Girraween High School

2024

Year 8

Assessment Policy Booklet

as at 14/12/2023

Contents

School Assessment Procedures

The Purpose of Assessment

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment provides opportunities for teachers to gather evidence about student achievement in relation to outcomes; enables students to demonstrate what they know and can do; clarifies student understanding of concepts and promotes deeper understanding; and it provides evidence that current understanding is a suitable basis for future learning.

NSW syllabuses promote an integrated approach to teaching, learning and assessment. *Assessment for learning*, *assessment as learning* and *assessment of learning* are approaches that can be used to gather evidence about student achievement and to improve student learning.

Assessment for learning involves teachers using evidence about students' skills, knowledge and understanding to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Assessment *for* learning and assessment *as* learning incorporate some common elements, such as: self-assessment and peer assessment; strategies for students to actively monitor and evaluate their own learning; feedback, together with evidence, to help teachers and students decide whether students are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills.

Some of the tasks that students will be given in a subject will not be assessment tasks. Students are required to complete all *set tasks*, not only those for assessment.

Gathered evidence is used by teachers for *assessment of learning*, sometimes referred to as 'summative assessment', to rank or grade students. This usually takes place at key points in the learning cycle, such as at the end of Semester 1 and Semester 2, when students receive reports identifying the levels of skill, knowledge and understanding they have achieved.

Assessment Schedule Booklet and Time-Frame

This Assessment Booklet provides you with an assessment schedule for each of your subjects. Each assessment schedule lists for each task: type of task, ***approximate date*** (Term and Week), anticipated Areas of Learning to be assessed and weightings. At the conclusion of the subject assessment schedules in this Assessment Booklet is a Summary of Assessment Tasks – this will allow you to draw up your own diary of assessment tasks to assist you in managing and completing these tasks. If you have a problem with too many tasks scheduled at the one time, see your Year Adviser immediately.

Note that the dates listed in the assessment schedules and in the Summary of Assessment Tasks are APPROXIMATE.

Students will be informed by their teacher of the ACTUAL date and details of the assessment task at least TWO WEEKS before the task.

Note that the teacher notification has precedence over any information listed in the assessment schedules and Summary of Assessment Tasks contained in this Assessment Booklet – that is, details of assessment tasks listed in this Assessment Booklet (such as type of task, date of the task, Areas of Learning to be assessed, and weightings) may change from the date of issue of the booklet, so the notification given by the teacher will be used to list the correct details for each assessment task.

1.Attendance

Attendance at all timetabled classes is compulsory, especially on the day an assessment task is to be submitted or completed.

Students must have an authorised reason to be absent from school, and a written note must be supplied by the parent/caregiver to explain any absence. Unsatisfactory attendance may mean that a student does not satisfactorily complete a course and they may not be eligible to receive a Record of School Achievement.

Whenever students are absent from school, it is **their responsibility** to ensure that they know what work has been missed and to catch up with that work. Students who are absent on any day are responsible for ascertaining if any assessment task has been set for any course missed during their absence. No automatic extension is granted to students who are absent on the day the notice of a task is given.

2.Submission of Tasks

For assessment tasks which are completed outside the classroom:

- a *Statement of Authenticity and Academic Integrity* (which will be issued to the student when notification of the task is given) must be signed by the student and submitted with the completed assessment task
- students must use and follow the school's *Acknowledging Sources in Assessment Tasks* to acknowledge any component of the student's work that has been written, created or developed by others
- all tasks are to be submitted by the designated day and time (as per the teacher notification).

All tasks submitted after the designated time will be deemed to be LATE unless there are exceptional circumstances.

Failure to submit a task by the designated time will result in:

- a note being sent home (a copy of this note will be placed in the student's central file and given to the Year Adviser and Deputy Principals)
- the student will lose 20% of their marks per day for that task until the task is handed in, with a maximum loss of 100% after 5 days late. This included weekends. For example, if a task was due on Thursday, and not handed in till the following Monday, the student will lose 80%.

All faculties must maintain a record of tasks submitted. Tasks must be submitted in accordance with the instructions from the faculty.

3.Extensions to Due Dates or Special Consideration

An extension of time for completion of tasks may only be granted by the appropriate Head Teacher. Students must apply to the Head Teacher responsible well before the due date of the task. Extensions will only be granted in cases of severe illness or other exceptional circumstances.

If your extension is not granted, you must submit the task on the due date, even if it is incomplete.

Unless prior application for an extension has been approved by the appropriate Head Teacher, the late submission of a task will result in a deduction of marks for that task.

4.Prior Knowledge of Absence

Where a student has a clash between an assessment task and another school activity, the student **MUST** notify the relevant Head Teacher.

Where a student knows in advance that they will be absent on the day that an assessment task is to be submitted, the student must NOTIFY THE HEAD TEACHER AND THEIR CLASS TEACHER, and submit the work before the due date.

5.Absence Due to Illness/Misadventure and Submission of Tasks

It is the student's responsibility to perform/submit all tasks which are part of the Assessment Program. Assessment tasks must be submitted by the due date or performed in class at the specified time. Unless prior application for an extension has been approved by the appropriate Head Teacher, the late submission of a task will result in a deduction of marks for that task. If an extension has been granted there is no mark penalty.

Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** (and only after consultation with the appropriate Head Teacher).

Students are advised to complete all assessment tasks to the best of their ability if it is at all possible and to advise the school **IMMEDIATELY** if circumstances will prevent them from doing so.

If the student is absent for a task and has consulted the Faculty Head Teacher, the Head Teacher may:

- authorise for the student to complete the assessment task, or where appropriate, an alternative task upon the student's return to school or as soon as practicable after the student's return
- grant an extension of time
- determine an alternative mode of assessment

A student's performance in an alternative task can be reviewed by the Subject Head Teacher if:

- the student's performance is not commensurate with their performance in other assessments and/or
- the difficulty of the alternative task may not equate with the difficulty of the original task

After determination of the final mark, there are no grounds for further appeal.

If a student repeatedly misses an alternative task, an alternative mode of assessment will be utilised as determined by the Subject Head Teacher. An alternative mode of assessment may decrease in complexity in comparison to the original task. This means that a student is likely to experience difficulty in demonstrating understanding of course outcomes at a high level. As a result, a student may only achieve a limited mark that is commensurate with the level of understanding they have demonstrated.

6. Technology and Assessment Tasks

Most students now use some form of electronic technology to produce their hand-in assessment tasks. Some assessment tasks will <u>require</u> that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for extension will only be considered in **extreme circumstances**.

To minimise problems in relation to technology, students should adhere to the following protocols:

- when working at home, continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive)
- when working at school, save the latest version of your work to your personal files on the school server (see Mr Albanese for assistance if you are experiencing difficulties with the school server or you have forgotten your confidential username and password)
- tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school:
  - check the compatibility of your home software with the school's technology
  - save a copy of the final version of your task to an email address that can be accessed at school (such as name @education email account), as well as bringing it to school on external portable storage media.

To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers (during busy times, you may have trouble accessing the school computers / printers). If you are unable to print your work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing. Inform your class teacher of this. (Note: printing at school should only be a last resort and must be completed before the due hand in time.)

No student may have a **mobile phone** or **technological device** (including a **programmable watch** such as an Apple watch) with them during an in-class assessment task or major examination (such as a Yearly Examination). In this case, students must follow teacher instructions as to what they are required to do with their mobile phones and technological devices.

Teacher instructions could include:

- for in-class assessment tasks and major examinations conducted in classrooms: students to switch off or set to silent their mobile phone or technological device (including a programmable watch such as an Apple watch) then leave them in their school bag. Student school bags could be placed on the floor near the student or, if possible, at the front / back / side of the room.
- for major examinations conducted in the MPC: students to switch off or set to silent their mobile phone or technological device (including a programmable watch such as an Apple watch) then leave them in their school bag. Student school bags could be placed on the floor in the MPC near the wall closest to the Canteen. At times it may be deemed appropriate for students to switch off or set to silent their mobile phone or technological device then place it in a box as they enter the MPC.

Any student who is found with a **mobile phone** or **technological device** (including a **programmable watch** such as an Apple watch) during an in-class assessment task or major examination (such as a Yearly Examination) will have **breached the school examination rules**. Penalties can include a mark of **ZERO** for this task.

7.Oral Tasks

Oral tasks usually consist of two components – a written submission and the oral presentation itself. The form of the written submission will be explained by your teacher when the task is distributed.

All written submissions must be handed in by the designated time on the due date. All written submissions handed in after this time will be deemed LATE, unless there are exceptional circumstances, and the student will receive a mark deduction for the written submission component of the task.

In many cases, the actual oral presentations by students may take several periods over a number of days. On the specified time and day that the task is due, teachers will normally indicate to students the order in which they will make their presentations. Students MUST attend class at the time indicated for their oral presentation. It is the student's responsibility to be ready to give their oral presentation at the designated time on the designated date. Any student that is not present to give their oral presentation at the designated time on the designated date will be deemed LATE, unless there are exceptional circumstances, and the student will receive a mark deduction for the oral presentation component of the task.

In some circumstances, the written submission is the transcript of the oral presentation. If this transcript is not submitted by the designated time on the designated date, the student will receive a mark deduction for the task, unless there are exceptional circumstances.

8.Zero Marks

A **ZERO** mark may be awarded when a student:

- submits a task later than 5 days from the due date (without a valid reason)
- does not attempt a task (non-attempt)
- does not make a serious attempt at a task (non-serious attempt)
- is found to be involved in serious malpractice.

In such cases:

- parents/guardians will be informed in writing
- a copy of this parental notification will be placed in the student's central file and given to the Year Adviser and Deputy Principals.

9.Malpractice in Assessment Tasks

Each student's mark in an assessment task 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 school's ***Acknowledging Sources in Assessment Tasks***. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged.

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.

All work presented in assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving **ZERO marks** for that task.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- cheating, attempting to cheat, or assisting others to cheat
- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks*
- building on the ideas of another person without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks*
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks*
- paying someone to write or prepare material
- distracting other students from their work during an assessment task
- disrupting an assessment task in any way
- breaching school examination rules (this includes being found with a **mobile phone** or **technological device**, including a **programmable watch** such as an Apple watch, during an in-class assessment task or major examination (such as a Yearly Examination)
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Any student found involved in malpractice in completing an assessment task may be awarded a mark of **ZERO** for that task.

The decision with regard to malpractice having occurred will be taken by the class teacher, in consultation with the Head Teacher of the course involved, and notified immediately to the Deputy Principal.

The student, in writing, must make any appeal against such a decision to the Principal, within 24 hours of the decision being taken. The Principal will establish a committee to review any appeals of suspected malpractice and determine the appropriate action should malpractice be proven.

If malpractice is proven, a mark of ZERO may be awarded.

10. Artificial Intelligence

Artificial Intelligence (AI) refers to the use of computer programs which can undertake tasks or activities such as the writing / rewriting of essays, answering questions and problem solving.

The use of Artificial Intelligence Applications (AIA) in an assessment may be a breach of academic honesty which constitutes malpractice. Academic honesty can be breached in a number of ways.

These include, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially

Use of AIA in assessments may not help students to build their critical thinking skills and problem-solving skills and will not be able to be referenced appropriately. Furthermore, teachers must have confidence when marking assessments that they are marking the students' own work as opposed to work generated by an AIA.

The process of preparing material for assessment is an important part of students' learning experience. It allows students to demonstrate their understanding of concepts and apply what they have learnt in different domains and settings. In order to prove the integrity of their work, students should be able to produce multiple drafts and /or research notes in case of disputes. Assessment supports students in their development of analytical skills, evaluative judgement, communication skills, and presentation skills.

Any Assessment Task that is not the student's own work including AIA generated responses may be considered as plagiarism which is a form of malpractice. Hence, the student could receive a zero mark for the assessment task.

11. Disputes Regarding Assessment Tasks

Each student has the right to ask the class teacher why a particular mark was awarded for a specific assessment task. If the student is dissatisfied with the response given, the Head Teacher of the subject involved should be consulted.

Disputes over an individual task must be resolved with the Head Teacher on the day the task is returned.

12. Assessment Concerns

Where circumstances arise in the administration of assessment for the Junior Years not covered by the procedures described in this document, they should be referred to, and discussed with, the Principal for resolution.

Note: **The Principal is the final arbiter in all assessment matters.**

If the Principal is absent, students should see the Deputy Principal responsible for their Year, or the other Deputy Principal if this is not possible.

13. Disability Provisions

Girraween High School follows the NSW Education Standards Authority (NESA) guidelines in the use of Disability Provisions for all external examinations and internal examinations and assessments.
We intend to ensure that students with identified and documented permanent or temporary disabilities are able to access and engage in examinations or assessment tasks.
Disability Provisions and reasonable adjustments will be made for students with disabilities that have implications for their functioning in examinations or assessment tasks.
Students/parents who wish to make an application for Disability Provisions need to see the Deputy Principal for an application.

13.1 Identification of students with disabilities

Diagnosed learning disabilities require that documentation and appropriate testing is collated from a relevant professional to justify Disability Provisions. Medically diagnosed disabilities require appropriate documentation to support applications for Disability Provisions. School counsellors can suggest students require Disability Provisions. In this case, documentation must be provided from a treating clinician.
Students may be identified as needing Disability Provisions as a result of a valid Illness/Misadventure Application which will allow the student access and equity in an assessment or examination.
Approval for Disability Provisions for school assessments are given by the Deputy Principal in line with NESA guidelines after evidence and documentation has been considered.

13.2 Disability Provisions and Modifications

Where required, a reader/writer will be appointed. Readers/Writers will be guided/briefed on their role and responsibilities. This will be done by the Examination Supervisor or the Deputy Principal.
Other reasonable provisions such as, but not limited to, small group supervision, rest breaks or specialised equipment will be made as appropriate based on individual needs and appropriate documentation.

14. Acknowledging Sources in Assessment Tasks

14.1 Referencing

Referencing is a method of acknowledging the variety of sources of information and ideas that you have used while completing assessment tasks outside the classroom. Its purpose is to acknowledge the original source of ideas and work that is not your own. Direct quotations, facts and figures, as well as ideas and theories, from both published and unpublished works, must be referenced. Referencing is necessary to avoid plagiarism, to verify quotations and paraphrasing, and to enable readers (and markers) to follow up and read more fully the cited author's work.

Information that you are required to reference includes:

- quotations (exact words), or paraphrasing (information rewritten in your own words)
- ideas, arguments or specific information (such as statistics) proposed and developed by someone else.

The following types of sources do not need to be acknowledged:

- your own experiences or experimental results
- your original ideas, arguments or compositions
- common knowledge.

Common knowledge includes:

- facts that are commonly known (such as there are 12 months in a year)
- statements of facts that are easily available in a number of different kinds of sources (such as World War II began in 1939).

Referencing generally has two key elements:

❶ an in-text reference (that is, within the text of the assessment task) that indicates you have used a phrase, idea or concept from someone else

❷ a complete Reference List at the end of the assessment task giving full details of all sources referred to in the assessment task.

There are many referencing systems available. At Girraween High School, the **Harvard Style** of referencing is to be used when completing assessment tasks outside the classroom. If an assessment task is not referenced in the required format, you may be suspected of plagiarism.
All work presented in assessment tasks must be a student's own or must be acknowledged appropriately.
Malpractice, including plagiarism, could lead to students receiving **ZERO marks** for that task.

14.2 Plagiarism

Plagiarism is a form of **malpractice** or **cheating**.

Plagiarism is presenting another person's work as your own work by copying or reproducing it without acknowledgement of its source.

Plagiarism includes, but is not limited to:

- substantial parts of your presented or submitted assessment task has been copied from the work of someone else

- your assessment task contains a substantial body of copied material (including from the internet) without acknowledgement of the source through correct referencing
- engaging another person to produce or conduct research for your assessment task.

Plagiarism is seldom an issue when students properly acknowledge the source of the material. When completing an assessment task outside the classroom, to avoid the risk of plagiarism, students need to do two things – use in-text references and complete a Reference List.
Students found to be guilty of plagiarism in an assessment task could receive **ZERO marks** for the task.

14.3 Harvard Style Referencing Guide

14.3.1 In-text References

If you directly quote an author, discuss their idea, research or paraphrase their text in your assessment task, you must provide an in-text reference (that is, within the text of your task) acknowledging their name, the year of publication and the relevant page number(s) of their publication.

You must then list all the references cited in your task, with full bibliographic details in alphabetical order, in your **Reference List** at the end of your task.

Quote

This is where you copy the exact words from the original source. You must use the author's surname, the year of publication, and the page number(s).

Example: 'As discussed previously, a satellite can be put into Earth orbit. The required orbital velocity depends on the radius of the orbit.' (Warren 2008, p. 17)

' ' Single quotation marks are used for quotes of fewer than 30 words to show where the quote begins and ends, followed by the in-text reference.

When 30 or more words are quoted, quotation marks are NOT used. Instead, begin quoting the material on a new line and indent the text 5 spaces (use the Indent tool to keep all lines of the quote evenly indented) and include specific page number(s) in your in-text reference.

Paraphrase

This is where you use someone else's ideas, information, theories etc, but rewrite it in your own words (including grammar, vocabulary, sentence structure, and style). Note that no quotation marks are used here.

Example: Satellites can be out into orbit around the Earth, the orbital velocity depends on the altitude above the Earth's surface. In other words orbital velocity depends on the radius of orbit. (Warren 2008, p. 17)

Electronic/Internet/Web source

Exactly the same rules: Author's last name date, 'page' reference. Where there is no 'page' reference, you cite Author's last name date and paragraph number. Use the same methods as above if there are no identifiable authors, use the group name, or failing that, the short title of the site/page (University of Sydney, 2008).
Example: 'The easiest way to think about this is in two dimensions. Think of space and time as a piece of paper, which is bent over on itself. If a weight is put on top of the paper it will sag towards the centre. If there is another weight on the opposite side, it will also sag towards the centre. If the two bulges eventually meet, a wormhole could form and join two regions of space.' (BBC 2008, para 4)

14.3.2 Creating a References List

Your references must appear at the end of your task in a new section entitled **Reference List**. The references listed are arranged alphabetically by author. Where an item has no author, it is cited by its title, and ordered in the list alphabetically by the first significant word of the title. Start a new line for each reference.

A **Reference List** only includes material from other sources such as books, journals and electronic sources, including the internet, that are cited within the assessment task.

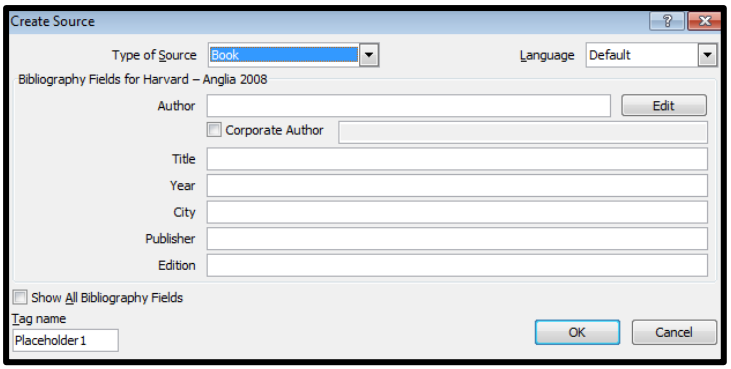
For some courses, such as Stage 6 Society and Culture, a **Bibliography** may be required. A Bibliography is a list of relevant sources of all materials you read while preparing and writing your task, even if they were not all referenced within the actual assessment task. Your teacher will inform you if a Bibliography is needed and the format to be used.

14.3.3 Inbuilt References Generator

Microsoft Word has an inbuilt References Generator. To use this within a Word document:

Step 1: In the *References* tab (top of the screen), look for the *Citations & Bibliography* section. If necessary, select the *Style* tab in the drop down menu and change the style to *Harvard*.

Step 2: When required to add an in-text reference, select *Insert Citation*, complete the required information, then hit *OK* to return to the document.



Step 3: Upon completing the document, select *Bibliography*, then in the drop down menu select *Insert Bibliography*. Documents cited will then be automatically inserted. An appropriate heading would then need to be entered at the start of the list.

Books:

- Name of author/s (surname, first names)
- Year of publication,
- *Title,* (in italics and with minimal capitalisation)
- Edition (if applicable, edn),
- Publisher,
- Place of publication.

Examples:

Butler M, Hopkins D, & Willis J 2001, *Physics 2,* Macmillan Education Australia, South Yarra.

Healey, J (ed.) 2005, 'Wealth and inequality', in *Issues in Society*, vol. 226, The Spinney Press, Thirroul, N.S.W.

McLarty, R 2005, *The memory of running,* Time Warner, London.

Encyclopaedia Articles:

- 'Title of article'
- *Title of encyclopaedia in italics*
- Year of publication,
- Publisher,
- Place of publication,
- Vol. no,
- Page no/s.

Example:

'Germany', *World Book Encyclopedia* 2004*,* World Book, Sydney, vol. 8, pp. 114-116.

Magazine Articles:

- Name of author/s
- Year of publication,
- 'Title of article',
- *Magazine name,*
- Month/volume/issue number,
- Page no/s.

Examples:

Low, T 2006, 'Sweet country', *Australian Geographic,* January-March, p. 68.

Nolch, G 2006, '21st Century food', *Australasian Science,* Vol. 14, no. 3, pp. 14-19.

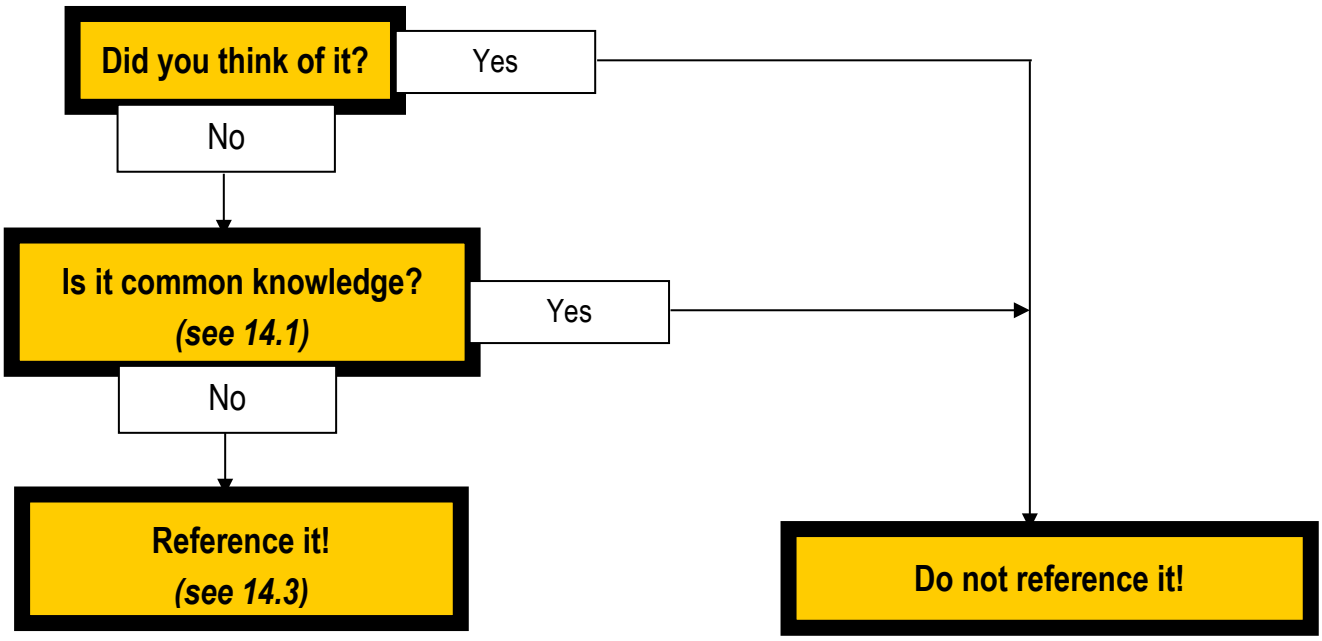
Newspaper Articles:

- Name of author/s
- Year of publication,
- 'Title of article',
- *Newspaper name,*
- Day and month,
- Page no/s.

Example:

Kerbaj, R 2006, 'Brother of terror suspect speaks', *The Australian,* 9 February, p. 4.

14.4 Referencing Summary



What is Referencing?

Referencing is a method of acknowledging the sources of information and ideas that you have used while completing assessment tasks.

It has two key elements:

- an **in-text reference** that indicates you have used a phrase, idea or concept from someone else
- a complete **Reference List** at the end of the assessment task giving full details of all sources referred to in the task.

Why do you have to reference properly?

- to acknowledge your sources
- to give your readers information to identify and consult your sources
- to ensure your information is accurate.

What if you don't reference properly?

- you may be suspected of **plagiarism** (that is, not acknowledging someone else's ideas or writing)
- students found to be guilty of plagiarism in an assessment task could receive **ZERO marks** for the task.

Individual Subjects

English Assessment Schedule Year 8 - 2024

Type and Description of Task	Mode(s)	Overall Weighting	Outcomes	Due Date
1. Indigenous Perspectives **Submission - Part 1 – Multi-Modal Composition (30%)** This section will require students to create a visual representation in response to one or more stimulus ideas. This will include a reflection on the visual composition.	Viewing and Representing Writing	30%	EN4-RVL-01 EN4-URB-01 EN4-ECA-01	**Term 1** **Week 10**
2. Close Study – A Midsummer Night's Dream **Part A - Submission - Extended Response (20%)** Students will respond in essay form to a question **Part B - Practical - (10%)** Part B could include a performance and/or a design project	Reading Writing Representing	30%	EN4-RVL-01 EN4-URA-01 EN4-ECA-01	**Term 2** **Week 10**
3. Yearly Examination **Test Part A – Reading Task (20%)** This task will require short responses to unfamiliar texts **Part B – Presentation of a Speech (20%)** This will require students to deliver a response to *The Happiest Refugee* related to the Power and Control unit.	Reading Writing Speaking	40%	EN4-RVL-01 EN4-URA-01 EN4-ECA-01	**Term 3** **Week 8/9**
		100%		

English Scope and Sequence Year 8 - 2024

Overview:

English 7–10 builds on the foundational skills developed in the earlier years to support the growing knowledge, understanding and skills in the areas of Reading, viewing and listening to texts, Understanding and responding to texts and Expressing ideas and composing text.

Term	Topic	Approximate Duration	Outline
1	Indigenous Perspectives	Term 1	Texts: Noyce, Rabbit Proof Fence (film). Selection of poetry. The English concepts explored in this unit include representation, codes and conventions, connotation, imagery, symbol, context and point of view.
2	Comedy	Term 2	Text: Shakespeare, A Midsummer Night's Dream. Students will study the conventions of a Shakespearean Comedy. The English concepts of character, connotation, imagery and symbol.
3	Life Writing	Term 3	Text: Anh Do, The Happiest Refugee. The English concepts explored through the study of this text include context, point of view, style, representation.
4	Storytelling	Term 4	Text: Oswald, Stories in the Dark. In this unit of work we will explore the role of storytelling as a form of escapism. The English concepts to be explored include narrative, character, code and convention.

French Assessment Schedule Year 8 - 2024

Type and Description of Task	Skills	Overall Weighting	Outcomes	Due Date
1. Comprehension Speaking Skills Wayfinding topic Written Paper Students listen to and read various texts in French and respond in English. Questions on French culture will also feature.	Understanding 10% 20%	30%	ML4-UND-01	**Term 1** **Week 5** **Term 1** **Week 9**
2. French Dialogue Role Play Students will work in pairs to create and present a dialogue in French.	Interacting	20%	ML4-INT-01 ML4-CRT-01	**Term 2** **Week 5**
3. Introductory Letter Writing Students write a letter in French to a French-speaking penpal.	Creating Texts	20%	ML4-CRT-01	**Term 3** **Week 8**
4. Reading and Listening Comprehension In class written paper Students listen to and read various texts in French and identify key information.	Understanding texts	30%	ML4-UND-01	**Term 4** **Week 3**
	100%	**100%**		

French Scope and Sequence Year 8 2024

Overview:

A student:

- Exchanges information and opinions in a range of familiar contexts by using culturally appropriate French language
- interprets and responds to information, opinions and ideas in texts to demonstrate understanding
- creates a range of texts for familiar communicative purposes by using culturally appropriate French language

Term	Topic	Approximate Duration	Outline
	Introduction to France and French	5 weeks	French Around the World, Geography of France Travel around France ; Paris, landmarks, directions: Way-finding in a French Town:
1	Introducing People	5 weeks	Greetings, Forms of Address, Cultural Expressions, Gestures, Talking about self, Pronunciation; Cartoon Story: Tu habites où? Talking about others, descriptions, professions, Masculine and Feminine Genders, Days of the Week
2	My pets	10 weeks	Pets in France and Australia, Shopping expressions, describing animals, Colours, Countries, Likes and dislikes, The verb etre
3	My Family	10 weeks	Family members, nationality, adjectives, Possessive Pronouns, Numbers to 70, the Alphabet, the verb avoir
4	Meal times	5 weeks	French customs and traditions, meal times food and drinks, Months of the year, Regular -er verbs, More possessive articles, Partitive Articles

HSIE Assessment Schedule Year 8 - 2024

Type and Description of Task	Overall Weighting	Outcomes	Due Date
1. Geography Report Students will research and submit a report.	25%	4-1, 4-2, 4-4, 4-8	**Term 1** **Week 7**
2. Geography Research Essay Students will research to complete an in-class essay.	25%	4-1, 4-2, 4-7, 4-8	**Term 2** **Week 3**
3. History Source Analysis Students will conduct a source analysis on a number of sources.	25%	4-5, 4-6. 4-8	**Term 3** **Week 7**
4. History Research Essay Students will research to complete an in-class essay.	25%	4-2, 4-3, 4-4, 4-6, 4-8, 4-9	**Term 4** **Week 3**
	100%		

HSIE Scope and Sequence Year 8 - 2024

Overview:

Geography develops students' interest and engagement with the world. They gain an understanding of the interactions between people, places, and environments at different scales. Students study how places are valued and interconnected. They also learn about geographical processes, the liveability of places, and management strategies. In history, students explore the nature of the past. They learn about ancient, medieval, and early modern societies, including daily life, beliefs, values, law, religion, colonisation, and contact history. They also emphasize the importance of conserving heritage, including that of Aboriginal and Torres Strait Islander Peoples.

Term	Topic	Approximate Duration	Outline
1	**Water in The World**	10 Weeks	Students examine water as a resource and the factors influencing water flows and availability of water resources in different places. They investigate the nature of water scarcity and assess ways of overcoming it. Students discuss variations in people's perceptions about the value of water and the need for sustainable water management. Students also investigate processes that continue to shape the environment including an atmospheric or hydrologic hazard.
2	**Interconnections**	10 Weeks	Students focus on the connections people have to places across a range of scales. They examine what shapes people's perceptions of places and how this influences their connections to places. Students explore how transport, information and communication technologies and trade link people to many places. They explain the effects of human activities, such as production, recreation and travel, on places and environments in Australia and across the world and investigate sustainability initiatives and possible futures for these places.
3	**The Western and Islamic World** Medieval Europe **The Asia-Pacific World** Japan under the Shoguns (c. AD 794 – 1867)	Approximately 6 Weeks Approximately 4 Weeks	Students study the use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate. Students are also introduced to theories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology.
4	**The Asia-Pacific World** Japan under the Shoguns (c. AD 794 – 1867) **Expanding Contacts** Spanish Conquest of the Americas (c.AD 1492 – c.1572): The Aztecs	Approximately 2 Weeks Approximately 8 Weeks	Students study the nature of the interaction between the Spanish and the Indigenous populations, with a particular focus on either the Aztecs.

Japanese Assessment Schedule Year 8 -2024

Type and Description of Task	Skills	Overall Weighting	Outcomes	Due Date
1. Reading and Writing Hiragana One written paper Reading: Students will read and recognise hiragana characters and words. Writing: Students will convert romaji and English words to hiragana script.	Understanding texts	20%	ML4-UND-01	**Term 1** **Week 8**
2. Speaking and Writing Oral presentation Students will work in pairs and present a dialogue in Japanese. The script will be submitted as their written task.	Interacting	20%	ML4-INT-01	**Term 2** **Week 6**
3. Cultural Research Infographic Students research and create a bilingual infographic on one aspect of Japanese culture.	Creating texts	30%	ML4-CRT-01	**Term 3** **Week 8**
4. Listening and Reading One written paper Listening: Students will listen to various texts and answer questions in English. Reading: Students will read short texts in Japanese and respond in English.	Understanding texts	30%	ML4-UND-01	**Term 4** **Week 3**
	100%	**100%**		

Japanese Scope and Sequence Year 8 2024

Overview:

A student:

- Exchanges information and opinions in a range of familiar contexts by using culturally appropriate Japanese language
- interprets and responds to information, opinions and ideas in texts to demonstrate understanding
- creates a range of texts for familiar communicative purposes by using culturally appropriate Japanese language

Term	Topic	Approximate Duration	Outline
1	Hiragana & Self-introduction in Hiragana	10 weeks	Country and Culture: Introduction to Japan, impact of Japanese Culture Hiragana Script: Learning 46 Hiragana characters and special rules Self-Introduction: Greetings, Classroom Instructions, Names, How are you, Nationalities, Residence, Ages, Numbers
2	Personal World	10 weeks	Personal world: My family, My friends and pets, Family members, Asking how many people are in someone's family and responding, Telling who is in your family, Asking someone if they have any pets and responding, Describing pets and friends
3	Food & Festivals	10 weeks	Food and Drinks: Asking about likes and dislikes and responding, Expressing likes and dislikes, Asking the day and date and responding, Asking when an event will take place and responding Culture: Table manner, Festivals and Celebrations in Japan
4	Hobbies & Travel	10 weeks	Hobbies: Asking about hobbies and interests and responding, Asking about sports and responding, Talking about what someone can do and can't do Travel: Asking where someone is going and responding, Asking who someone is going with and responding, Asking how someone is getting there and responding

Mathematics Assessment Schedule Year 8 - 2024

Type and Description of Task	Skills	Knowledge	Overall Weighting	Outcomes	Due Date
1. In Class test: 20 minute non - calculator test 45 minute test using calculators	5%	5%	10%	Number and Algebra Measurement and Geometry	**Term 1** **Week 6**
2. In Class test: 20 minute non - calculator test 45 minute test using calculators	5%	5%	10%	Number and Algebra Measurement and Geometry	**Term 2** **Week 4**
3. In Class test: 20 minute non - calculator test 45 minute test using calculators	17%	17%	34%	Number and Algebra Statistics and Probability	**Term 3** **Week 6**
4. Yearly Examination: 90 minute test using calculators *(20 minute non - calculator test)*	23%	23%	46%	Number and Algebra Measurement and Geometry Statistics and Probability	**Term 4** **Week 2**
	50%	**50%**	**100%**		

Mathematics Scope and Sequence Year 8 - 2024

Overview: A student develops understanding and fluency in Mathematics through:

- exploring and connecting mathematical concepts
- choosing and applying mathematical techniques to solve problems
- communicating their thinking and reasoning coherently and clearly.

Term	Topic	Approximate Duration (Weeks)	Outline
1	Congruence	2	develops and uses the conditions of congruence triangles
	Area, Perimeter and Volume	2	solves problems involving the surface area and volumes
	Circles and Cylinders	1	solves problems involving the area, circumference of a circle and sectors and solves problems involving volume and surface area of cylinders
	Percentages	2	represents and operates with percentages to solve problems
	Time	1	time zones and calculating the time difference between 2 locations
	Algebra	1	operate with algebraic expressions including expansion and factorisation
2	Algebra	4	operate with algebraic expressions including expansion and factorisation
	Data Collection and Analysis	4	analyses simple datasets using measures of centre, range and shape of the data
	Linear Equations and Inequations	2	solve simple linear equations and inequations
3	Linear Equations and Inequations	1	solve simple linear equations and inequations
	Probability and Venn Diagrams	1	solves problems involving probabilities in multistage experiments and simulations
	Coordinate Geometry	1	creates and displays number patterns and finds graphical solutions to problems
	Triangles and Quadrilaterals	1	identifies and applies the properties of triangles and quadrilaterals to solve problems
	Equations (A & B)	2	solves linear equations of up to 3 steps, limited to one algebraic fraction, monic quadratic equations
4	Equations C	1	solves linear equations non-monic quadratic, and linear simultaneous equations
	Financial Mathematics A	2	solves financial problems involving simple interest, earning, and spending money
	Financial Mathematics B	1	solves financial problems involving compound interest and depreciation
	Trigonometry A	1	applies trigonometric ratios to solve right-angled triangle problems
	Trigonometry B	2	solves problems, including bearings and angles of elevation and depression
	Linear relationships A and B	3	determines the midpoint, gradient and length of an interval, and graphs and interprets linear relationships, with and without digital tools

Music Assessment Schedule Year 8 - 2024

Type and Description of Task	Performance	Composition	Musicology/ Listening	Overall Weighting	Outcomes	Due Date
Task 1: Music of Another Culture **Part A:** Pentatonic Melody Composing a solo		15%		35%	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	**Term 1 Week 7**
Part B: Traditional Song Performance	20%				4.1, 4.2, 4.3	**Term 1 Week 9**
Task 2: Music of Another Culture Listening & Research Report (Music of Another Culture)			15%	15%	4.7. 4.8. 4.9	**Term 2 Week 3**
Task 3: Rock & Pop Music History Performance of Rock Song	20%			20%	4.1, 4.2, 4.3	**Term 3 Week 4**
Task 4: Rock & Pop Music History Extended Response/Essay (Yearly)			15%	15%	4.7, 4.8, 4.9	**Term 3 Week 9**
Task 5: Music for Small Ensembles Composing and performing of Rock Song		15%		15%	4.4, 4.5, 4.6	**Term 4 Week 2**
	40%	30%	30%	100%		

Music Scope and Sequence Year 8 - 2024

Overview:

Students will experience music from several different cultures. They will sing and perform songs representing these cultures. Students will learn about the development of Rock and Pop music from the 1950s to the end of the 20th Century and they will compose a short Rock song.

Term	Topic	Approximate Duration	Outline
1	Music of Another Culture	12 weeks	Students will experience the music of Africa, Ireland, Japan, Bali and Australia, learning about vocal and dance music from these cultures. Students will compose a pentatonic melody for an instrument of their choice.
2	History of Rock & Pop Music	10 weeks	Beginning with the 1950's, we will study the origins of Rock Music and follow its history to 1999 and perform an existing Rock song.
3	History of Rock & Pop Music (Continued)	10 weeks	Students will continue to learn the history of Rock Music and work in small ensembles to compose a short Rock song on music software reflecting upon their knowledge of the history of Rock Music.
4	Music for Small Ensembles/ Class Performance	8 weeks	Small Ensemble performances will alternate with full class performance.

Personal Development, Health and Physical Education Assessment Schedule Year 8 - 2024

Type and Description of Task	Skills	Knowledge	Overall Weighting	Outcomes	Due Date
1. Practical Assessment 1 Practical assessment is ongoing and will be periodically assessed in relation to the sports that are being conducted throughout the semester.	20%	5%	25%	PD4 – 11 PD4 – 5	**Term 1 – 2** **Ongoing**
2. First Aid In class topic test on First Aid principles and procedures	5%	20%	25%	PD4 – 7 Pd4 – 1	**Term 1** **Week 8**
3. Practical Assessment 2 Practical assessment is ongoing and will be periodically assessed in relation to the sports that are being conducted throughout the semester.	20%	5%	25%	PD4 – 11 PD4 – 5	**Term 3 – 4** **Ongoing**
4. Health Task Research Task and Multimodal presentation on Discrimination (bullying) and its impact on the individual and the community.	15%	10%	25%	PD4 – 9 PD4 – 2	**Term 3** **Week 8**
	60%	**40%**	**100%**		

Personal Development, Health and Physical Education (PDHPE) - Scope and Sequence Year 8 - 2024

Overview:

Students investigate the impact of transition and change on identity and evaluate strategies to manage these changes. They recognise the benefits of respectful relationships and help-seeking strategies in affirming their own and others' health, safety and wellbeing. Students examine the impact of power in relationships and practise and apply strategies to seek help for themselves and others.

Term	Topic	Approximate Duration	Outline
1	First Aid	10	Students involve themselves in a variety of both theoretical and practical implementation of Basic First Aid principles and actions. These include but are not limited to DRSABCD, Stings and bites, bleeding, etc.
2	Bullying and Power	10	Students investigate the sources and use of power for positive contribution to society. Furthermore, they also investigate varying types of bullying and the impacts that it has on the individual and the community.
3	Culture	10	Students involve themselves in a variety of theoretical and practical learning opportunities that delve into the impact and importance of culture with a specific focus on Aboriginal and Torres Strait Islanders.
4	Relationships	10	Students are guided through explanations and activities that encompass the varying types of relationships that they may have throughout their life and the importance of having sustained positive relationships to help build a positive health status.

Science Assessment Schedule Year 8 - 2024

Type and Description of Task	Working Scientifically Skills	Knowledge and Understanding	Overall Weighting	Outcomes	Due Date
1. Working Scientifically Skills Task This task assesses students' achievement of the non-practical Working Scientifically Skills. This includes processing and analysing data and information, problem solving, and communicating scientifically.	20%	0%	20%	SC4-7WS – SC4-9WS	**Term 1 Week 9**
2. Half Yearly Examination This task is a formal written examination comprising objective response questions and questions that require students to write short and extended responses. The task assesses a broad range of course content and outcomes, including skills in working scientifically.	10%	15%	25%	SC4-7WS - SC4-9WS, SC4-13ES, SC4-16CW, SC4-17W	**Term 2 Week 4**
3. Practical Task This task assesses skills in working scientifically and a small amount of knowledge and understanding content. There will be a practical component to this task where students will have to conduct an experiment. Tasks could include analysing and processing data and information, planning and conducting practical investigations, and problem solving.	20%	5%	25%	SC4-5WS - SC4-9WS	**Term 3 Week 6**
4. Yearly Examination This task is a formal written examination comprising objective response questions and questions that require students to write short and extended responses. The task assesses a broad range of course content and outcomes, including skills in working scientifically.	10%	20%	30%	SC4-7WS - SC4-9WS, SC4-14LW, SC4-11PW	**Term 4 Week 2**
	60%	**40%**	**100%**		

Science Scope and Sequence Year 8 - 2024

Overview:

Science answers questions about the world through evidence-based knowledge that is constantly updated and expanded. It is a collaborative and creative endeavour, resulting in a body of knowledge that explains phenomena in the natural world. Students learn about different areas of science and develop skills in experimentation, collaboration, data analysis, problem-solving, and scientific communication.

Term	Topic	Approximate Duration	Outline
1	Elements, Compounds and Mixtures	9 Weeks	Students explore physical and chemical changes, analyse matter behaviour in relation to particles, understand the connection between heat energy and particle movement, forecast the impact of heat changes on different states of matter, and explain how changes in physical properties during evaporation, condensation, boiling, melting, and freezing relate to heat energy. Students will observe these changes, recognize the presence or absence of substances, and study chemical changes like photosynthesis, respiration, and chemical weathering. They will also compare particle arrangement in physical and chemical changes and assess the reversibility of these processes.
2	Cells	8 Weeks	In this topic students learn that cells are the basic units of living things and have specialised structures and functions. They learn about types of cells, their structure, functions, and organisation in multicellular organisms. They also learn to use microscopes to observe a variety of cells and tissues.
2-3	Energy	7 Weeks	Students study energy in all forms, energy-efficient design, conservation, efficiency, objects with energy, heat energy transfer, energy transformation, science and technology developments increasing device efficiency, electricity as energy transferring in a circuit, and constructing and drawing simple circuits.
3-4	Body Systems	8 Weeks	Students learn about human body systems and their roles, including the respiratory, digestive, excretory, and musculoskeletal systems. They understand how these systems collaborate to provide cells with necessary gases, nutrients, and water, while also eliminating cell waste. Students identify respiration materials, analyse scientific evidence for resolving health concerns and real-world problems, and discuss the impact of technological advancements on contemporary issues, such as organ transplantation, artificial joints and limbs, and treatments for diseases like diabetes, asthma, kidney or heart disease.
4	Rocks and Minerals	5 Weeks	Students study Earth's structure, rock origins, fossil formation, interpretation of geological history in sedimentary layers, mineral content in rocks, classification of rocks and minerals, and mining in Australia.
4	Growth and Reproduction	3 Weeks	This topic covers students' prior knowledge of living things' characteristics, life cycle stages, and reproductive mechanisms. It also explores adaptations in Australian organisms. Students will conduct hands-on investigations to understand these concepts.

Technology Mandatory - Agriculture and Food Technologies Assessment Schedule **Year 8 - 2024**

Description of Task *Note: These units of the Technology Mandatory course at GHS will be delivered in a mixed unit format i.e., food and agricultural content will be delivered concurrently over the semester.*	**Overall Weighting**	**Outcomes**	**Due Date**
1. Design Unit 1 Agriculture Students will engage in a range of activities related to the planting, growing, production and harvesting of plant-based foods such as leafy greens. They will use a range of agricultural implements to prepare and maintain garden beds that are productive and weed and pest free. Students will monitor the progress of their growing plants and nurture them accordingly until they are ready to harvest. They will then use their farm produce in a recipe to produce nutritious food products. Students will investigate a range of farm production methods, food processing methods, and the roles of particular people in the agricultural sector in Australia. Students will be observed and assessed as they develop skills in project development and the application of a design process.	50%	TE4-2DP, TE4-3DP, TE4-5AG TE4-10TS	**End of Semester**
2. Design Unit 2 Food Students will engage in preparing and producing a range of nutritious food products from recipes. They will gradually develop proficiency in a range of food preparation and food cooking techniques and apply these skills to project work. Students will design and develop their own nutritious food product including determining ingredients, costing, developing a recipe, preparing ingredients, cooking, and presenting their food product. Students will be observed and assessed as they develop skills in project development and the application of a design process.	50%	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP TE4-6FO TE4-10TS	**End of Semester**
	100%		

Technology Mandatory - Agriculture and Food Technologies Scope and Sequence Year 8 - 2024

Overview:
Students learn about the processes of food and fibre production. Students develop knowledge and understanding about managed systems that produce food through producing crops. Students learn about the characteristics and properties of food. Students are provided with opportunities to develop knowledge and understanding about food selection and preparation and food.

Topic	Approximate Duration	Outline
Agriculture	10 weeks	Design and plan a product associated with agricultural production. Investigate ideal conditions for growth and development of an agricultural plant. Develop a schedule or calendar for ongoing care of a plant species associated with an agricultural project. Investigate ideal conditions for growth and development of an agricultural plant or animal. Produce and implement an agricultural project.
Food	10 weeks	Plan nutritious dish(es) to suit a group within society. Identify a range of food preparation techniques and analyse the impact on nutrient value. Communicate how a recipe can be improved to enhance nutritional value. Produce nutritious food. Apply safe and ethical work practices.

Technology Mandatory - Engineered Systems Assessment Schedule	**Year 8 -2024**

Description of Task	Overall Weighting	Outcomes	Due Date
1. Design Unit 1: Load Shifter or Rollercoaster Students will apply an engineering design process to design, plan, make and evaluate practical solutions to engineering problems. They may create either a load shifting device or a roller coaster model. Students will document design, production and testing activities and evaluate their solutions against pre-determined criteria.	50%	TE4-1DP TE4-2DP TE4-3DP TE4-8EN	**End of Semester**
2. Design Unit 2: Engineered System Students will apply an engineering design process to design, plan, make and evaluate a practical solution to an engineering problem. They will develop a practical engineering solution to a specific problem and will document their work.	50%	TE4-1DP TE4-2DP TE4-3DP TE4-8EN TE4-10TS	**End of Semester**
	100%		

Technology Mandatory - Engineered Systems Scope and Sequence Year 8 - 2024

Overview:
The Engineered Systems context focuses on how force, motion and energy can be used in systems, machines, and structures. Students are provided with opportunities to experiment and develop prototypes to test their solutions.

Topic	Approximate Duration	Outline
Engineering project 1	10 weeks	Students will develop practical and functional solutions to engineering problems. They will generate innovative design ideas and communicate the development of ideas, plans, and processes through such things as sketches and drawings, models and prototypes, engineering reports and digital presentations. Students will develop practical skills by using tools, equipment, and materials to produce products or systems that apply engineering concepts and principles and will investigate how force energy and motion are used in engineered systems. Students will understand and apply safe working practices.
Engineering project 2	10 weeks	Students will investigate the role of an engineering professional and their impact on society and the environment. They will investigate how force energy and motion are used in engineered systems. Students will develop practical and functional solutions to engineering problems. They will apply testing procedures to evaluate an engineered system and use tools, equipment, and materials to produce engineered products or systems. Students will understand and apply safe working practices.

Visual Arts Assessment Schedule Year 8 - 2024

Type of Task and Description	Practical	Art History Criticism	Overall Weighting	Outcomes	Due Date
1. Practical Assessment History & Criticism Practical tasks that are due at the end of term that focus on material practice related to The Elements of Art. (Fantasy Landscape) Students work on research task and/or classwork that relates to the practical tasks.	15	10	25	4.1 to 4.7	**Term 1 Semester 1**
2 . Practical Assessment History & Criticism Practical tasks that are due at the end of term that focus on material practice related to (Personal Monster/Sculpture) Students work on research task and/or classwork that relates to the practical tasks.	15	10	25	4.1 to 4.10	**Term 2 Semester 1**
3. Practical Assessment History & Criticism Practical tasks that are due at the end of term that focus on material practice related to the theme of My life as a Superhero (Comic Art) Students work on research task and/or classwork that relates to the practical tasks.		20	20	4.7 to 4.10	**Term 3 Semester 2**
4. Practical Assessment History & Criticism Practical tasks that are due at the end of term that focus on material practice related to theme (Appropriation) Students work on research task and/or classwork that relates to the practical tasks.	30		30	4.1 to 4.7	**Term 4 Semester 2**
	60%	**40%**	**100%**		

Visual Arts Scope and Sequence Year 8 - 2024

Overview:

- the field of visual arts and design as comprising conventions, activities, traditions and customs shaped by different values and beliefs
- reflect on and interpret actions and choices, and document these in their diaries

Term	Topic	Approximate Duration	Outline
1	**Fantasy Landscape (Painting)**	10 weeks	Students are introduced to the concept of fantasy and its link to surrealism. The students are to create their own fantasy landscape and paint it on an A3 canvas with acrylic paint.
2	**My Personal Monster (Sculpture)**	10 weeks	Students are to create a monster that either helps them or hinders them. Students are allowed to use traditional and postmodern materials to create this monster.
3	**Excelsior (Comic)**	10 weeks	Students are to create a story board for an original comic book that relates to their life in some way. Students will be researching Stan Lee and Manga comics for their critical/historical research assignment. They can hand draw, or they can use digital to create their comic. Because this is quiet a detailed topic it needs 2 terms to complete the comic books.
4		10 weeks	Students are to create a comic book that relates to their life in some way. Students will be researching Stan Lee and Manga comics for their critical/historical research assignment. They can hand draw, or they can use digital to create their comic. Because this is quiet a detailed topic it needs 2 terms to complete the comic books. Students can use, photoshop, lightroom, premier pro as an extension activity to further their skills in animation.

Summary of Year 8 Assessment Tasks

Note that the dates listed in this summary are APPROXIMATE.

Students will be informed by their teacher of the ACTUAL date and details of the assessment task at least TWO WEEKS before the task.

Semester 1

Term 1

WEEK	
1B	
2A	
3B	
4A	Visual Arts (Theory)
5B	French
6A	Mathematics
7B	HSIE, Music,
8A	Italian, Japanese,
9B	French, Music, Science
10A	English, Music, PDHPE, Science
11B	

Term 2

WEEK	
1A	
2B	
3A	HSIE, Music
4B	Mathematics, Science
5A	French,
6B	Japanese,
7A	
8B	Italian,
9A	
10B	English

Semester 2

Term 3

WEEK	
1A	Visual Arts (Practical)
2B	
3A	
4B	Music
5A	
6B	Mathematics, Science
7A	HSIE
8B	English, French, Italian, Japanese, PDHPE
9A	Music,
10B	Visual Arts (Theory)

Term 4

WEEK	
1A	
2B	Mathematics, Music, Science,
3A	French, HSIE, Japanese, Music,
4B	Italian,
5A	
6B	PDHPE,
7A	
8B	
9A	
10B	