designed to complement the teaching programs delivered by the teacher to determine students understanding of content knowledge and the development of subject specific skills.
- b) Teachers use a range of assessment formats including tests, practical tasks, oral presentations, research projects, process diaries and other forms of formal assessment. Assessment tasks may be completed in class, at home or in a combination of classwork and homework. The purpose of each assessment tasks is to provide students with the opportunity to demonstrate their level of achievement in the outcomes of the course.
- c) Formal assessment is used in conjunction with assessments of student learning made in the course of study to inform the grading of outcomes. These outcome grades are presented each semester in the semester report for that subject.

## 2. Assessment Task Schedules

- a) Students will be provided with a schedule of their formal assessment tasks at the beginning of each course.
- b) These schedules will be provided for each course offered in that academic year.
- c) The Schedules will include important information regarding the outcomes assessed and the nature of the tasks, as well as the date which each task will be due for submission.
- d) Where assessment tasks are not of the same value or weighting across the year, explicit information as to the weighting of the task will be made clear in the assessment schedule.
- e) Each course will be assessed using a minimum of two (2) formal tasks and will form the basis of report outcomes presented each semester.

## 3. Notification of Assessment Task

- a) Students should receive a notification of an assessment task in a fair, equitable and timely manner. All students will be notified of a formal assessment task at least two weeks before the submission due date for the task.
- b) Students should all, as much as is practicable, be provided with the same amount of time to complete a formal assessment task.
- c) Assessment tasks notifications should be provided to students using the accepted school assessment task notification format.
- d) Where a student is absent from school when the assessment notification is distributed, it is the responsibility of the student to seek the assessment task notification

#### 4. Modification

- a) Assessment tasks will be modified or scaffolded to provide opportunity for all students to access the curriculum and demonstrate their achievement of course outcomes.
- b) Modifications may include simplified or alternate tasks, additional support in completing tasks or extended time to complete tasks.
- c) Students may also access reading assistance, writing assistance or extended times in formal examinations to support their equitable access to the task.
- d) Parents should contact the teaching and learning team to discuss additional support requirements of their children.

#### 5. Submission

- a) All assessment tasks are compulsory for all students
- b) The assessment task notice and instructions will clearly describe the nature and format that should be used to complete the task. Students and parents should refer to the assessment task notification to determine what form the task should take and how it should be submitted.
- c) Assigned tasks should be completed and submitted on or before the due date and each faculty is responsible for collecting tasks to ensure accurate recording/receipting of the time and date that the student submits the task.
- d) Where student is unable to attend school on the due date of an assessment task, a relative or friend may submit the task to the main office or the class teacher on the due date.
- e) Unless other arrangements have been negotiated with the head teacher by the student or parents of the student, in class assessments and examination must be completed at the scheduled date and time.

#### 6. Late Submission / Misadventure

- a) In special circumstances where a student is unable to complete or submit an assessment task by the due date and time, consideration may be given for extension or exemption. This must be sought in writing using the misadventure form (**shown on the following page**) with appropriate documentation attached and submitted to the Head Teacher of the faculty concerned.
- b) If a student knows ahead of time that they will not be present on the date a task is due to be completed or submitted, they must contact the Head Teacher of the faculty and negotiate alternative arrangements.
- c) Extensions of time are generally only given in special circumstances such as extended or unexpected illness, or external factors out of the students control which impacts a significant period of time prior to the submission date.
- d) Computer or printer problems will not generally be considered to be an acceptable reason for failure to submit tasks or for late submission. It is the responsibility of the student to ensure documents are frequently saved and that they are printed with sufficient time to seek alternative printing facilities should a problem arise.
- e) A task will be considered late if it is submitted to the teacher after the scheduled due date and time.

- f) Penalties may apply for tasks submitted after the due date and time if no effort has been made to negotiate alternative arrangements with the head teacher.

## **7. Failure to Submit an Assessment Task**

- a) Failure to complete or submit an assessment task will result in the task being awarded a “zero” grade. This may significantly impact a student’s ability to demonstrate successful achievement of course outcomes.
- b) Classroom teachers are responsible for notifying parents of a student’s failure to submit an assessment task. This will be in the form of an official notification sent to parents.
- c) Despite penalties, students will be required to submit the missed assessment task or a negotiated alternative task.

## **8. Malpractice**

- a) Assessment tasks must be a student’s own work. Where malpractice occurs a “zero” mark will be awarded.
- b) Malpractice may take a number of forms including plagiarism, cheating in an examination, collusion with another student (working together on the same task or sharing a substantial quantity of the work), disrupting an examination or failing to follow directions of staff or administrators during an examination.
- c) Students may also be guilty of malpractice if they are in possession of a mobile phone or internet compatible device during an examination or assessment task where the possession or use of these devices is prohibited.
- d) Students may be required to re-sit an examination or complete an alternative task if malpractice is evident.

## **9. Non-serious Attempt at an Assessment Task**

- a) A non-serious attempt is considered a failure to make a reasonable effort to complete a task to a standard of which the student is capable.
- b) A non-serious attempt may be due to a students’:
  - i. Failure to complete some or all sections of a task
  - ii. Inclusion of clearly inappropriate material which is not related to the task or examination.
  - iii. A task or part of a task which is completed to a very low standard, or which is inappropriately brief or superficial in nature. The expected standard of tasks should align with the abilities of the student completing the task
- c) The faculty Head Teacher will determine if a non-serious attempt has been made at a task and will make contact with parents to notify them. This notification will be in the form of an official letter and may be accompanied by a telephone call.
- d) A student may incur a penalty for a non-serious attempt at an assessment task as decided by the Head Teacher of the faculty.

## 10. Appeals

- a) Parents who have concerns about assessment processes should first make contact with the Teacher of the class involved. The Head Teacher will be notified of the concerns and make contact with parents to resolve the issues at a faculty level.
- b) Where this process is unsuccessful at resolving the concerns, an appeal may be completed and submitted to the Deputy Principal for review. A review will be undertaken in cases of:
  - i. Misadventure
  - ii. Concerns about the correct use of process in notification, grading or weighting of tasks
  - iii. Perceived inequity of the task or processes to ensure all students have the capacity to accurately demonstrate their capacity to demonstrate learning outcomes.





# ASSESSMENT SCHEDULE – 2018

COURSE: YEAR 8 ENGLISH

FACULTY: English

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Visions and Voices of Australia Assessment Wk 10, Term 1 Completed at home	Drama Assessment Wk 10, Term 2 Completed in class	Novel Assessment Wk 9, Term 3 Completed at home	Horror Assessment Wk 10, Term 4 Completed in class
<ul style="list-style-type: none"> <li>EN4-1A</li> <li>EN4-2A</li> </ul>	Communicate through speaking, listening, reading, writing, viewing and representing		✓	✓	✓	✓
<ul style="list-style-type: none"> <li>EN4-3B</li> <li>EN4-4B</li> </ul>	Use language to shape and make meaning according to purpose, audience and context		✓	✓	✓	✓
<ul style="list-style-type: none"> <li>EN4-5C</li> <li>EN4-6C</li> </ul>	Think in ways that are imaginative, creative, interpretive and critical		✓	✓	✓	✓
<ul style="list-style-type: none"> <li>EN4-7D</li> <li>EN4-8D</li> </ul>	Express themselves and their relationships with others and their world		✓	✓	✓	✓
<ul style="list-style-type: none"> <li>EN4-9E</li> </ul>	Learn and reflect on their learning through their study of English			✓	✓	✓
<b>TOTAL MARK</b>		<b>100%</b>	<b>25%</b>	<b>15%</b>	<b>30%</b>	<b>30%</b>

# Syllabus Outcomes

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



# ASSESSMENT SCHEDULE – 2018

COURSE: YEAR 8 HSIE

FACULTY: HSIE

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Wk 8 Term 1  In class exam	Wk 2 Term 2  Research assignment completed at home	Wk9 Term 3  In class exam	Wk7 Term 4  Research assignment completed at home
GE2-3 GE4-4 GE4-5 GE4-6	Acquiring geographical information Maps Graphs and statistics	30	✓			
GE4-1 GE4-3 GE4-7 GE4-8	Processing geographical information Communicating geographical information Fieldwork Visual representation Spatial technologies	20		✓		
HT4-3 HT4-7 HT4-10	Comprehension, chronology, terms and concepts Analysis and use of sources Perspectives and interpretation	30			✓	
HT4-2 HT4-4 HT4-10	Empathetic understanding Research Explanation and communication.	20				✓
<b>TOTAL MARK</b>		<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>

# Syllabus Outcomes

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

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

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

GE4-8 communicates geographical information using a variety of strategies.

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

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

HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past



# ASSESSMENT SCHEDULE – 2018

COURSE: YEAR 8 MATHEMATICS

FACULTY: Mathematics

			TASK 1	TASK 2	TASK 3	TASK 4	
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Wk 9 , Term 1	Wk 8 , Term 2	Wk 7 , Term 3	Wk 4 , Term 4	
			Completed in class	Completed in class	Completed in class	Completed in class	
<ul style="list-style-type: none"> <li>• MA4-1WM</li> <li>• MA4-2WM</li> <li>• MA4-3WM</li> <li>• MA4-5NA</li> <li>• MA3-1WM</li> </ul>	<ul style="list-style-type: none"> <li>• MA3-2WM</li> <li>• MA3-4NA</li> <li>• MA4-9NA</li> <li>MA4-16MG</li> </ul>	<ul style="list-style-type: none"> <li>- Fractions and percentages</li> <li>- Working with numbers</li> <li>- Pythagoras' theorem</li> </ul>	15	✓			
<ul style="list-style-type: none"> <li>• MA4-1WM</li> <li>• MA4-2WM</li> <li>• MA4-3WM</li> <li>• MA4-8NA</li> </ul>	<ul style="list-style-type: none"> <li>• MA4-12MG</li> <li>• MA4-14MG</li> <li>• MA4-17MG</li> <li>MA4-10NA</li> </ul>	<ul style="list-style-type: none"> <li>- Algebra</li> <li>- Area and volume</li> <li>- Geometry</li> <li>- Equations</li> </ul>	25	✓			
<ul style="list-style-type: none"> <li>• MA4-1WM</li> <li>• MA4-2WM</li> <li>• MA4-3WM</li> <li>• MA4-8NA</li> </ul>	<ul style="list-style-type: none"> <li>• MA4-10NA</li> <li>• MA4-11NA</li> <li>• MA4-19SP</li> <li>MA4-20SP</li> </ul>	<ul style="list-style-type: none"> <li>- Equations</li> <li>- Linear Relationship</li> <li>- Graphing linear relationship</li> <li>- Data collection and representation</li> <li>- Single variable data analysis</li> </ul>	25		✓		
<ul style="list-style-type: none"> <li>• (All of above plus):</li> <li>• MA4-7NA</li> <li>• MA4-21SP</li> <li>• MA4-17MG</li> </ul>		<ul style="list-style-type: none"> <li>- Fractions and percentages</li> <li>- Working with numbers</li> <li>- Pythagoras' theorem</li> <li>- Algebra</li> <li>- Area and volume</li> <li>- Geometry</li> <li>- Equations</li> <li>- Linear Relationship</li> <li>- Graphing linear relationship</li> <li>- Data collection and representation</li> <li>- Single variable data analysis</li> <li>- Ratio</li> </ul>	25			✓	
<b>TOTAL MARK</b>			<b>100%</b>	<b>15%</b>	<b>25%</b>	<b>25%</b>	<b>35%</b>

# Syllabus Outcomes

MA4-1WM: communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols.

MA4-2WM: applies appropriate mathematical techniques to solve problems.

MA4-3WM: recognises and explains mathematical relationships using reasoning.

MA4-5NA: operates with fractions, decimals and percentages.

MA3-1WM: describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions.

MA3-2WM: selects and applies appropriate problem-solving strategies, including the use of digital technologies, in understating investigation.

MA3-4NA: orders, reads and represents integers of any size and describes properties of whole numbers.

MA4-9NA: operates with positive-integer and zero indices of numerical bases.

MA4-8NA: generalises number properties to operate with algebraic expressions.

MA4-16MG: applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems.

MA4-12MG: calculates the perimeters of plane shapes and the circumferences of circles.

MA4-14MG: uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume.

MA4-17MG: classifies, describes and uses the properties of triangles and quadrilaterals. Classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles.

MA4-10NA: uses algebraic techniques to solve simple linear and quadratic equations.

MA4-11NA: creates and displays number patterns; graphs and analyses linear relationship; and performs transformations on the Cartesian plane.

MA4-19SP: collects, represents and interprets single sets of data, using appropriate statistical displays.

MA4-20SP: analyses single sets of data using measures of location and range.

MA4-7NA: operates with ratio and rates, and explores their graphical representation.

MA4-21SP: represents probabilities of simple and compound events



# ASSESSMENT SCHEDULE – 2018

COURSE: YEAR 8 PDHPE

FACULTY: PDHPE

			TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Investigation Relationships	Practical Games	Sem1 Examination	Physical Activity Investigation	Practical Motor Skill Evaluation	Sem 2 Examination
			Wk7, Term 1	Wk5, Term 2	Wk8/9, Term 2	Wk7, Term 3	Wk5, Term 4	Wk7, Term 4
			Completed (home)	Completed (class)	Completed (class)	Completed (home)	Completed (class)	Completed (class)
•	Knowledge, Understanding and Skills	50%	4.1, 4.2, 4.3	4.5, 4.7, 4.9, 4.12	4.2, 4.3, 4.6, 4.7,	4.2, 4.6, 4.8, 4.9	4.5, 4.9, 4.12	4.3, 4.6, 4.7, 4.9
•	Values and Attitudes	50%	4.11, 4.12, 4.16	4.4, 4.13, 4.14, 4.15	4.16	4.10, 4.12, 4.15, 4.16	4.4, 4.13, 4.14, 4.15	4.8, 4.10
<b>TOTAL MARK</b>		<b>100%</b>	<b>20</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>20</b>	<b>20</b>

# Syllabus Outcomes

- 4.1 describes and analyses the influences on a sense of self
- 4.2 identifies and selects strategies that enhance their ability to cope and feel supported
- 4.3 describes the qualities of positive relationships and strategies to address the abuse of power
- 4.4 demonstrates and refines movement skills in a range of contexts and environments
- 4.5 combines the features and elements of movement composition to perform in a range of contexts and environments
- 4.6 describes the nature of health and analyses how health issues may impact on young people
- 4.7 identifies the consequences of risk behaviours and describes strategies to minimise harm
- 4.8 describes how to access and assess health information, products and services
- 4.9 describes the benefits of a balanced lifestyle and participation in physical activity
- 4.10 explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity
- 4.11 selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situations
- 4.12 assesses risk and social influences and reflects on personal experience to make informed decisions
- 4.13 demonstrates cooperation and support of others in social, recreational and other group contexts
- 4.14 engages successfully in a wide range of movement situations that displays an understanding of how and why people move
- 4.15 devises, applies and monitors plans to achieve short-term and long-term goals
- 4.16 clarifies the source and nature of problems and draws on personal skills and support networks to resolve them





# ASSESSMENT SCHEDULE – 2018

COURSE: YEAR 8 SCIENCE

FACULTY: Science

			TASK 1	TASK 2	TASK 3	TASK 4	
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS		WEIGHTING	Group Research Project	Examination	Practical Examination	Research Task
				Wk9 Term 1 Completed (Partially in Class and partially at home)	Wk10, Term 2 Completed (In class)	Wk 9, Term 3 Completed (In Class)	Wk 5, Term 4 Completed (Partially in class, partially at home)
SC4- • 10PW • 11PW • 15LW • 16CW	- Knowing and Understanding		40%	10%	10%	10%	10%
• SC4-4WS	Working Scientifically	Questioning and Predicting	10%	5%		5%	
• SC4-5WS		Planning Investigations	10%	6%	2%	2%	
• SC-6WS		Conducting Investigations	10%	5%		5%	
• SC-7WS		Processing and analysing data and information	10%	2%	2%	2%	4%
• SC4-8WS		Problem-solving	10%	4%	2%	2%	2%
• SC4-WS9		Communicating	10%	2%	2%	2%	4%
TOTAL MARK			100%	30	20	30	20

# Syllabus Outcomes

## Values and Attitudes

- SC4-1VA appreciates the importance of science in their lives and the role of scientific enquiry in increasing understanding of the world around them
- SC4-2VA shows a willingness to engage in finding solutions to science related personal, social and global issues, including shaping sustainable futures

## Working Scientifically

- 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
- SC4-7WS processes and analyses data from a firsthand investigation and secondary sources to identify trends, patterns and relationships and draw conclusions
- SC4-8WS selects and uses appropriate strategies, understanding and skill to produce creative and plausible solutions to identify problems
- SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations

## Knowledge and Understanding

- 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 management and use
- SC4-14LW relates the structure and function of living things to their classification, survival and reproduction
- SC4-15LW explains how new biological evidence changes people's understanding of the world
- SC4-16CW describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles



# ASSESSMENT SCHEDULE – 2018

COURSE: YEAR 8 TECHNOLOGY MANDATORY

FACULTY: TAS 1

			TASK 1	TASK 2	TASK 1	TASK 2
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Project & Design Work	Project & Design Work	Project & Design Work	Project & Design Work
			Wk10 , Term 1 or 2*  In class	Wk10 , Term 1or 2*  In class	Wk10 , Term 3 or 4*  In class	Wk10 , Term 3 or 4*  In class
4.1.3 4.2.1 4.2.2 4.3.1 4.3.2 4.5.1 4.5.2 4.6.1	Mixed Media or Promotional Design	25	✓		TAS 2 FACULTY	
4.1.3 4.2.1 4.2.2 4.3.1 4.3.2 4.5.1 4.5.2 4.6.1	Mixed Media or Promotional Design	25		✓	TAS 2 FACULTY	
4.1.3 4.2.1 4.2.2 4.3.1 4.3.2 4.5.1 4.5.2 4.6.1	Mixed Media or Promotional Design	25	TAS 2 FACULTY		✓	
4.1.3 4.2.1 4.2.2 4.3.1 4.3.2 4.5.1 4.5.2 4.6.1	Mixed Media or Promotional Design	25				✓
		<b>100%</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

\*Students study for ONE Semester in the TAS 1 faculty and ONE Semester in the TAS 2 faculty. Each semester is divided into two projects which students need to complete a design project and portfolio for their assessment.

# Syllabus Outcomes

- 4.1.1 applies design processes that respond to needs and opportunities in each design project.
- 4.1.2 describes factors influencing design in the areas of study of Built Environments, Products, and Information and Communications.
- 4.1.3 identifies the roles of designers and their contribution to the improvement of the quality of life.
- 4.2.1 generates and communicates creative design ideas and solutions.
- 4.2.2 selects, analyses, presents and applies research and experimentation from a variety of sources.
- 4.3.1 applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects.
- 4.3.2 demonstrates responsible and safe use of a range of tools, materials and techniques in each design project.
- 4.4.1 explains the impact of innovation and emerging technologies on society and the environment.
- 4.5.1 applies management processes to successfully complete design projects.
- 4.5.2 produces quality solutions that respond to identified needs and opportunities in each design project.
- 4.6.1 applies appropriate evaluation techniques throughout each design project.
- 4.6.2 identifies and explains ethical, social, environmental and sustainability considerations related to design projects.



# ASSESSMENT SCHEDULE – 2018

COURSE: YEAR 8 TECHNOLOGY MANDATORY

FACULTY: TAS 2

SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 1	TASK 2
			Project & Design Work Wk10 , Term 1 or 2* In class	Project & Design Work Wk10 , Term 1or 2* In class	Project & Design Work Wk10 , Term 3 or 4* In class	Project & Design Work Wk10 , Term 3 or 4* In class
4.1.2 4.2.1 4.2.2 4.5.1	Timber Technology or Metal Technologies	25	TAS 1 FACULTY		✓	
4.5.2 4.1.3 6.1.2	Timber Technology or Metal Technologies	25				✓
4.1.2 4.2.1 4.2.2 4.5.1	Timber Technology or Metal Technologies	25	✓		TAS 1 FACULTY	
4.5.2 4.1.3 6.1.2	Timber Technology or Metal Technologies	25		✓		
		<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

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- 4.5.2 produces quality solutions that respond to identified needs and opportunities in each design project.
- 4.6.1 applies appropriate evaluation techniques throughout each design project.
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# ASSESSMENT SCHEDULE – 2018

COURSE: VISUAL ARTS – YEAR 8

FACULTY: Creative and Performing Arts

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Art Making	Research Task	Art Making	Examination
			Wk8 to Wk11	Wk1 to Wk4,	Wk5,	Wk1 to Wk4
			Term 1	Term 2	Term 3	Term 4
			Completed (In Class)	Completed (In Class/Home)	Completed (In class)	Completed (In class)
<ul style="list-style-type: none"> <li>• 4.1</li> <li>• 4.5</li> <li>• 4.7</li> </ul>	Art Making	25	✓			
<ul style="list-style-type: none"> <li>• 4.3</li> <li>• 4.6</li> <li>• 4.10</li> </ul>	Critical and Historical Studies	25		✓		
<ul style="list-style-type: none"> <li>• 4.2</li> <li>• 4.4</li> <li>• 4.8</li> </ul>	Art Making	25			✓	
<ul style="list-style-type: none"> <li>• 4.3</li> <li>• 4.9</li> </ul>	Critical and Historical Studies	25				✓
<b>TOTAL MARK</b>		<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

# Syllabus Outcomes

## Art making

- 4.1 uses a range of strategies to explore different art making 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

## Critical and Historical Studies

- 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