



**HOMEBUSH BOYS HIGH SCHOOL**

**YEAR 8**

**ASSESSMENT INFORMATION**

**2020**

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# ASSESSMENT POLICY STAGE 4

## Introduction

The purpose of this document is to outline the Assessment Policy of Homebush Boys High School for Years 7 and 8 - Stage 4. Please read this policy carefully and make sure you understand it.

## What is Assessment?

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of key purposes, including to:

- assist in student learning;
- evaluate and improve teaching and learning programs;
- provide information on student learning and progress in a course in relation to the syllabus outcomes;
- provide evidence of satisfactory completion of a course, and
- report on the achievement by each student at the end of a course.

It is a requirement of the school assessment program that for each course the school must establish a program of assessment tasks. These tasks are conducted throughout the academic year and each has a weighting determined by the school within guidelines provided by the NSW Education Standards Authority (NESA). School-based assessment tasks are linked to standards because the tasks focus on outcomes which are valid instruments for what they are designed to assess, and the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performance highlighting their strengths and indicating where they could make improvements.

Each student is awarded an assessment mark and that represents a measure of the student's achievement relative to other students. The assessment mark is derived from the results of a number of assessment tasks, as outlined in the schedules published in this booklet.

The purpose of assessment is to improve student learning. It gives the student the opportunity to demonstrate her learning in a range of contexts. It further provides the student with the chance to reflect on and review their progress and help set the direction for future learning.

The assessment program will contain both informal and formal assessment. Examples of these are:

### Informal Assessment

- Class Projects, Class Assignments
- Classroom activities
- Homework assignments
- Mini-tests, Quizzes
- Group and pair work
- Book mark

### Formal Assessment

- Projects
- Presentations
- Research assignments
- End of unit tests
- Half Yearly and Yearly Examinations
- Assessment tasks

## NSW Education Standards Authority (NESA) Website

Syllabi for all courses may be accessed through the NSW Education Standards Authority (NESA) website at <http://educationstandards.nsw.edu.au>



## **The following principles apply to all assessment tasks in Year 7 and 8.**

- Students will be given advance notice in writing (approximately 2 weeks) of the exact date for completing or submitting a task. Students will sign a roll to indicate they have received an assessment task notification.
- Students must submit their assessment tasks to their class teacher by the due date. If the teacher is absent, the task must be submitted to the Head Teacher.
- Students must submit their tasks when they are due. It is important to meet the deadlines for tasks, otherwise they may have a zero mark awarded and a letter sent home informing their parents. See below
- If a student cannot submit a task for a reason beyond their control, they must submit a "Assessment Task Illness/Misadventure Application". This must be completed and handed to the class teacher with the relevant documents. The Head Teacher will decide on the appropriate course of action.

### **Absence on the Day of an Assessment Task**

If a student is absent on the day of an assessment task:

- The student or his parent must telephone the school and inform the class teacher.
- A doctor's certificate is required if the absence is on medical grounds. Medical Certificates must:
  - i. include the day of the missed task;
  - ii. show the length of time the student will be unfit for school;
  - iii. be produced immediately on return to school.
- A deduction of 10% per day (including weekends) will apply for an assessment task submitted late without an acceptable reason up to 3 days. Tasks submitted more than 3 days late will receive a zero.
- A student who does not attend all lessons on the day of an assessment task will not have the assessment task mark counted unless there are extenuating circumstances. Technology malfunction will not be accepted as a reason for late submission of a task. Work can be submitted electronically in consultation with the teacher.
- If the student does not make application to the Head Teacher(s) concerned on their next school day of attendance after the due date of the missed assessment task a zero mark will be awarded and a letter sent home to inform parents.

### **Absence due to Foreseen Circumstances, School Business or Approved Leave**

On some exceptional occasions, your inability to meet assessment dates can be foreseen prior to the deadline. Examples include emerging clashes with major sporting events, work placement, student leadership events or approved leave. If this occurs, it is the student's responsibility to immediately contact the Head Teacher of the course concerned before the date of the task. In doing so you are required to submit a School Business or Approved Leave Application requesting the opportunity to negotiate alternative arrangements to complete the task.

**If an assessment task is not submitted or completed because of foreseen circumstances, and no attempt was made prior to the date of the task to negotiate alternative arrangements with the Head Teacher through the submission of an application, penalties will be applied or a zero mark may be awarded.**

The outcome of your School Business or Approved Leave Application will be decided by the Head Teacher after considering the information provided.



The possible outcomes of your application include:

- Original task to be completed at or by a negotiated time.
- Alternative task to be completed at or by a negotiated time.

**NOTE:** Where the student submits the task or the application after the due date, refer to the **Absence on the Day of an Assessment Task** section above.

### **Assessment Task Illness/Misadventure Application**

To apply for an exemption the student must fill out an Illness/Misadventure Application Form. This must be submitted to the Head Teacher(s) concerned on their next school day of attendance after the due date of the missed assessment task.

A. If the Assessment Task Illness/Misadventure Application is **accepted**, then the teacher of that course will:

- arrange for the student to attempt the task at a different time;
- arrange for the student to attempt an alternative task of a similar nature.

In exceptional circumstances the Head Teacher may authorise the use of an estimate based on appropriate evidence.

B. If the Assessment Task Illness/Misadventure Application is **not accepted**, the student will be awarded a zero mark and a letter will be sent home to inform parents.

Students may appeal against the Head Teacher's decision by lodging an appeal form with the Principal **within three (3) school days of initial determination**.

### **The Principal may:**

- Reject the appeal and order the zero mark to stand
- Grant a limited extension
- Order that a substitute task be performed or
- Award an estimate.

### **Plagiarism**

Plagiarism is submitting work that is someone else's work or ideas, words, expressions, arguments, drawings, graphics, maps, video programs or digital files. Plagiarism also includes summaries of someone else's work and paraphrasing of information without acknowledging the author. Plagiarism is dishonest, unethical and not permitted by NESA. Work which is not a student's own work will not be accepted. Plagiarism of any form will result in the student being awarded a zero mark and a letter sent home informing their parents.

### **Non-Serious Attempts**

A non-serious attempt includes: inappropriate language and answers and minimal effort in completing the assessment task.

A non-serious attempt at an assessment task may lead to the student being awarded a zero mark and a letter sent home informing parents. The Head Teacher, in consultation with the teachers involved, will determine whether an attempt is non-serious and if so, it will count as a non-attempt. If this is the case, the student will be awarded a zero mark and a letter sent home to inform their parents.

### **Cheating**

Cheating is any attempt to gain an unfair advantage over other students or to complete a task in a dishonest way. If this is the case, the student will be awarded a zero mark and a letter sent home to inform their parents.

### **Disrupting a Test or Examination**

Any student causing a disruption in a test or examination will be awarded a zero mark and a letter sent home to inform their parents.



# ASSESSMENT TASK ILLNESS / MISADVENTURE APPLICATION



To be completed by a student who was / is unable to attend / submit an assessment task on the due date.

Student's Name: \_\_\_\_\_ Year: \_\_\_\_\_

Course: \_\_\_\_\_ Faculty: \_\_\_\_\_

Assessment Task Missed: \_\_\_\_\_ Task Date: \_\_\_\_\_

Task missed due to illness: (Attach Doctor's Certificate to this form.)

Task missed through other reason: (State reason and attach any supporting evidence.)

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## FACULTY SECTION – to be completed by the Deputy Principal

Illness/Misadventure application form received by: \_\_\_\_\_ Date: \_\_\_\_\_

Did student inform the school of absence on the day of the task? Yes / No

Was application lodged the next day the student was in attendance at school? Yes / No

Teacher's name: \_\_\_\_\_

Head Teacher's comment \_\_\_\_\_

Has this student submitted an Illness/Misadventure form for any other assessment tasks in this subject? Yes / No

If yes, please comment: \_\_\_\_\_

Head Teacher's Signature \_\_\_\_\_

Deputy Principal's recommendations: Accepted / Rejected

New task                  Estimated mark                  Zero Award                  Referred to Review Panel \_\_\_\_\_

Principal's Use: Application is: Accepted / Rejected

Comment: \_\_\_\_\_

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent / Guardian Comment: \_\_\_\_\_

Parent / Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_



# SCHOOL WRITING STRATEGY

Writing has been identified as a key issue across the school:

- in Year 8, the focus is on accurate writing for a purpose; and
- in Year 11, on structured writing in response to a question directive term.

To support the development of students' writing in 2020, the school has adopted a Writing Strategy in these Years.

In each Semester, one assessment task in each subject (except Maths) will involve extended writing. Students will be given written notification of these tasks at least two weeks before they are scheduled, and will be prepared through modelling exercises beforehand, so they are clear about what to do.

Then, all writing will be marked using the same marking scale across the Year and graded (A to E) using the same standards. These writing grades will be shown on all Semester reports.

Students' writing grades will help to identify those students needing further support to improve their writing and will assist in tracking improvement over time.

# ENGLISH

## COURSE DESCRIPTION

The English Faculty's assessment program is comprised of three across-year formal assessment tasks – two in Semester One and one in Semester Two. The Half-Yearly Report mark will be made up of the first assessment task and a class mark. The Year Rank is based on the formal task only.

The mark in the Yearly Report will be made up of all three assessment tasks and class marks. The Year rank and grade will be based on the three assessment tasks only. As well, please note the first 28 students in the assessment rank make up the targeted 'A' class in the following year.

## ASSESSMENT SCHEDULE

TASK		COMPONENT/DESCRIPTION	WEIGHT.	DUE
<b>SEMESTER ONE</b>				
1.	Comprehension Assessment Task	Students will respond to a range of comprehension texts. They will be assessed on their ability to read for literal and inferential meaning.	25%	<b>Term 1</b> Week 8
2.	In – class ongoing assessment	This mark will be made up of class and homework tasks and presentations.	10%	<b>Term 2</b> Week 6
3.	Writing Assessment Task	Students will compose an extended written response based on the novel they have studied in class.	25%	<b>Term 2</b> Week 6
<b>SEMESTER TWO</b>				
4.	Speaking-Multimodal Assessment Task	Students will deliver a short speech which aims to persuade the audience on a designated topic. They will reinforce their ideas via visual elements.	30%	<b>Term 3</b> Week 4
5.	In – class ongoing assessment	This mark will be made up of class and homework tasks and presentations.	10%	<b>Term 4</b> Week 10

Students who are absent from the assessment MUST see the Head Teacher of English with a doctor's certificate the next day they are at school.





# GEOGRAPHY

## COURSE DESCRIPTION

Year 8 Geography involves the examination of water as a resource and the factors influencing water flows and availability of water resources in different places. Students investigate the nature of water scarcity and assess ways of overcoming it and investigate processes that continue to shape the environment including an atmospheric or hydrologic hazard. They will also focus on the connections people have to places across a range of scales. They will examine what shapes people's perceptions of places and how this influences their connections to places. Students will explore how transport, information and communication technologies and trade link people to many places.

## ASSESSMENT SCHEDULE

TASK		COMPONENT	WEIGHT	DUE
<b>SEMESTER ONE</b>				
1.	Extended Response - Discussion Essay	Water in the World – water scarcity	40%	<b>Term 1</b> Week 8
2.	Final Exam	Water in the World, Interconnections and geographical skills	40%	<b>Term 2</b> Week 3
3.	In – class ongoing assessment	This mark will be made up of at least two class based tasks such as class and homework tasks, research report, ICT reports and group presentations.	20%	Ongoing throughout the course
<b>TOTAL</b>			<b>100%</b>	

<b>SEMESTER TWO</b>				
1.	Extended Response - Discussion Essay	Water in the World – water scarcity	40%	<b>Term 3</b> Week 8
2.	Final Exam	Water in the World, Interconnections and geographical skills	40%	<b>Term 4</b> Week 2
3.	In – class ongoing assessment	This mark will be made up of at least two class based tasks such as class and homework tasks, research report, ICT reports and group presentations.	20%	Ongoing throughout the course
<b>TOTAL</b>			<b>100%</b>	

Students study Geography for one semester only. If a student is absent on the date of the assessment task, he must bring a note to explain his absence, and submit his task on the first day he returns to school. If a student is absent from doing the task due to an illness, he must obtain a doctor's certificate of which he must present to his teacher or Head Teacher on his first day back at school. Late submission will result in a 10% deduction for every weekday and 20% for the weekend.

# HISTORY

## COURSE DESCRIPTION

History is a process of inquiry into the past that allows students to locate themselves in the great narrative of human experience. It enables students to appreciate and enjoy human endeavours and achievements of the past, both for their own intrinsic interest and for their legacy to later generations. Historical skills in critical thinking and independent inquiry-based learning enable and encourage students to become engaged in lifelong learning. In Year 8 we study the following topics:

- Overview: Ancient to the Modern World
- Medieval Europe
- The Black Death
- Age of Discovery and Empire building
- Khmer Civilisation **OR** Japan under the Shoguns **OR** Expansion across the Pacific

## ASSESSMENT SCHEDULE

SEMESTER ONE			TOTAL: 100%	
1.	Historical inquiry: Model and Report	<ul style="list-style-type: none"> <li>• The Middle Ages in Europe and the Middle East</li> </ul>	35%	<b>Term 1</b> Week 6
3.	In-class extended response	<ul style="list-style-type: none"> <li>• The Bubonic Plague</li> </ul>	35%	<b>Term 2</b> Week 3
4.	In-class ongoing assessment	Two class based tasks from: <ul style="list-style-type: none"> <li>• ICT activity</li> <li>• Group work/orals</li> <li>• Bookwork</li> <li>• Class task</li> </ul>	30%	Up to: <b>Term 2</b> Week 3
SEMESTER TWO			TOTAL: 100%	
1.	Historical inquiry: Model and Report	<ul style="list-style-type: none"> <li>• The Middle Ages in Europe and the Middle East</li> </ul>	35%	<b>Term 3</b> Week 6
3.	In-class extended response	<ul style="list-style-type: none"> <li>• The Bubonic Plague</li> </ul>	35%	<b>Term 4</b> Week 2
4.	In-class ongoing assessment	Two class based tasks from: <ul style="list-style-type: none"> <li>• ICT activity</li> <li>• Group work/orals</li> <li>• Bookwork</li> <li>• Class task</li> </ul>	30%	Up to: <b>Term 4</b> Week 2



# LANGUAGES

## COURSE DESCRIPTION

The study of languages provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community. The outcomes described for Stage 4 should be regarded as the basis for the further development of knowledge, understanding and skills in the target language.

**Languages Assessment covers the four language skills that are as follows:**

**LISTENING**

**READING**

**SPEAKING**

**WRITING**

## ASSESSMENT SCHEDULE

TASK	COMPONENT	WEIGHT	DUE	
<b>SEMESTER ONE</b>				
<b>1</b>	Assignment Project	Cultural understanding	30%	<b>Term 1</b> Week 9
<b>2</b>	Continuous Assessment	Language Skills	30%	<b>Term 2</b> Week 3
<b>3</b>	Half Yearly Exam	Language Skills	40%	<b>Term 2</b> Week 3
<b>TOTAL</b>			<b>100%</b>	
<b>SEMESTER TWO</b>				
<b>4</b>	Assignment Project	Cultural understanding	30%	<b>Term 3</b> Week 9
<b>5</b>	Continuous Assessment	Language Skills	30%	<b>Term 4</b> Week 2
<b>6</b>	Yearly Exam	Language Skills	40%	<b>Term 4</b> Week 2
<b>TOTAL</b>			<b>100%</b>	
Student rankings will be class based only.				

# LITERACY

## COURSE DESCRIPTION

The Literacy and Learning Fitness course aims to improve reading and writing outcomes for all students through personal engagement with high quality literary texts and through regular writing practice. A habit of wide reading, listening tasks, memory work and handwriting practice are all key components of the course. Content includes the Super Six Reading Strategies, The Seven Learning Dispositions and Grammar Revolution sentence diagramming. Matrix style assignments, guided self-reflection, and creative and critical thinking tasks build student capacity for independent learning in all areas of the curriculum.

The Half-Yearly report will be made up of the first two tasks. The Yearly report will include a mark based on all four tasks.

## ASSESSMENT SCHEDULE

SEMESTER ONE				
TASK		COMPONENT/DESCRIPTION	WEIGHT	DUE
1.	Class based assessment	Book mark, grammar tests, WordFlyers, handwriting, homework reading and writing tasks, class participation	25%	Ongoing
2.	Wide Reading Matrix	Students choose a range of tasks based on a wide reading novel	25%	<b>Term 2</b> Week 4
SEMESTER TWO				
TASK		COMPONENT/DESCRIPTION	WEIGHT	DUE
3.	Class based assessment	Book mark, grammar tests, WordFlyers, handwriting, homework reading and writing tasks, class participation	25%	Ongoing
4.	Final exam	This will be made up of a range of skills and knowledge taught across the course.	25%	<b>Term 4</b> Week 3

Late submission will result in a 10% deduction per day late, 20% for the weekend.

\*Due to new tasks, proposed timing is subject to change.



# MATHEMATICS

## COURSE DESCRIPTION

The study of mathematics provides opportunities for students to learn to describe and apply patterns and relationships; reason, predict and solve problems, calculate accurately both mentally and in written form and interpret and communicate information presented in numerical, geometrical, graphical, statistical and algebraic form.

The Half-Yearly Report mark will be made up of Task 1, Task 2 and the Semester 1 Class mark.

The Yearly Report mark will be made up of all the tasks for the year.

**Common task** should only include work covered by all classes involved.

**Class-mark** is a measure of classwork within a particular class. It includes: class tasks, exercise book, Mathematics and a measure of class involvement.

**Report cards** will indicate a mark and position within the year.

**Working Mathematically** is a mathematics project that all students do.

The content strands are Number, Patterns and Algebra, Data, Measurement, Space and Geometry.

## ASSESSMENT SCHEDULE

SEMESTER ONE				
	TASK	COMPONENT	WEIGHT	DUE
1.	Task 1	Written Test	30%	<b>Term 1</b> Week 8
2.	Task 2	Written Test	40%	<b>Term 2</b> Week 3
3.	Class Mark	Effort/Exercise book	15%	<b>Term 2</b> Week 3
		Mathletics	15%	
		<b>TOTAL</b>	<b>100%</b>	

SEMESTER TWO				
	TASK	COMPONENT	WEIGHT	DUE
1.	Task 3	Written Test	30%	<b>Term 3</b> Week 4
		Working Mathematically	10%	
2.	Task 4	Written Test	40%	<b>Term 4</b> Week 2
3.	Class Mark	Effort/Exercise book	10%	<b>Term 4</b> Week 2
		Mathletics	10%	
		<b>TOTAL</b>	<b>100%</b>	

Students will receive written notification of the details of each task.

# MUSIC

## COURSE DESCRIPTION

The Year 8 course in Music aims to further develop the technical skills in the listening, composing and playing of different styles of music. It provides students with the opportunity to build an understanding of the role of music in a variety of cultures, and also covers the history of music from traditional, modern and contemporary periods.

## ASSESSMENT SCHEDULE

<b>SEMESTER ONE</b>				
<b>TASK</b>		<b>COMPONENT</b>	<b>WEIGHT</b>	<b>DUE</b>
<b>1.</b>	Composition	In class song writing task	10%	<b>Term 1</b> Week 8
<b>2.</b>	Aural & Theory Test	Analysis of Music Concepts & Music Theory	15%	<b>Term 2</b> Week 4
<b>3.</b>	Performance	Combined Weight for all performances pieces learnt in class.	15%	Ongoing
<b>4.</b>	In-class ongoing Assessment	Music Learning Journal includes: Bookmark (Classwork) Homework Tasks	5%	Ongoing Submit <b>Term 2</b> Week 4
<b>SEMESTER TWO</b>				
<b>TASK</b>		<b>COMPONENT</b>	<b>WEIGHT</b>	<b>DUE</b>
<b>5.</b>	Composition	Create a simple piece Using composition software	20%	<b>Term 3</b> Week 2
<b>6.</b>	Performance	Combined Weight for all performances pieces learnt in class.	15%	Ongoing
<b>7.</b>	Aural & Theory Test	Analysis of Music Concepts & Music Theory	15%	<b>Term 4</b> Week 3
<b>8.</b>	In-class ongoing Assessment	Music Learning Goals Journal includes: Bookmark Homework Tasks	5%	Ongoing Submit <b>Term 4</b> Week 4

Written feedback including marking criteria for each assessment task will be provided. The Half Yearly report includes tasks 1-4. Marks are cumulative for the Yearly Report.



# PDHPE

## COURSE DESCRIPTION

In Personal Development, Health and Physical Education students cover the following units; Bullying, Personal Safety, Drug Use, Mental Health and Adolescence and Change. Students analyse health issues that impact on young people, learn how to access and assess health information, develop an understanding of inclusivity and diversity as well as explore positive relationships and strategies that enhance their ability to cope and feel supported. In practical lessons, students engage in Invasion Games, Net and Court, Target Games and Striking and Fielding units and learn tactical awareness, strategies, analysis of movement and the value of physical activity. Students are assessed on both theory and practical outcomes.

## ASSESSMENT SCHEDULE

Assessment Component	Weighting	TASK 1 Alcohol and other Drugs	TASK 2 Ongoing Practical Assessment	TASK 3 Coaching Assessment Task	TASK 4 Yearly Examination
		Term 1 Week 10	Term 2 Week 4	Term 3 Weeks 7-10	Term 4 Week 2
Health, Wellbeing and Relationships	35%		20%		15%
Movement, Skill and Performance	35%	15%		20%	
Healthy, safe and Active Lifestyles	30%	10%	5%	5%	10%
Total	100%	25%	25%	25%	25%
Outcomes		4.9 4.10	4.2 4.3	4.4 4.5	4.6 4.7

Outcome descriptions will be outlined in detail on each assessment task.

# SCIENCE

## COURSE DESCRIPTION

The study of science develops student's scientific knowledge and understanding, skills and values and attitudes within broad areas of science that encompass the traditional disciplines of Physics, Chemistry, Biology and the Earth Sciences.

## REPORTING CYCLE

- Half Yearly Report Due - Term 2, Week 7. Report includes Task 1 and 2 - A Semester Class mark, Year Rank.
- Yearly Report Due - Term 4, Week 5. Report includes Task 3 and 4. Report is based on 50% Semester One and 50% Semester Two. Yearly Report will include Mark, Year Rank, and Grade (A-E).

## ASSESSMENT SCHEDULE

SEMESTER ONE				
P[R54		COMPONENT	WEIGHT	DUE
1.	Independent Research Task	Chapter 1 - Working with Scientific Data (6 weeks) Chapter 5 - Energy (5 weeks) For the task, Teacher will give a list of topics to choose from.	25%	Term 1 Week 7
2.	Half Yearly Examination	Chapter 2 - Cells (3 weeks) Chapter 3 - Body Systems (7 weeks) Topics for the Half-Yearly Exam (Investigation/skills, Cells, Energy) ALARM Literacy Task	20%	Term 2 Week 4
COMPONENT				
TASK		COMPONENT	WEIGHT	DUE
3.	Practical/Skills Examination (Chemistry & Biology)	Chapter 6 - Elements, Compounds and Mixtures (5 weeks) Chapter 7 - Physical and Chemical Changes (5 weeks)	25%	Term 3 Week 4
4.	Yearly Examination	Topics for the Yearly Exam - Body systems, Part of Rocks & Minerals, Chemistry	30%	Term 4 Week 2
	Topics to be taught in Term 4	Chapter 8 - Rocks and Minerals (5 weeks) Chapter 4 - Reproduction - (4 weeks)		





# TECHNOLOGY

## COURSE DESCRIPTION

An introductory to Technology revision Unit will be studied by each student for the first four weeks of the course. The Unit aims to provide essential background knowledge in design process and Folio documentation to successfully complete the course and includes general safety instructions in practical classrooms. The students then study three design specialisation areas, rotating every cycle to undertake a different area of specialisation. The cycle change dates for 2019 are as follows:

- *Rotation 1 – Week 1 Term 1 to Week 4, Term 2 (15 weeks)*
- *Rotation 2 – Week 5, Term 2 to Week 8, Term 3 (14 weeks)*
- *Rotation 3 – Week 9, Term 3 to Week 10, Term 4 (12 weeks)*

## ASSESSMENT SCHEDULE

### ROTATION 1

TASK	COMPONENT/DESCRIPTION	WEIGHT	DUE
1.	<b>Mandatory Introductory Unit (Revision)</b> - Complete activity handbook on design process and general safety.	20%	<b>Term 1</b> Week 6
<b>ROTATION 1 SPECIALISATION AREA</b>			
2.	Research Assignment and oral task	10%	<b>Term 1</b> Week 10
3.	Design Folio	20%	<b>Term 2</b> Week 3
4.	Practical Project	50%	<b>Term 2</b> Week 3

### ROTATION 2

TASK	COMPONENT/DESCRIPTION	WEIGHT	DUE
5.	<b>Mandatory Writing Task Unit</b> – Complete activity handbook and writing tasks.	20%	<b>Term 2</b> Week 9
<b>ROTATION 2 SPECIALISATION AREA</b>			
6.	Research Assignment and oral task	10%	<b>Term 3</b> Week 3
7.	Design Folio	20%	<b>Term 3</b> Week 7
8.	Practical Project	50%	<b>Term 3</b> Week 7

### ROTATION 3

TASK	COMPONENT/DESCRIPTION	WEIGHT	DUE
<b>ROTATION 3 SPECIALISATION AREA</b>			
9.	Research Assignment and oral task	10%	<b>Term 4</b> Week 3
10.	Design Folio	20%	<b>Term 4</b> Week 7
11.	Practical Project	50%	<b>Term 4</b> Week 7

Students will be assessed during their initial cycle on the design specialisation area they are undertaking. This will be reported in Half-Yearly Report. A mark out of 100 will be awarded and calculated as per the assessment schedule for Rotation 1. Ranks will be based on Year Cohort group. Yearly Report will be based on the assessment carried out in second rotation cycle and include 80 % from total of Rotation 2 marks as well as 20% marks from rotation 3. The teacher assessing Rotation 2 will be responsible for the completion of Yearly Reports. Ranks will be based on Year Cohort group and include an overall achievement grade (A – E) for both the reports. All reports will have an overall Effort score (1-5) as well.



# VISUAL ARTS

## COURSE DESCRIPTION

The Year 8 course in Visual Arts fosters interest and enjoyment in artmaking and the studying of art. It provides students with the opportunity to further develop and build their practical skills in a range of expressive forms and also further build an understanding of historical and critical study in the art world.

## ASSESSMENT SCHEDULE

SEMESTER ONE				
TASK		COMPONENT	WEIGHT	DUE
1.	Critical / Historical Study	Research task of selected artists / artworks. -	20%	<b>Term 1</b> Week 6
2.	Artmaking	Practical work includes: - Lead up drawings, designs Key artwork	20% 50%	<b>Term 2</b> Week 2
3.	Ongoing Assessment	Visual Arts Process Diary Worksheets / Homework	5% 5%	Throughout Semester
<b>TOTAL</b>			<b>100%</b>	
SEMESTER TWO				
TASK		COMPONENT	WEIGHT	DUE
1.	Critical / Historical Study	Research task of selected artists / artworks. -	20%	<b>Term 3</b> Week 4
2.	Artmaking	Practical work includes: - Lead up drawings, designs Key artwork	20% 50%	<b>Term 4</b> Week 2
3.	Ongoing Assessment	Visual Arts Process Diary Worksheets / Homework	5% 5%	Throughout Semester
<b>TOTAL</b>			<b>100%</b>	

Task description and marking criteria for each assessment task will be provided in the Assessment Notification.

The Half Yearly Report includes Semester 1 tasks.

The Yearly Report includes Semester 1 & 2 tasks.



# ASSESSMENT CALENDAR TERM 1

WEEK DUE	SUBJECT	TASK	WEIGHT %
Ongoing	GEOGRAPHY	In-Class Ongoing Assessments	20
Ongoing	ENGLISH	In-Class Ongoing Assessments	10
Ongoing	HISTORY	In-class Ongoing Assessments Terms 1 & 2	30
Ongoing	LITERACY	In-Class Ongoing Assessments	25
Ongoing	MUSIC	Performance	15
6	HISTORY	Historical inquiry	35
6	TECHNOLOGY	Mandatory Introductory Unit	20
6	VISUAL ARTS	Art Study	15
7	SCIENCE	Independent Research Task	25
8	ENGLISH	Comprehension Assessment	25
8	GEOGRAPHY	Extended Response – Discussion Essay	40
8	MATHEMATICS	Written Test	30
8	MUSIC	Composition	10
9	LANGUAGES	Assignment project	30
10	PDHPE	Alcohol and Other Drugs	25
10	TECHNOLOGY	Research Assignment & Oral Task	10
10	TECHNOLOGY	Research Assignment & Oral Task	10

# ASSESSMENT CALENDAR TERM 2

WEEK DUE	SUBJECT	TASK	WEIGHT %
Ongoing	ENGLISH	In-Class Ongoing Assessments	10
Ongoing	GEOGRAPHY	In-Class Ongoing Assessments	20
Ongoing	HISTORY	In-class Ongoing Assessments <b>T</b>	30
Ongoing	MUSIC	Performance	15
Ongoing	MUSIC	Class assessment	5
2	VISUAL ARTS	Artmaking	70
3	GEOGRAPHY	Final Exam	40
3	HISTORY	In-class Extended Response	35
3	LANGUAGES	Continuous assessment	30
3	LANGUAGES	Half Yearly Examination	40
3	MATHEMATICS	Class Mark: Mathletics, exercise book/effort.	30
3	MATHEMATICS	Written Test	40
3	TECHNOLOGY	Design Folio	20
3	TECHNOLOGY	Practical Project	50
3	TECHNOLOGY	Design Folio + Practical Project	20 + 50
4	LITERACY	Wide Reading Matrix	25
4	MUSIC	Aural & Theory	15
4	PDHPE	Ongoing Practical Assessment	25
4	SCIENCE	Examination	20
6	ENGLISH	Writing Assessment	25
9	SCIENCE	Alarm Literacy Task	Reported Outcome
9	TECHNOLOGY	Mandatory Writing Task Unit	20



# ASSESSMENT CALENDAR TERM 3

WEEK DUE	SUBJECT	TASK	WEIGHT %
Ongoing	ENGLISH	In-Class Ongoing Assessments	10
Ongoing	GEOGRAPHY	In-Class Ongoing Assessments	20
Ongoing	HISTORY	In-class Ongoing Assessments Terms 3 & 4	30
Ongoing	LITERACY	In-Class Ongoing Assessments	25
Ongoing	MUSIC	Performance	15
2	MUSIC	Composition	20
3	TECHNOLOGY	Research Assignment & Oral Task	10
4	ENGLISH	Multi-modal Task	30
4	MATHEMATICS	Written Test	30
4	SCIENCE	Practical Skills Examination	25
4	VISUAL ARTS	Art Study	20
6	HISTORY	Historical inquiry	35
6	TECHNOLOGY	Design Folio	20
6	TECHNOLOGY	Practical Project	50
7	TECHNOLOGY	Design Folio	20
7	TECHNOLOGY	Practical Project	50
7-10	PDHPE	Coaching Assessment	25
8	GEOGRAPHY	Extended Response – Discussion Essay	40
9	HISTORY	In-class Extended Response	35
9	LANGUAGES	Assignment project	30
9	MATHEMATICS	Working Mathematically project	10

# ASSESSMENT CALENDAR TERM 4

WEEK DUE	SUBJECT	TASK	WEIGHT %
Ongoing	ENGLISH	In-Class Ongoing Assessments	10
Ongoing	GEOGRAPHY	In-Class Ongoing Assessments	20
Ongoing	MUSIC	Class assessment	5
2	GEOGRAPHY	Final Examination	40
2	HISTORY	In-class Extended Response	35
2	LANGUAGES	Continuous assessment	30
2	LANGUAGES	Yearly Examination	40
2	MATHEMATICS	Written Test	40
2	MATHEMATICS	Class Mark	20
2	PDHPE	YEARLY EXAMINATION	25
2	SCIENCE	YEARLY EXAMINATION	30
2	VISUAL ARTS	Artmaking	70
3	LITERACY	Final exam	25
3	MUSIC	Aural and Theory Test	15
3	TECHNOLOGY	Research Assignment & Oral Task	10
3	VISUAL ARTS	Art Study	20
7	TECHNOLOGY	Design Folio	20
7	TECHNOLOGY	Practical Project	50



# ASSESSMENT PLANNER 2020

	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
<b>WK 1</b>				
<b>WK 2</b>				
<b>WK 3</b>				
<b>WK 4</b>				
<b>WK 5</b>				
<b>WK 6</b>				
<b>WK 7</b>				
<b>WK 8</b>				
<b>WK 9</b>				
<b>WK 10</b>				