



YEAR 8

ASSESSMENT INFORMATION

2022

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ASSESSMENT AND REPORTING IN STAGE 4

A-E Grading

The A to E grading scale lets teachers report student academic achievements at any point in time using clear standards.

Achievement standards have two important components. These can be thought of in terms of **what** and **how well**.

What students are expected to learn and **how well** they have achieved.

The A to E grade scale summarises the standard (or quality) of achievement associated with each grade. The scale describes:

- the depth of knowledge and understanding and
- the range of skills that students working at that standard typically show.

Grades are given for individual achievement. Students will get the grade that best matches the standard of their achievement. Teachers are **not** limited to set numbers of each grade within their class or school.

Grades are one aspect of school reporting to parents. Other important tools include:

- teacher comments
- parent-teacher interviews and
- information about student effort and application.

THE COMMON GRADE SCALE DESCRIBES PERFORMANCE AT EACH OF FIVE GRADE LEVELS

The Common Grade Scale shown below can be used to report student achievement in both primary and junior secondary years in all NSW schools.

A The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

B The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

C The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

D The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

E The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

REQUIREMENTS OF STUDENTS

The class will be given two weeks' notice of the specific date and nature of any assessment task. It is the responsibility of any absent student to ask the teacher about the assessment task. All students are responsible for ensuring that they understand the school's policies on assessment.

Students are required to complete all assessment tasks in every course. All tasks must be attempted to the best of their ability so that they demonstrate maximum level of achievement. It is the responsibility of the student to demonstrate, through application and achievement, that they have met the requirements of the course.

Assessment Tasks/Examinations and non-completion – STAGE 4. It is essential that students present for and/or complete all assessment tasks/examinations. Where a task cannot be completed on time, the following special procedures will be implemented in all courses in all subjects.

Non completion without a valid reason

Where there is no valid reason for non-completion or late submission of an assessment task/examination, a mark of zero will be awarded, however the student must still complete the task to demonstrate their achievement of the task outcomes.

Absence due to illness/misadventure

The following will be required in order to decide whether or not a student has a valid reason for non-completion of a task:

- a) **PRIOR NOTIFICATION** of absence from the task from a parent/guardian. Other than in exceptional cases (e.g. accident on the way to school) the school/teacher must be contacted **BEFORE** the task takes place, in person, by phone or letter.
- b) A **WRITTEN STATEMENT** from the student's parent/guardian explaining the absence and/or A **DOCTOR'S CERTIFICATE** must be provided where illness is involved. Other official documentation will be required in the case of misadventure.

NOTE: A *Parental Statement* and/or a *Doctor's Certificate* must be received at school on **the first day back after the missed task**. This documentation is to be handed to the relevant Head Teacher or Deputy.

Important Note: Technology failure is not an acceptable reason for lateness unless the student can provide proof (e.g. printed copy) that the work has been completed.

Due to leave other than illness/misadventure

Leave, for reasons other than illness/misadventure, authorised by the Principal, is a valid reason for non-completion of an assessment task/examination by the due date. Students, however, must see the Head Teacher of that subject to negotiate another time to sit for the assessment. Students who take unauthorised leave will receive a zero mark. The task still needs to be completed in order to demonstrate achievement of outcomes.

Students are required to submit their own work and not the work of other students. Unethical conduct in an assessment task will result in a zero mark being awarded. If a student uses another person's work without giving credit for that work they are engaging in plagiarism, which will result in a zero mark. Cases of cheating during examinations will also



result in zero marks. Parents will be notified in writing of any zero mark awarded for dishonest and/or unethical conduct.

Students will be informed of their results for each assessment task. Students must ensure that any questions that they have about the marks awarded or comments made for an individual piece of work are resolved at the time the work is handed back. Full school reports will be completed twice a year.

Students who transfer to The Forest High School after the assessment program has begun will have their final grade prepared based on the assessment tasks completed since their arrival. If insufficient assessment results are available the student's previous school may be contacted for information regarding the student's performance relative to the Common Grade Scale.

UNSATISFACTORY ATTENDANCE

It is the responsibility of students and their parents to ensure that students attend school. The Principal and/or other appropriate staff will interview students who have poor attendance records. Students and parents will be notified in writing if attendance, both whole and partial, is in danger of becoming unsatisfactory. The Principal may determine that, as a result of a student's poor attendance, the course completion criteria may not be met.



APPENDIX 1 - MISADVENTURE FORM

Student's Name: _____ Date: _____

Subject: _____ Class Teacher: _____

Type of Task: _____ Date Scheduled: _____

Are you seeking special consideration for: (tick)

- a) Illness b) Misadventure c) Genuine reason for extension d) Appeal

Reasons for Failure to meet Requirements:

Signature Student: _____ Date: _____

Signature Parent: _____ Date: _____

Please return to the **Head Teacher** immediately on your return to school. When your absence/late submission is known before the date of the task, this form must be submitted to the Head Teacher **BEFOREHAND**. Supporting evidence should be attached to this form.

Head Teacher Recommendation:

Refer to Assessment Appeal Panel Yes No
 Student Request for an Appeal/Review Yes No

Head Teacher Signature: _____ Date: _____

Class Teacher's Signature: _____ Date: _____

APPENDIX 2 – SAMPLE LETTER OF UNACCEPTABLE

ATTITUDE/APPLICATION IN CLASS

The following letter is sent to parents/guardians when a student is not applying themselves in class.

*

Dear Charles & Isabelle Scott

Unacceptable Attitude/Application in Music Classes: Bon Scott Year 8

Bon Scott has failed to maintain an acceptable level of attitude and application in Music. This behaviour could result in a poor report at the end of the semester unless Bon makes a greater effort. This particular letter has been sent in relation to the incident outlined below:

Playing too loudly and disturbed other students.

The work Bon is asked to attempt is an essential part of the learning process and this failure to keep up with his work may eventually mean he shall be deemed not to have satisfied some outcomes of the course. Please discuss this matter with Bon.

Please do not hesitate to contact me by telephone on 02 94515111 if you would like to discuss this matter further.

*

Where the letter includes non-submission or completion of an assessment task, you will be provided a copy of the notification and your child will have two weeks to complete the outstanding work.

If your child requires additional support to complete assessment tasks, contact the Year Adviser for advice on accessing assistance through Learning Support or the Teacher Librarian.

Year 8 Courses

English

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
Task 1 Term 1, Week 7	Poetry – In Class Exam	20%	AL1, AL3
Task 2 Term 2, Week 4	Asian Voices – Essay	20%	AL2, AL4, AL5
Task 3 Term 2, Week 10	Chills and Thrills – Short Story	20%	AL1, AL2, AL5
Task 4 Term 3, Week 5	Literacy Test	20%	AL1, AL2
Task 5 Term 4, Week 4	Win With Words – Speech	20%	AL3, AL4

Area of Learning	
AL1	A student communicates through speaking, listening, reading, writing, viewing and representing
AL2	A student uses language to shape and make meaning according to purpose, audience and context
AL3	A student thinks in ways that are imaginative, creative, interpretive and critical
AL4	A student expresses themselves and their relationship with others and the world
AL5	A student reflects on their learning through their study of English.

Geography Semester One Cohort

Term, week and Task Number	Description of Task	Area of Learning	Weighting
<u>Task 1</u> Term – 1 Week- 7	Field Study and Report Coastal Environments <i>Assessment for as learning</i>	AL1, AL3, AL5, AL6	40%
<u>Task 2</u> Term – 2 Week- 5	Skills and short answer questions <i>Assessment of learning</i>	AL2, AL4, AL5, AL6	40%
<u>Term 1 – 2</u>	Class work	AL6	20%

Your report will record your final grade and the level you achieved in the course outcomes. All assignments must be submitted as a course requirement. **They must be submitted by the due date** otherwise a mark of zero will be awarded without an acceptable reason as deemed by the Head Teacher. Any absence from a test or in class assignment must be completed in the first lesson back.

Students are required to submit their own work. Plagiarism or work that is the work of other students will receive a zero mark.

Area of Learning	Outcome
AL 1 Students locates and describes the diverse features and characteristics of a range of places and environments and the processes that form and transform them	GE4.1 and 4.2
AL 2 Explains how interactions and connections between people, places and environments result in change and examines different perspectives of people and organisations on a range of geographical issues	GE4.3 and 4.4
AL 3 Discuss management of places and their environments for their sustainability	GE4.5
AL 4 Explains differences in human wellbeing	GE4.6
AL 5 Acquire and process geographical information by selecting and using geographical tools for inquiry	GE4.7
AL 6 Communicate geographical information using a variety of strategies	GE4.8

Assessment Framework

- **Assessment FOR learning**
 - Enables your teacher to use information about your knowledge, understanding and skills to inform their teaching
 - Your teacher provides feedback about your learning and how to improve.
- **Assessment AS learning**
 - Involves you in the learning process where you monitor your own progress, ask questions, and practice skills
 - You use self-assessment and teacher feedback to reflect on your learning, consolidate your understanding and work towards learning goals.
- **Assessment OF learning**
 - Your teacher uses evidence of your learning to assess your achievement against learning goals and standards

Geography Semester Two Cohort

Term, week and Task Number	Description of Task	Area of Learning	Weighting
<u>Task 1</u> Term – 3 Week- 7	Field Study and Report Coastal Environments <i>Assessment for as learning</i>	AL1, AL3, AL5, AL6	40%
<u>Task 2</u> Term – 4 Week- 5	Skills and short answer questions <i>Assessment of learning</i>	AL2, AL4, AL5, AL6	40%
<u>Term 3 – 4</u>	Class work	AL6	20%

Your report will record your final grade and the level you achieved in the course outcomes. All assignments must be submitted as a course requirement. **They must be submitted by the due date** otherwise a mark of zero will be awarded without an acceptable reason as deemed by the Head Teacher. Any absence from a test or in class assignment must be completed in the first lesson back.

Students are required to submit their own work. Plagiarism or work that is the work of other students will receive a zero mark.

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Assessment Framework

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- **Assessment OF learning**
 - Your teacher uses evidence of your learning to assess your achievement against learning goals and standards

History Semester One Cohort

Week due and Task Number	Description of Task	Area of Learning	Weighting
Task 1 Term 1 Week 7	Extended Response Medieval Europe <i>Assessment for learning</i>	AL 1, AL 2, AL4	40%
Task 2 Term 2 Week 2	Examination of Medieval Europe, Shogunate Japan and Aztecs Skills, sources and short response. <i>Assessment of learning</i>	AL 1, AL 2, AL 3	40%
Term 1- 2	Classwork	AL4	20%

Your report will record your final grade and the level you achieved in the course outcomes. All assignments must be submitted as a course requirement. **They must be submitted by the due date** otherwise a mark of zero will be awarded without an acceptable reason as deemed by the Head Teacher. Any absence from a test or in class assignment must be completed in the first lesson back.

Students are required to submit their own work. Plagiarism or work that is the work of other students will receive a zero mark.

AL	Area of Learning
1	Develop knowledge and understanding of the nature and significance of History
2	Develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations
3	Develop skills to undertake the process of historical inquiry
4	Develop skills to communicate their understanding of history

Assessment Framework

- **Assessment FOR learning**
 - enables teacher to use information about students' knowledge, understanding and skills to inform their teaching
 - teacher provides feedback about their learning and how to improve.
- **Assessment AS learning**
 - involves student in the learning process where they monitor their own progress, ask questions, and practice skills
 - student uses self-assessment and teacher feedback to reflect on their own learning, consolidate their understanding and work towards learning goals.
- **Assessment OF learning**
 - assists teacher to use evidence of student learning to assess student achievement against learning goals and standards

History Semester Two Cohort

Week due and Task Number	Description of Task	Area of Learning	Weighting
Task 1 Term 3 Week 7	Extended Response Medieval Europe <i>Assessment for learning</i>	AL 1, AL 2, AL4	40%
Task 2 Term 4 Week 2	Examination of Medieval Europe, Shogunate Japan and Aztecs Skills, sources and short response. <i>Assessment of learning</i>	AL 1, AL 2, AL 3	40%
Term 3 - 4	Classwork	AL4	20%

Your report will record your final grade and the level you achieved in the course outcomes. All assignments must be submitted as a course requirement. **They must be submitted by the due date** otherwise a mark of zero will be awarded without an acceptable reason as deemed by the Head Teacher. Any absence from a test or in class assignment must be completed in the first lesson back.

Students are required to submit their own work. Plagiarism or work that is the work of other students will receive a zero mark.

AL	Area of Learning
1	Develop knowledge and understanding of the nature and significance of History
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Assessment Framework

- **Assessment FOR learning**
 - enables teacher to use information about students' knowledge, understanding and skills to inform their teaching
 - teacher provides feedback about their learning and how to improve.
- **Assessment AS learning**
 - involves student in the learning process where they monitor their own progress, ask questions, and practice skills
 - student uses self-assessment and teacher feedback to reflect on their own learning, consolidate their understanding and work towards learning goals.
- **Assessment OF learning**
 - assists teacher to use evidence of student learning to assess student achievement against learning goals and standards

Languages

Year 8 students' study one language from Chinese, Japanese or German.

Chinese

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
Task #1 Due: Term 1, week 9	Reading and Writing assessment	25%	2, 3
Task #2 Due: Term 2, week 7	Listening, Reading and Writing assessment	30%	2, 3, 4
Task #3 Due: Term 3, week 9	Listening and Speaking Task	25%	1, 2
Task #4 Due: Term 4, week 5	Cultural Research Task	20%	5

German

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
Task #1 Due: Term 1, week 9 (Tuesday)	Listening Task	25%	1, 2, 5
Task #2 Due: Term 2, week 7	Writing and Reading assessment	25%	1, 2, 3, 4, 5
Task #3 Due: Term 3, week 7	Reading and Listening Task	25%	1, 2, 4, 5
Task #4 Due: Term 4, week 4	Speaking assessment	25%	1, 2, 3, 4, 5

Japanese

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
Task #1 Due: Term 1, week 9	Reading and Writing assessment	25%	2, 3
Task #2 Due: Term 2, week 7	Listening, Reading and Writing assessment	30%	2, 3, 4
Task #3 Due: Term 3, week 9	Listening and Speaking Task	25%	1, 2
Task #4 Due: Term 4, week 5	Cultural Research Task	20%	5

Areas of Learning

AL 1: Interacting – exchanging information, ideas and opinions, and socialising, planning and negotiating (Speaking)

AL 2: Accessing and responding – – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts (Listening and Reading)

AL 3: Composing – creating spoken, written, bilingual, digital and/or multimodal texts (Speaking and Writing)

AL 4: Systems of language – understanding the language system, including sound, writing, grammar and text structure; and how language changes over time and place (General)

AL 5: The role of language and culture – understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity (Culture)

Note: Assessment due dates may subject to change

Mathematics

Students in this course use mathematical terminology, algebraic notation, diagrams, text and tables to communicate mathematical ideas, and link concepts and processes within and between mathematical contexts. They apply their mathematical knowledge, skills and understanding in analysing real-life situations and in systematically exploring and solving problems using technology where appropriate. Students develop fluency within a range of algebraic techniques and in the solution of familiar problems. In solving particular problems, they compare the strengths and weaknesses of different strategies and solutions.

Students undertake informal assessment in the form of topic tests, book marks and class observations. The formal assessment is below and contains four term tests and one assignment. Each test will offer a Part A basic skills section and a Part B application of the content section. Students who are under the learning support program may opt to only attempt Part A. Students are able to bring an A4 hand written reference sheet to each term examination. The marks from these assessments will determine the grades in the Mid-Year and Yearly reports. The final mark will be used to determine placement in classes for the following year.

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
Task 1 Term 1 Week 8	Test - Pythagoras, Working with Numbers	20%	AL1, AL2, AL3
Task 2 Term 2 Week 6/7	Test –Algebra, Geometry, Probability	25%	AL1, AL2, AL3, AL4
Task 3 Term 3 Week 7	Test - Area and Volume, Percentages, Equations	25%	AL1, AL2, AL3
Task 4 Tm 3 Wk 8/9/10	Assignment - Statistics	10%	AL1, AL4
Task 5 Term 4 Week 4/5	Test – Statistics, Ratio and Rates	20%	AL1, AL2, AL4

Area of Learning	
AL1	Working Mathematically Students develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning
AL2	Number and Algebra Students develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation
AL3	Measurement and Geometry Students identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems
AL4	Statistics and Probability Students collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements.

Music

Task Number and Date	Description of Task	Weighting %	Areas of Learning
Task 1 Term 1 Week 6 -10	Ukulele Performance <ul style="list-style-type: none"> - Students will demonstrate their skills by playing Ukulele chords and tablature - Students will perform chords in the 12 Bar Blues structure and choose from a range of blues solos to perform. 	25%	AL1, AL2
Task 2 Term 2 Week 3-4	Topic Test <ul style="list-style-type: none"> - Students will complete an aural skills and theory knowledge test covering material from the Blues and Early Rock (50s, 60s and 70s) 	25%	AL3
Task 3 Term 3 Week 6/7	Rock Music Composition <ul style="list-style-type: none"> - Students will compose a lyric based piece of music demonstrating their understanding of chord progressions and structure 	25%	AL1, AL4
Task 4 Term 4 Week 4-6	Drum performance <ul style="list-style-type: none"> - Students will perform a given set of rhythms on the drum kit, applying knowledge of drum notation, 	25%	AL1, AL2

Areas of Learning	
AL1	Performing Students will perform short rhythmic patterns and pieces on keyboard, ukulele and vocals
AL2	Notation Students will read and understand note values, rhythmic patterns and treble & bass clef notes. Students will read keyboard/piano notation and ukulele chord and TAB notation. Students will gain knowledge of the concepts of music Structure, Pitch, Duration, Texture, Tone Colour, Dynamics & Expressive Techniques.
AL3	Listening Students will recognise tonality, pitch direction & intervals and rhythmic patterns
AL4	Composition Students will compose music to represent story characters and action using music composition software.

Personal Development, Health and Physical Education

Task number and Date	Description of task	Weighting %	Areas of learning
Term 1,2,3 and 4	Participating in a variety of games situations	60	AL1
Term 1 Week 10	Nutrition and Fitness Assessment task	20	AL2, AL3
Term 3 Week 7	Body Image assessment Task	20	AL2, AL3

Areas of Learning	
AL1	Demonstrates how movement skills and concepts can be adapted, refines, applies and transfers movement skills in a variety of dynamic physical activity contexts.
AL2	Investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
AL3	Investigates effective strategies to promote inclusivity, equality and respectful relationships. Examines and evaluates strategies to manage current and future challenges

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
Task 1 Term 1 Week 7	Extended response on the human body systems	20%	AL1, AL8
Task 2 Term 2 Week 6-8	Student Investigation: Energy transfer and insulation	30%	AL2, AL 6, AL7, AL8
Task 3 Term 3 Week 5-6	Students create scientific models to show the processes of chemical and physical change	20%	AL3, AL7, AL8
Task 7 Term 4 Week 7	Yearly examination to assess students' development of knowledge and skills across the Y8 topics	30%	AL5, AL6, AL7, AL8

Note: VALID 8 Mandatory Testing will occur between 18/10-20/10. This is an online test taken by all Y8 students across NSW to assess their progress across Y7 and Y8 (Stage 4) in Science.

Areas of Learning	
AL1	Describes how multicellular organisms contain systems of organs that carry out specialised functions to enable survival, describes how advances in Science are improving health
AL2	Discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
AL3	Describes the structure and properties of elements, compounds and mixtures and can explain the key features in chemical and physical change
AL4	Explain how sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales
AL5	Applies knowledge and skills from the course to different situations in the yearly examination
AL6	Plans and conducts scientific investigations
AL7	Processes/analyses data to identify trends, solve problems, draw evidence-based conclusions
AL8	Communicates ideas scientifically

Technology

Task Number and Date	Description of Task	Weighting	Areas of Learning
Task 1 Term 1 Week 8/9	Literacy Task - Sustainability	10%	AL 1, AL4, AL5, AL7
Task 2 Term 2 Week 7/8	Design and Production Folio with Product	40%	AL2, AL3, AL5 AL6, AL7
Task 1 Term 3 Week 5/6	Literacy Task - Sustainability	10%	AL 1, AL4, AL5, AL7
Task 2 Term 4 Week 3 Term 4 Week 7	Design and Production Folio Product	40%	AL2, AL3, AL5 AL6, AL7

Note: The Year 8 student group will study Material Technologies contexts which may include but not limited to textiles, electronics, metals, polymers, timber, graphics, and multimedia. Rotation of groups should occur at the end of the semester. Assessment tasks will include a design and production folio, a product and a literacy task for each context area. Digital Technologies will be integrated throughout the course.

Areas of Learning	
AL1	Demonstrates knowledge and understanding of designers, industry practices and the impact on individuals, society and the environment
AL2	Documents with clear evidence of planning, managing, designing and production of work to completion
AL3	Conducts relevant research of appropriate materials, processes, technologies and resources
AL4	Reveals evidence of a range of appropriate presentation & communication techniques for a wide variety of audiences
AL5	Independently applies technical skills to develop and produce quality design solutions
AL6	Selects and safely uses a range of tools, materials and processes demonstrating appropriate risk management and safe work practices throughout design and production
AL7	Evaluates and makes judgements of design factors and influences throughout the design and development of the project

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
Task 1 Term 1, week 8	Research Task – Distortion in Portraiture	15%	AL2
Task 2 Term 2, week 6	Artworks: Distorted Self-Portrait Painting AND Visual Arts Diary (including portrait drawings and digitally distorted photograph)	35%	AL1
Task 3 Term 4, week 1	Research Task – Environmental Artists	15%	AL2
Task 4 Term 4, week 5	Artworks: Pop Art Bust, Environmental Art AND Visual Arts Diary	35%	AL1

Areas of Learning	
AL1	Students will develop knowledge, understanding and skills to make artworks informed by their understanding of practice, the conceptual framework and the frames
AL2	Students will develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames.

YEAR 8 ASSESSMENT PLANNER

Enter the dates for your assessment tasks below.

Term 1

Term 2

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

Term 3

Term 4

Week 1		Week 1	
Week 2		Week 2	
Week 3		Week 3	
Week 4		Week 4	
Week 5		Week 5	
Week 6		Week 6	
Week 7		Week 7	
Week 8		Week 8	
Week 9		Week 9	
Week 10		Week 10	