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#

**General Information**

## INTRODUCTION

The purpose of this booklet is to outline the assessment policy of Kingsgrove North High School for Year 8. This document is developed to help students plan and prepare for assessments. Please read it carefully and ask your teachers if you have any concerns.

The Kingsgrove North High School Assessment Policy is designed to standardise procedures between subject areas and to give students and teachers a clear statement of their rights and responsibilities.

It is the responsibility of the school to communicate the assessment requirements to the students.

It is the responsibility of the students to meet the requirements and to make every effort to resolve problems and/or disputes.

**What is Assessment?**

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the Stage 4 course those purposes include:

* assisting student learning
* evaluating and improving teaching and learning programs
* providing evidence of satisfactory achievement and completion of a course
* providing information on student learning and progress in a course in relation to the syllabus outcomes
* report on the achievement by each student at the end of a course

# School Assessment Policy

## INTRODUCTION

**Rationale**

Kingsgrove North High School ensures that all assessment tasks undertaken in years 7, 8 and 9 meet the school and the **New South Wales Educational Standards (NESA)** requirements.

**Aim:**

* Every student will be made fully aware of NESA, School and KLA requirements for all formal assessment tasks
* Consistent practices will be embedded across the school when formally assessing students.

**Procedures**

* All students will receive an assessment booklet each year that outlines when all tasks are due for all subjects studied
* Students will receive a formal ‘Notification of Assessment Task’ at least **2 weeks** prior to the submission date
* Students are expected to submit tasks **by 8:50am** on the due date with the Assessment Cover Sheet attached to the front of the task, unless otherwise specified on the task
* Upon submission of a task, a student **must sign a register**, which is to be retained as proof of submission
* All students are expected to submit or sit for all assessment tasks by the due date
* An assessment task not submitted on time will be marked on a sliding scale:
	+ **1st day late:** minus 10%
	+ **2nd day late:** minus 20%
	+ **3rd day late:** minus 30%; then 0 after three days (weekends count as
	one day).
* Acceptable reasons for the late submission or absence from an assessment task include illness, accident or other unforeseen circumstances. In each case the incident must be supported by appropriate documentation such as a doctor’s certificate. *Technological issues, family holidays and other non-emergencies are not justifiable reasons* for not completing an assessment task by the due date. The Head Teacher of the KLA will determine if the reason is acceptable.
* All junior assessment tasks will be marked using both a sliding number score as well as the correlating grade for the outcomes covered in each task (i.e. students will be awarded a mark and a grade).
* If a student requires an extension for an assessment task, the application for an extension must be in writing and submitted to the Head Teacher at least **one week** before the due date of the assessment.
* When a student fails to complete an assessment task due to a valid reason then the student will be given an amended due date for that task. In some instances, an alternate task may be provided.
* Students who are deemed to make a **non-serious attempt** at any assessment task will be awarded **zero**. This includes only completing one section of the examination or not making a genuine attempt to complete all sections of an assessment task.
* If a student fails to complete an assessment task then contact will be made with the parent/guardian indicating that the syllabus outcomes have not been achieved and the task has been awarded a zero mark.
* Work submitted in an assessment task must be only that of the student. If a student uses the work of another person or directly copies from published texts or an internet site to complete a task they will receive a **zero mark** and the task will need to be re-submitted. If the work used was that of another student from this school, who knowingly supplied the information, then that student may also receive a zero mark.
* For all in-class tests, mobile phones must be switched off and out of sight. If students are caught talking or communicating with others during an exam then their test paper will be removed and a mark of zero may be issued, along with a letter sent home to the parents.
* If students have concerns regarding the assessment procedures followed for an assessment task then they have the right to appeal the process in writing via the form which can be found on the school website via the downloads tab. The document is called: **Assessment Appeal Request Review Form**
* All assessment tasks should be marked, and written feedback provided to the students within 3 weeks of the submission date.



**Stage 4 Year 8 - English Stage 4 2025**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|                | **Syllabus****Weighting** | **TASK 1**Term 1, Week 10 2025 | **TASK 2**Term 2, Week 10 2025 | **TASK 3**Term 3, Week 8 2025 | **TASK 4**Term 4, Week 4 2025 |
| **Assessment Component** | **Type of Task** | **Critical Response** | **Poetry Exam** | **Persuasive Speech** | **Creative Writing Portfolio** |
| **Outcomes** | EN4-URA-01EN4-RVL-01EN4-ECA-01EN4-ECB-01 | EN4-URA-01EN4-URB-01 | EN4-URC-01EN4-ENC-01 | EN4-URC-01EN4-ECA-01EN4-ECB-01 |
| **TOTAL** | 100% | 25% | 25% | 25% | 25% |

**OUTCOMES**

|  |  |
| --- | --- |
| EN4-URA-01 EN4-URA-01 analyses how meaning is created through the use of and response to    language forms, features and structuresEN4-UR EN4-URB-01 examines and explains how texts represent ideas, experiences and valuesEN4-URC-01 EN4-URC-01 identifies and explains ways of valuing texts and the connections between them | EN4-ECA-0 EN4-ECA-01 creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideasEN4-RVL-01 EN4-RVL-01 uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and constructionEN4-ECB-0 EN4-ECB-01 uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts |

**Stage 4 Year 8 – Geography Stage 4 2025**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|                | **Syllabus****Weighting** | **TASK 1**Term 1 Week 11, 2025 | **TASK 2**Term 3Week 6, 2025 | **TASK 3**Term 3Week 10, 2025 | **TASK 5**Term 4Week 4, 2025 |
| **Assessment Component** | **Type of Task** | **Water in the World Test** | **Interconnections****PBL Checkpoint 1** | **Interconnections****PBL Checkpoint 2** | **Interconnections****PBL Checkpoint 3** |
| **Develop knowledge and understanding** | 40% | 20% | 10% | 5% | 5% |
| **Acquire, process and communicate geographical information** | 40% | 10% | 5% | 15% | 10% |
| **Apply geographical tools** | 20% | 10% | 5% |  | 5% |
| **Outcomes** | GE4.1, GE4.2, GE4.3, GE4.6, GE4.7 | GE4.2, GE4.4, GE4.7, GE4.8 | GE4.3, GE4.4, GE4.5, GE4.7, GE4.8 | GE4.3, GE4.5, GE4.7,GE4.8 |
| **TOTAL** | 100% | 40% | 20% | 20% | 20% |

**OUTCOMES**

|  |  |
| --- | --- |
| GE4-1 GE4-1 Locates and describes the diverse features and characteristics of a range of places and environmentsGE4-2 GE4-2 Describes processes and influences that form and transform places and environmentsGE4-3 GE4-3 Explains how interactions and connections between people, places and environments result in changeGE4-4 GE4-4 Examines perspectives of people and organisations on a range of geographical issues | GE4-5 GE4-5 Discusses management of places and environments for their sustainabilityGE4-6 GE4-6 Explains differences in human wellbeingGE4-7 GE4-7 Acquires and processes geographical information by selecting and using geographical tools for inquiryGE4-8 GE4-8 Communicates geographical information using a variety of strategies |

####  Stage 4 Year 8 – History Stage 4 2025

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Syllabus****Weighting** | **TASK 1**Term 2 Week 2, 2025 | **TASK 2**Term 3 Week 6, 2025 | **TASK 3**Term 4  Week 4, 2025 |
|  **Assessment Component** | **Type of Task** | **Source Based Task** | **Research Task** | **Group Task** |
| **Knowledge and understanding of content** | 40% | 10% | 15% | 15% |
| **Source analysis skills** | 20% | 10% | 5% | 5% |
| **Historical inquiry and research** | 20% |  | 10% | 10% |
| **Communication of historical understanding in appropriate forms** | 20% | 5% | 10% | 5% |
| **Outcomes** | HT4-3, HT4-5, HT4-6, HT4-9 | HT4-2, HT4-4, HT4-7, HT4-9, HT4-10 | HT4-3, HT4-7, HT4-8,HT4-9. HT4-10 |
| **TOTAL** | 100% | 25% | 40% | 35% |

**OUTCOMES**

|  |  |
| --- | --- |
| HT4-1 HT4-1 A student describes the nature of history and archaeology and explains their contribution to an understanding of the pastHT4-2 HT4-2 A student describes major periods of historical time and sequences events, people and societies from the past.HT4-3 HT4-3 A student describes and assesses the motives and actions of past individuals and groups in the context of past societiesHT4-4 HT4-4 A student describes and explains the causes and effects of events and developments of past societies over time.HT4-5 HT4-5 A student identifies the meaning, purpose and context of historical sources | HT4-6 HT4-6 A student uses evidence from sources to support historical narratives and explanationsHT4-7 HT4-7 A student identifies & describes different contexts, perspectives and interpretations of the pastHT4-8 HT4-8 A student locates, selects and organises information from sources to develop an historical inquiryHT4-9 HT4-9 A student uses a range of historical terms and concepts when communicating an understanding of the pastHT4-10 HT4-10 A student selects and uses appropriate oral, written, visual and digital forms to communicate about the past |

#### Stage 4 Year 8 – Modern Languages Stage 4 2025

|  |  |  |  |
| --- | --- | --- | --- |
|    | **Syllabus****Weighting** | **TASK 2**Term 2, Week 32025 | **TASK 4**Term 4, Week 32025 |
| **Assessment Component** | **Type of Task** | **Half Yearly Listening, Reading, Writing,** **and****Culture in class task** | **Yearly Listening ,  Reading, Writing,** **and****Culture in class task** |
| **Interacting** | 30% | 15% | 15% |
| **Understanding texts** | 35% | 15% | 20% |
| **Creating texts** | 35% | 20% | 15% |
| **Outcomes** | ML4-INT-01ML4-UND-01ML4-CRT-01 | ML4-INT-01ML4-UND-01ML4-CRT-01 |
| **TOTAL** | 100% | 50% | 50% |

**OUTCOMES**

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| --- |
| ML4-INT-01 exchanges information and opinions in a range of familiar contexts by using culturally appropriate languageML4-UND-01 interprets and responds to information, opinions and ideas in texts to demonstrate understandingML4-CRT-01 creates a range of texts for familiar communicative purposes by using culturally appropriate language**Related Life Skills outcome:** MLLS-INT-01; MLLS-UND-01; MLLS-CRT-01 |

#### Stage 4 Year 8 - Mathematics Stage 4 2025

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|    | **Syllabus Weighting** | **TASK 1**Term 1, Week 52025 | **TASK 2**Term 2, Week 52025 | **TASK 3**Term 3, Week 82025 | **TASK 4**Term 4, Week 42025 |
| **Assessment Component** | **Type of Task** | Open Book Topics Test**Fractions** | Formative Task**Rates and Ratios, Integers, & Algebraic Techniques** | Topics Test**Equations and Inequations, Linear Relationships, & Pythagoras** | Yearly Exam**All Topics** |
| **Concepts and Skills** | 50% | 15% | - | 20% | 15% |
| **Working Mathematically** | 50% |  10% | 15% | 10% | 15% |
| **Outcomes** | MA4-FRC-C-01 | MA4-RAT-C-01MA4-INT-C-01MA4-ALG-C-01 | MA4-EQU-C-01MA4-LIN-C-01MA4-PYT-C-01 | As per Terms 1-3 as well as:MA4-FRC-C-01MA4-IND-C-01MA4-LEN-C-01MA4-ARE-C-01MA4-VOL-C-01 |
| **TOTAL** | 100% | 20% | 30% | 20% | 30% |

**OUTCOMES**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |
| --- | --- |
| MA4-FRC-C-01MA4-RAT-C-01MA4-INT-C-01MA4-ALG-C-01MA4-IND-C-01MA4-EQU-C-01MA4-LIN-C-01 | Fractions, Decimals and PercentagesRates and RatiosIntegersAlgebraic TechniquesIndicesEquations and InequationsLinear Relationship |

 |

|  |  |
| --- | --- |
| MA4-PYT-C-01MA4-LEN-C-01MA4-ARE-C-01MA4-VOL-C-01MA4-DAT-C-01MA4-DAT-C-02MA4-PRO-C-01 | PythagorasLengthAreaVolume Data Classification and VisualisationData AnalysisProbability |

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| **Working Mathematically is across all topics** |
| MAO-WM-01 | Develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing, and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly. |

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 **Stage 4 Year 8 – Music Stage 4 2025**

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| --- | --- | --- | --- | --- | --- |
|  | **Syllabus****Weighting** | **TASK 1**Term 1, Week 102025 | **TASK 2**Term 2, Week 42025 | **TASK 3**Term 3, Week 82025 | **TASK 4**Term 4, Week 42025 |
| **Assessment Component** | **Type of Task** | The Guitar | Rock Music | Music Technology | Music for TV/Film/Multimedia |
| **Listening/Musicology** | 35% | 10% | 15% |  | 10% |
| **Performance** | 40% | 15% | 10% |  | 15% |
| **Composition** | 25% |  |  | 25% |  |
| **Outcomes** | 4.2, 4.3, 4.8, 4.10 | 4.2, 4.3,4.7, 4.10 | 4.4, 4.5,4.6 | 4.1, 4.2,4.8, 4.9 |
| **TOTAL** | 100% | 25% | 25% | 25% | 25% |

**OUTCOMES**

|  |  |
| --- | --- |
| Performing: 4.1 Performs in a range of musical styles demonstrating an understanding of musical concepts4.2 Performs music using different forms of notation and different types of technology across a broad range of musical styles4.3 Performs music demonstrating solo and/or ensemble awareness Composing: 4.4 Demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing4.5 Notates compositions using traditional and/or non-traditional notation4.6 Experiments with different forms of technology in the composition process | Listening:4.7 Demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas4.8 Demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire4.9 Demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study 4.10 Identifies the use of technology in the music selected for study, appropriate to the musical contextValue and Appreciation4.11 Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form4.12 Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences |

#### Stage 4 Year 8 - Personal Development Health & Physical Education (PDHPE) Stage 4 2025

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|    | **Syllabus****Weighting** | **TASK 1**Term 1, Week 82025 | **TASK 2**Term 2, Weeks 1-102025 | **TASK 3**Term 3, Week 62025 | **TASK 4**Term 4, Week 3-72025 |
| **Assessment Component** | **Type of Task** | **Reflection on enthusiastic consent****Assessment Task** | **Practical Assessment- Ongoing in class****Striking and Fielding Games** | **Analysis and Report****Dietary Guidelines** | **Practical Assessment****Ongoing in class****Gymnastics/ Dance** |
| **Knowledge and understanding of content** | 50% | 25% |  | 25% |  |
| **Skills** | 50% |  | 25% |  | 25% |
| **Outcomes** | PD4-2, PD4-3, PD 4-10 | PD4-4, PD4-5, PD 4-8,   | PD4-2, PD4-6, PD4-7 | PD4-4, PD4-5, PD4-11 |
| **TOTAL** | 100% | 25% | 25% | 25% | 25% |

**OUTCOMES**

|  |  |
| --- | --- |
| PD4-1 Examines and evaluates strategies to manage current and future challengesPD4-2 Examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and othersPD4-3Investigates effective strategies to promote inclusivity, equality and respectful relationshipsPD4-4 Refines, applies and transfers movement skills in a variety of dynamic physical activity contextsPD4-5 Transfers and adapts solutions to complex movement challengesPD4-6 Recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity | PD4-7 Investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communitiesPD4-8 Plans for and participates in activities that encourage health and a lifetime of physical activityPD4-9 Demonstrates self-management skills to effectively manage complex situationsPD4-10 Applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contextsPD4-11 Demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences |

#### Stage 4 Year 8 – Science Stage 4 2025

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|    | **Syllabus****Weighting** | **TASK 1**Term 1, Week 102025 | **TASK 2**Term 2, Week 72025 | **TASK 3**Term 3, Week 102025 | **TASK 4**Term 4, Week 52025 |
| **Assessment Component** | **Type of Task** | **Student Research Project** | **Models** | **Presentation** | **Yearly Exam** |
| **Values and Attitudes****Knowledge and Understanding Skills** | 75% | 15% | 15% | 15% | 30% |
| **Skills** | 25% | 10% | 10% | 5% |  |
| **Outcomes** | 4WS, 5WS, 6WS, 7WS,8WS, 9WS | 6WS, 9WS, 14LW | 7WS, 8WS, 9WS,13ES | 4WS, 7WS, 8WS, 9WS, 15LW, 16CW,17CW, |
| **TOTAL** | 100% | 25% | 25% | 20% | 30% |

**OUTCOMES**

|  |  |
| --- | --- |
| SC4-1VA Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around themSC4-2VA Shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures SC4-3VA Demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerationsSC4-4WS Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge science ideas, findings and information to a given audience using appropriate scientific language, text types and representations SC4-5WS Collaboratively and individually produces a plan to investigate questions and problemsSC4-6WS Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually SC4-7WS Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions  SC4-8WS Selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems  | SC4-9WS Presents science ideas, findings and information to a given audience  using appropriate scientific language, text types and representations SC4-10PW Describes the action of unbalanced forces in everyday situations SC4-11PW Discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations SC4-12ES Describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system SC4-13ES Explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management SC4-14LW Relates the structure and function of living things to their classification, survival and reproduction SC4-15LW Explains how new biological evidence changes people’s understanding of the world SC4-16CW Describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particlesSC4-17CW Theories about the motion and arrangement of particles explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life  |

#### Stage 4 Year 8 - Technology Mandatory Stage 4 2025

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|    | **Syllabus****Weighting** | **TASK 1**Term 1, Week 102025 | **TASK 2**Term 2, Week 52025 | **TASK 3**Term 3, Week 102025 | **TASK 4**Term 4, Week 52025 |
| **Assessment Component** | **Type of Task** | **Practical****Task** | **Theory** **Task /****Design Folio** | **Practical****Task** | **Theory** **Task /****Design Folio** |
| **Design & production skills** | 60% | 25% | 5% | 25% | 5% |
| **Knowledge & understanding** | 40% | 5% | 15% | 5% | 15% |
| **Outcomes** | TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO,TE4-7DI, TE4-8EN,TE4-9MA, TE4-10TS | TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO,TE4-7DI, TE4-8EN,TE4-9MA, TE4-10TS | TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO,TE4-7DI, TE4-8EN, TE4-9MA, TE4-10TS | TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO,TE4-7DI, TE4-8EN,TE4-9MA, TE4-10TS |
| **TOTAL** | 100% | 30% | 20% | 30% | 20% |

**OUTCOMES**

|  |  |
| --- | --- |
| TE4-1DP Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunitiesTE4-2DP Plans and manages the production of designed solutionsTE4-3DP Selects and safely applies a broad range of tools, materials and processes in the production of quality projectsTE4-4DP Designs algorithms for digital solutions and implements them in a general-purpose programming languageTE4-5AG Investigates how food and fibre are produced in managed environments | TE4-6FO Explains how the characteristics and properties of food determine preparation techniques for healthy eatingTE4-7DI Explains how data is represented in digital systems and transmitted in networksTE4-8EN Explains how force, motion and energy are used in engineered systemsTE4-9MA Investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutionsTE4-10TS Explains how people in technology related professions contribute to society now and into the future |

#### Stage 4 Year 8 - Visual Arts Stage 4 2025

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|    | **Syllabus****Weighting** | **TASK 1**Term1, Week 82025 | **TASK 2**Term 2, Week 52025 | **TASK 3**Term 3, Week 82025 | **TASK 4**Term 4, Week 32025 |
|  **Assessment Component** | **Type of Task** | **Still Life Assignment** | **Practical Still Life art making tasks & VAD** | **Australian Stories Assignment** | **Australian Stories art making tasks & VAD** |
| **Art Making** | 70% | 10% | 25% | 10% | 25% |
| **Art History and Art Criticism** | 30% | 5% | 10% | 5% | 10% |
| **Outcomes** | 4.2, 4.6, 4.7, 4.9 | 4.1, 4.3, 4.4, 4.6, 4.8, 4.9, 4.10 | 4.2, 4.3, 4.6, 4.10 | 4.1, 4.2, 4.3, 4.4,4.6, 4.8, 4.9, 4.10 |
| **TOTAL** | 100% | 15% | 35% | 15% | 35% |

**OUTCOMES**

|  |  |
| --- | --- |
| 4.1 Uses a range of strategies to explore different art making conventions and procedures to make artworks4.2 Explores the function of and relationships between artist –artwork – world –audience4.3 Makes artworks that involve some understanding of the frames4.4 Recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts4.5 Investigates ways to develop meaning in their artworks | 4.6 Selects different materials and techniques to make artworks4.7 Explores aspects of practice in critical and historical interpretations of art4.8 Explores the function ofand relationshipsbetween the artist –artwork – world –audience4.9 Begins to acknowledge that art can be interpreted from different points of view4.10 Recognises that art criticism and art history construct meanings |

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| --- | --- |
| Term 1 | Term 2 |
| **Week 1** |  | **Week 1** | PDHPE – Weeks 1 -10Practical Assessment: Ongoing in ClassStriking & Fielding Games |  |
| **Week 2** |  | **Week 2** | History – Source Based Task |
| **Week 3** |  | **Week 3** | Languages – Half Yearly Exam |
| **Week 4** |  | **Week 4** | Music – Rock Music |
| **Week 5** | Mathematics-Open Book Topic Test Fractions | **Week 5** | Visual Arts – Practical Still Life Art Making Tasks & VADTech Mandatory-Theory Task/Design FolioMaths- Formative Task |
| **Week 6** |  | **Week 6** | Geography-Interconnections PBL Checkpoint 1 |
| **Week 7** |  | **Week 7** | Science - Models |
| **Week 8** | PDHPE – Reflection on enthusiastic consentVisual Arts – Still Life AssessmentLanguages – Research Task | **Week 8** |  |
| **Week 9** |  | **Week 9** |  |
| **Week 10** | English – Critical ResponseMusic – GuitarScience – Student Research ProjectTech Mandatory – Practical Task | **Week 10** | English – Poetry Exam |
| **Week 11** | Geography – Water in the World Test |  |  |  |

# Assessment Planner Year 8 2025

# Assessment Planner Year 8 2025

|  |  |
| --- | --- |
| Term 3 | Term 4 |
| **Week 3** | PDHPE-Analysis and Report Dietary Guidelines | **Week 3** | Maths – Yearly ExamVisual Arts – Australian Stories Art Making Tasks & VAD |  |
| **Week 4** | Music – Music Technology | **Week 4** | English – Creative Writing PortfolioMusic – Music for TV/Film/MultimediaLanguages – Yearly ExamHistory – Group TaskGeography – Interconnections Checkpoint 3Mathematics- Yearly Exam | PDHPE –Weeks 3-7Practical Assessment: Ongoing in ClassGymnastics/ Net & Court Games |
| **Week 5** |  | **Week 5** | Tech Mandatory – Theory Task/Design FolioScience – Yearly Exam |
| **Week 6** | PDHPE – Analysis and Report Dietary GuidelinesHistory – Research TaskGeography – Interconnections Checkpoint 2 | **Week 6** |  |
| **Week 7** |  | **Week 7** |  |
| **Week 8** | English – Persuasive SpeechVisual Arts – Australian Stories AssignmentMathematics-Topic Tests | **Week 8** |  |  |
| **Week 9** |  | **Week 9** |  |  |
| **Week 10** | Geography – Interconnections Checkpoint 2Science - PresentationTechnology Mandatory- Practical Task | **Week 10** |  |  |