

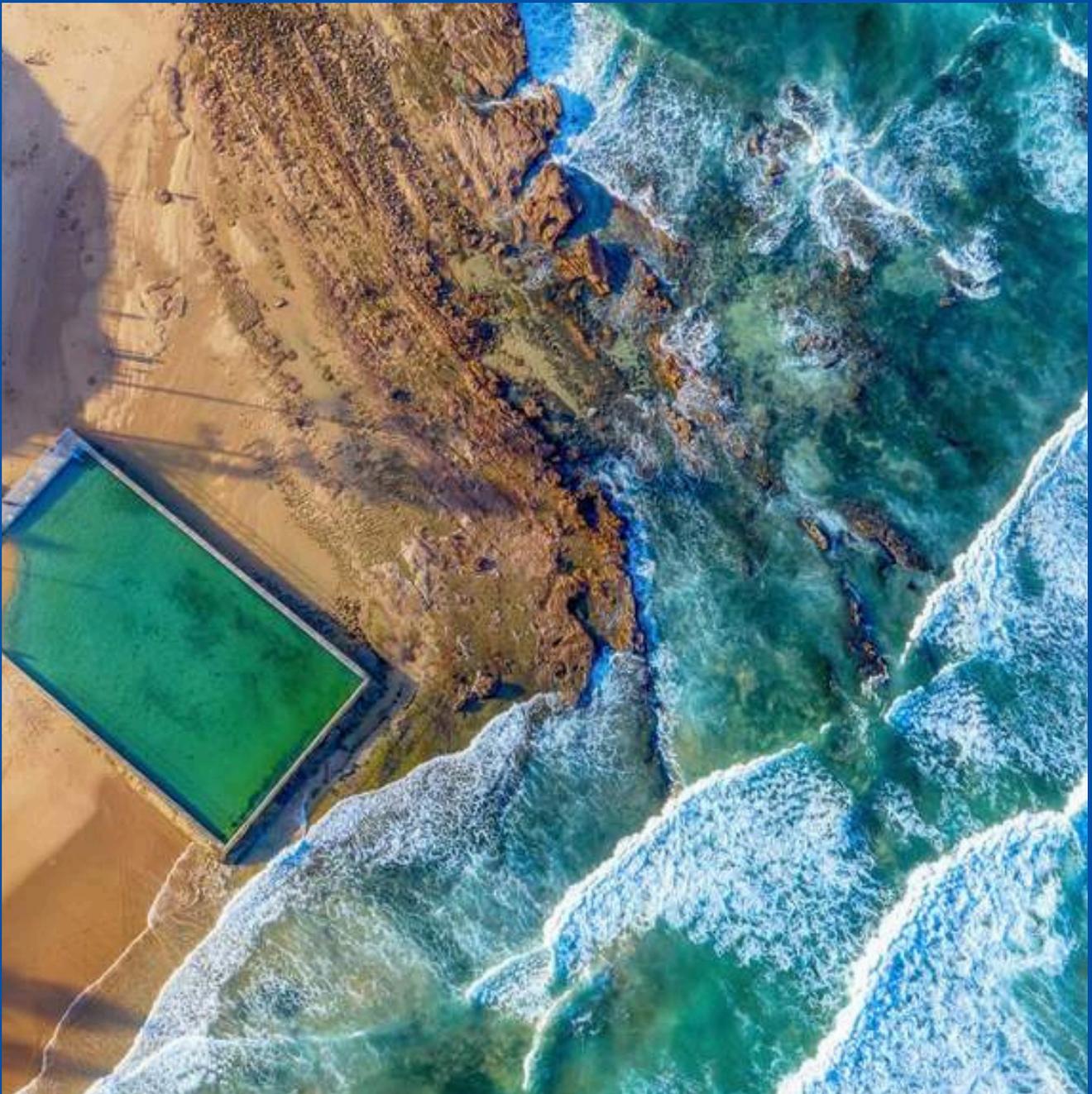


ASSESSMENT GUIDELINES

YEAR 8 2025

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Assessment Schedules

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Year 8

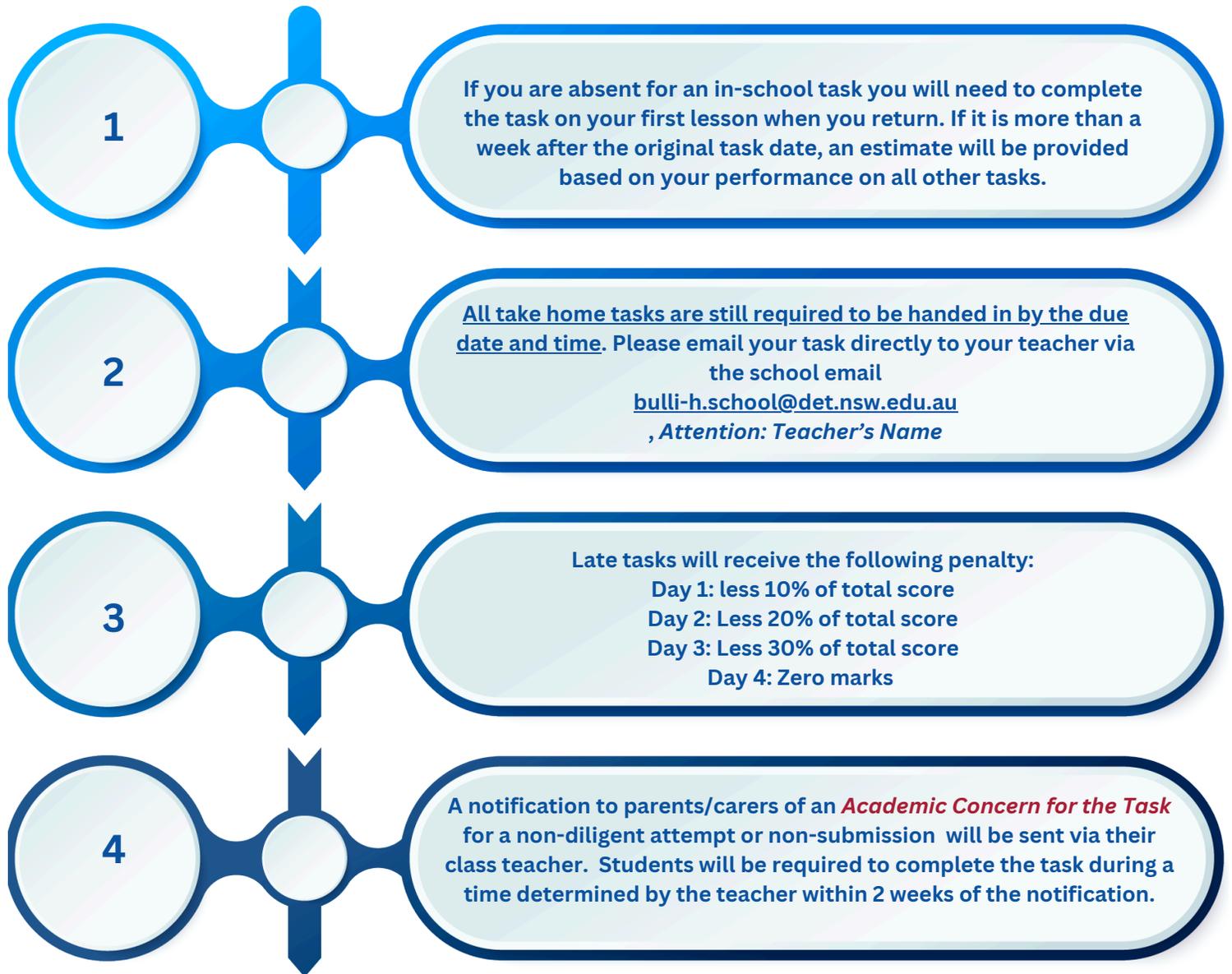
Semester One Assessment Schedule

Week	Term One	Term Two
1		PDHPE (Week 1-7)
2		
3	PDHPE (Week 3-8)	
4		Mathematics Music (week 3-4)
5	Visual Arts	English Science Music (Week 5-6) Visual Arts
6	Music	French
7		
8	Science	
9	French History Music (week 9-10)	
10	Visual Arts	
11		

Semester Two Assessment Schedule

Week	Term Three	Term Four
1		PDHPE (Week 1-6)
2	PDHPE (Week 2-9)	Geography Technology
3		English Music (Week 3-4)
4	English	Mathematics Visual Arts
5		French Science Music (Week 5-6) Visual Arts
6	Geography Science Music	
7		
8	French	
9	Music (Week 9-10)	
10	Visual Arts	
11		

Illness Misadventure AND Appeal Process



Absence due to a family holiday will not be accepted as a valid reason for missing an assessment task. A zero mark may be awarded in such circumstances.

Year 8 Assessment Process

1.1 Year 8 Assessment Schedules

Each subject has an assessment schedule for the year.

The schedule is a guide to enable students and teachers to plan their time in an efficient and effective manner.

Course assessment programs will be planned in advance and published to enable coordination of the whole year assessment program.

- A variety of assessment tasks will be employed to ensure that a range of outcomes is assessed. Tasks can be designed to assess a number of outcomes.
- Examinations may be part of the assessment program.

1.2 Timing of tasks

Each student will be told what is to be assessed, how and when, with appropriate notice in advance of the initial scheduling of the task (a minimum of 2 weeks). Students will be formally handed their tasks in writing by the teacher, and a record of receipt will be kept for all students by all staff. Tasks, other than in-class tasks, must be submitted no later than the specific subject period time on the due date.

PLEASE NOTE that some subjects may stipulate no later than 9.00am on the due date, and when that is the case the teacher will indicate the process for assessment submission / collection.

Assessment is an ongoing and continuous process throughout the year that includes in class work, homework tasks, assessment tasks and examinations.

1.3 Assessment Notifications

- Students will receive an assessment schedule at the beginning of the year. Specific details and due dates will be confirmed by teachers.
- Assessment tasks can be subject to change including task type, and due dates. This will be communicated by the teacher to the students.
- All students will be given at least two weeks' notice for each assessment task.
- Teachers will explain the task, outcomes being measured, and marking criteria when the assessment is issued



Year 8 Assessment Process

2.1 Penalties for late submissions

Students are required to submit their assessment task on or before the due date.

The penalty for late submission is:

- A reduction of 10% per lesson overdue to a maximum of 3 lessons
- A mark of zero for tasks submitted 4 or more lessons late.
- A notification to parents/carers of an Academic Concern for the Task.
- The student will be required to re-submit the task to a 'satisfactory standard to RESOLVE the academic concern notification.

2.2 Penalties for no submission or a 'non-diligent attempt'

The consequences of failing to submit a task or a Non-diligent attempt' of a task is:

- A mark of zero.
- A notification to parents/carers of an Academic Concern for the student.

The student will be required to re-submit the task to a 'satisfactory standard to RESOLVE the academic concern notification.

2.3 Illness Misadventure process

A student who misses an assessment task through illness or misadventure MUST comply with the process outlined on page 4. An Illness/Misadventure Appeal approved may result in the student:

- a)submitting the task at the earliest possible opportunity and being awarded the mark received;
- b)be given a substitute task on return to school;
- c)be given an estimate for the task (only where (a) and (b) are not possible)



2.4 Absent for an assessment task

2.4.1 Students must complete any in-class task in their first lesson following return from absence

2.4.2 Students must be present on the day their assessment task is due, whether or not the task is submitted in person or electronically.

2.4.3 If a student knows they are going to be absent, they must inform the teacher **at least one week prior to the due date**. Students will complete the task on their first lesson upon return to class. All take-home tasks will still need to be submitted by the due date.

2.4.4 Approved leave does not infer approved illness misadventure. Students are still required to submit their task by the due date.

2.4.5 Misadventure will be declined for holidays or travel during school time and zero marks will be awarded.

2.4.6 If absent for a task, the teacher will provide the student an opportunity to complete task by either:

1. Providing an extension of time to complete the original assessment task, providing this does not compromise the validity of the task, OR
2. Providing the student with a substitute assessment task. The substitute assessment task may include informal assessment tasks.

2.4.7 In exceptional circumstances where the student cannot complete the task, the Head Teacher may decide to provide an estimate, based on completed comparable assessment tasks.

2.5 Malpractice (e.g., cheating, copying) in Assessment Tasks:

Students are reminded that all work submitted for assessment is to be the work of their own person. Where resources and work of others is used, this must be appropriately cited. Cases of plagiarism will be investigated, and students found to have inappropriately used others' work will receive a zero mark.

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



1. copying of someone else's work in part or in whole, and presenting it as their own
2. colluding with peers, and submitting similar work to other students
3. using material directly from books, journals, CDs or the internet without reference to the source
4. building on the ideas of another person without reference to the source
5. buying, stealing or borrowing another person's work and presenting it as their own
6. submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
7. using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
8. paying someone to write or prepare material
9. breaching school examination rules
10. cheating in an examination
11. using non-approved aids during an assessment task
12. contriving false explanations to explain work not handed in by the due date
13. assisting another student to engage in malpractice.

2.6 Artificial Intelligence:

2.6.1 Students are encouraged to use technology as a tool for learning and research but are not to use it to gain an unfair advantage. Students are prohibited from using **Artificial Intelligence (AI) programs** or any other automated means to complete or perform academic tasks unless otherwise directed by their teacher. The use of AI or other technology to assist in the completion of assignments must be disclosed and approved by the teacher before submission.

1. AI should not be used to replace critical thinking and decision-making skills.
2. Any AI generated responses should be checked against reliable sources to ensure that facts are accurate and do not contain harmful bias.
3. When required, use of AI should be appropriately referenced.

2.6.2 Suspected Malpractice

If malpractice is suspected by the classroom teacher they will inform their head teacher and the student of this and their options. The investigation of suspected malpractice will be managed by the head teacher in consultation with the classroom teacher.

In the case of Malpractice (suspected plagiarism and the use of AI generated work specifically), the student will be asked to provide evidence that all unacknowledged work is entirely their own



Year 8 Assessment Process

Such evidence might include but is not limited to:

- explaining the process of their work, which might include 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.

2.6.3 If malpractice is concluded to have occurred, the following range of consequences may apply:

- zero marks for all or part of the task
- a formal warning via a Letter of Academic Concern
- student may need to re-submit all or part of the task

2.6.4 Malpractice Process

(5 school day turnaround from notification in Sentral)

1. Class teacher;

- identifies suspected malpractice
- informs Head Teacher
- makes a Sentral entry (confidential) and notifies the Deputy Principal

2. Class teacher and Head teacher meet with student to discuss the malpractice process and their options and communicates this to the parents

2.7 Use of Technology:

When completing a task on a computer it is a student's responsibility to make sure there is more than one copy in case there is a problem accessing the task or print the task off before the due date. Tasks must be submitted by the date and time indicated on the assessment task notification, via the platform indicated.

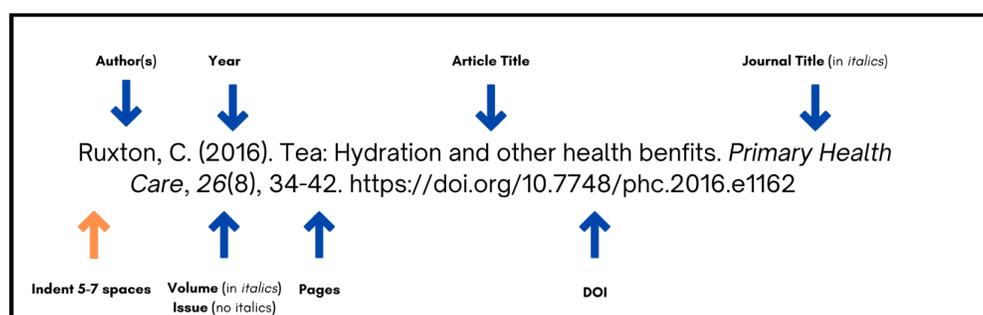
Technology and/or computer equipment failure may not be valid grounds for misadventure involving the late submission of tasks.

Google Classroom is Bulli High School's virtual learning environment, allowing students to access work, collaborate and gain feedback from teachers. The school uses a range of plagiarism detectors to guard against accidental or intentional malpractice.



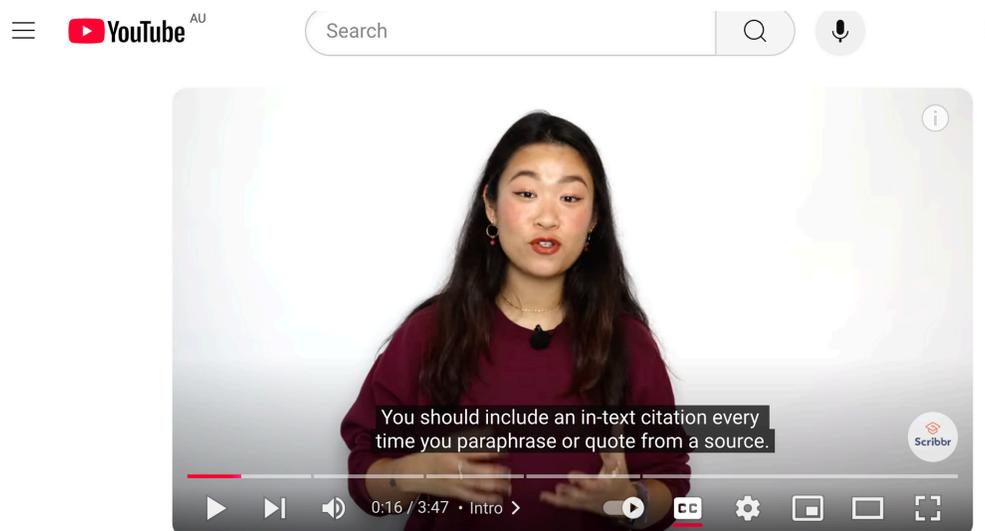
Referencing Procedures

Assessments which require referencing must include a list of all resources students have used in their research. Referencing could include books, websites, magazines, TV shows, YouTube videos or podcasts. Details of these resources are listed alphabetically in the Reference List according to the Author's last name. At Bulli High School the format that is advised is APA 7. APA is an author-date style with two key components. The purpose of referencing is to acknowledge the source and enable the reader to trace the sources.



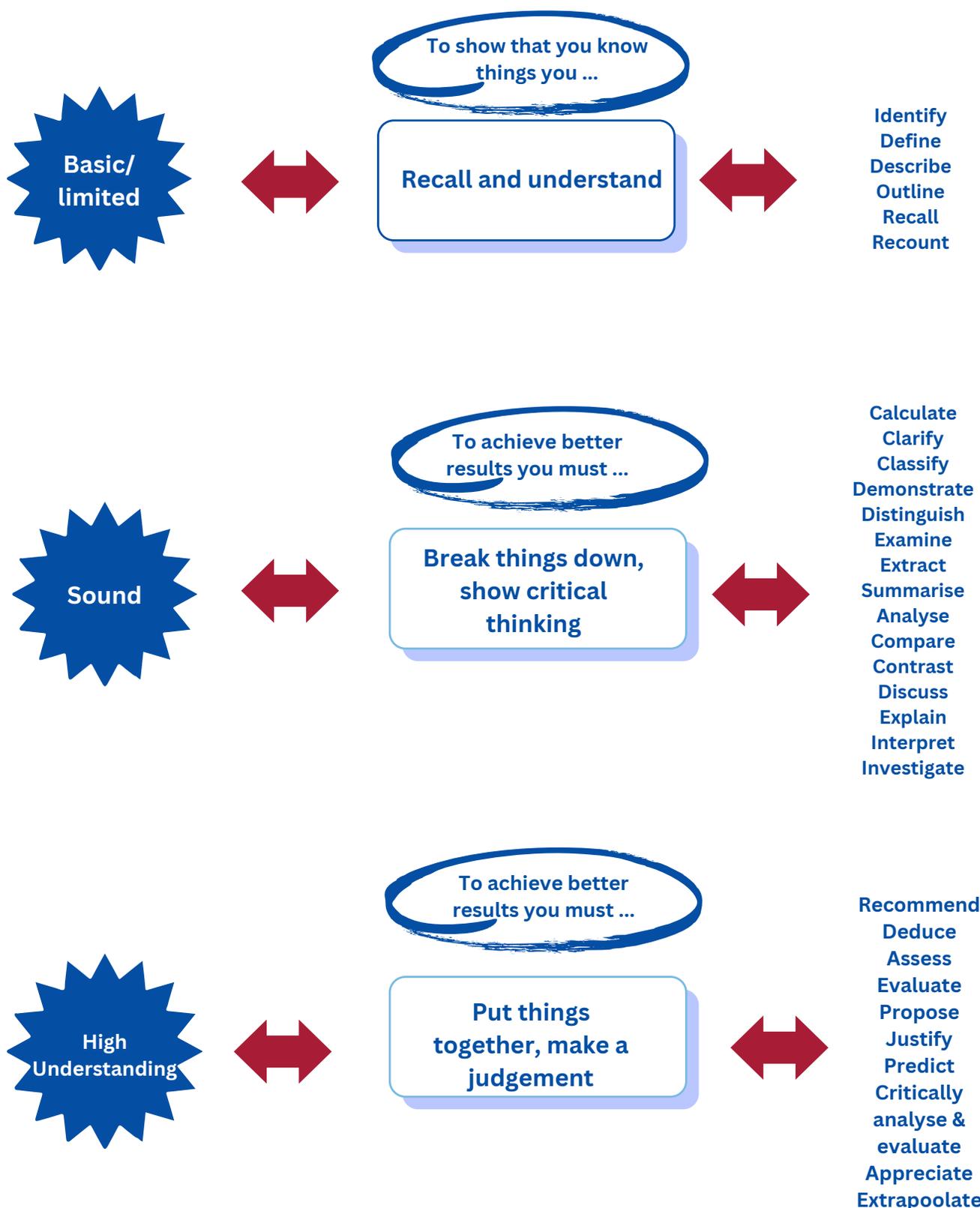
The following video will provide more information on referencing

[Click here](#)



APA 7th Edition: The Basics of APA In-text Citations | Scribbr 🎓

Key words and levels of thinking skills



Key Word Definitions

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results, or size
Calculate	Ascertain/determine from given facts, figures, or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection, and quality to (analyse/evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts, or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

ASSESSMENT TASK NOTIFICATION



Faculty:

Year 7/Year 8:

Assessment Task *Number* Notification

Title of Task:

Task Weighting:

Date issued:

Due date and time:

Bulli High School Assessment Policy

- If a student is absent for an in-class task, they must complete it on the first lesson after the absence.
- All take-home tasks must be submitted electronically via Google Classroom or emailed to the school via bulli-h.school@det.nsw.edu.au, Attention: Class teacher's name.
- Students must be present on the day their assessment task is due, whether it is submitted in person or electronically.
- Approved leave does not infer approved illness misadventure. Students are still required to submit their task by the due date.
- Misadventure will be declined for holidays or travel during school time.
- Artificial Intelligence is prohibited unless you have sought permission from your teacher and referenced in your task.
- **Disability Provisions** - If you have been granted disability provisions and you wish to use them for this assessment task, you should contact either your class teacher or the Head Teacher of this Faculty at least **one week before** the assessment task due date to make arrangements.

Outcomes Assessed:

- List syllabus outcomes being assessed with code
- Ensure syllabus outcomes reflect the assessment guidelines for that task.

Nature of Task:

- Explain here what the student needs to do to prepare and complete the task
- For examinations and tests, describe each section, equipment required, marks allocated for each section and length of the task

Marking Criteria:

- Provide marking criteria on how students will be assessed (where appropriate).
-

Marking Guidelines:

MARKING GUIDELINES: Question #	MARK
•	
•	

Staff can download a copy [here](#). Register of receipt can be found [here](#).



MANDATORY COURSE: YEAR 8 ENGLISH					KLA: ENGLISH
ASSESSMENT SCHEDULE: 2025					
Name of Task	Task 1: Reading	Task 2: Listening	Task 3: Speaking	Task 5: Classwork	Weighting
Task Description	Students will be given unseen texts to read. They are required to answer a series of multiple choice and short answer questions based on their reading and understanding of these texts.	Students will listen to an audio excerpt and answer a series of multiple-choice questions based on the excerpt.	Students will present a 3-4 discursive minute speech.	Ongoing classwork including assignments, homework, class activities, quizzes, tests, book work, participation and communication	
Proposed Date	Term 2 Week 5	Term 2 Week 5	Term 4 Week 3	Ongoing throughout the year	
Syllabus Outcomes	EN4-RVL-01, EN4-URA-01, EN4-URB-01.	EN4-RVL-01, EN4-URA-01, EN4-URB-01.	EN4-ECA-01, EN4-ECB-01	EN4- RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01.	
Components					
Reading	10	-	-		10
Speaking	-	-	20		20
Listening	-	10	-	-	10
Writing	-	-	-		60
Total	10	10	20	60	100%



MANDATORY COURSE: YEAR 8 GEOGRAPHY			KLA: HSIE
ASSESSMENT SCHEDULE: 2025			
Name of Task	Task 1: Skills Test	Task 2: Water In the World Research Task	Weighting
Task Description	Test examines Year 8 Geography skills such as the reading and comprehension of graphs, statistics and photographs.	Students research a hazard and complete a written response in class.	
Proposed Date	Term 3 Week 6	Term 4 Week 2	
Syllabus Outcomes	GE4.1 - 4.8 4.7, 4.8 are Priority Outcomes	4.1, 4.2, 4.3, 4.5 – 4.8 4.2, 4.5 are Priority Outcomes	
Components			
Knowledge and understanding of course content	20	20	40
Skills	30	-	30
Research/Fieldwork	-	20	20
Literacy	-	10	10
Total	50	50	100



MANDATORY COURSE: YEAR 8 HISTORY			KLA: HSIE
ASSESSMENT SCHEDULE: 2025			
Name of Task	Task 1: Research	Task 2: History Examination	Weighting
Task Description	Research assignment on Medieval society. Mandatory ICT task connected to assignment.	Written examination - Test examines student's ability to interpret sources and identify and describe key terms and concepts of the topics studied	
Proposed Date	Term 1 Week 9	Term 2 Week 4	
Syllabus Outcomes	HT4.3, H4.5, H4.7 – H4.10 Priority Outcomes are 4.3, 4.8	HT4.2, 4.3, 4.6, 4.9, 4.10 Priority Outcomes are 4.6, 4.9	
Components			
Knowledge and understanding of course content	10	40	50
Skills	10	10	20
Research/Fieldwork	20	-	20
Literacy	10	-	10
Total	50	50	100



MANDATORY COURSE: YEAR 8 MATHEMATICS					KLA: MATHEMATICS
ASSESSMENT SCHEDULE: 2025					
Name of Task	Task 1: Semester 1 Topic Tests	Task 2: Common Test 1	Task 3: Semester 2 Topic Tests	Task 4: Common Test 2	Weighting
Task Description	Topic tests completed at end of each topic <i>Calculators are absolutely necessary for each lesson, topic test, and examination in Years 7- 10.</i>	Formal examination completed simultaneously by all classes in the year	Topic tests completed at end of each topic	Formal examination completed simultaneously by all classes in the year.	
Proposed Date	Progressive	Term 2 Week4	Progressive	Term 4 Week 4	
Syllabus Outcomes	4-FRC-01, 4-PYT-01, 4-ALG-01, 4-INT-01, 4-IND-01	4-ANG-01, 4-GEO-01, 4-FRC-01, 4-PYT-01, 4-ALG-01, 4-INT-01, 4-IND-01	4-LEN-01, 4-ARE-01, 4-VOL-01, 4-DAT-01, 4-DAT-02, 4-PRO-01	4-RAT-01, 4-EQU-01, 4-LIN-01, 4-LEN-01, 4-ARE-01, 4-VOL-01, 4-DAT-01, 4-DAT-02, 4-PRO-01	
Components					
Knowledge	10	10	10	10	40
Application	10	10	10	10	40
Problem Solving	5	5	5	5	20
Total	25	25	25	25	100%



MANDATORY COURSE: YEAR 8 PDHPE					KLA: PDHPE
ASSESSMENT SCHEDULE: 2025					
Name of Task	Task 1: Practical Assessment	Task 2: Formative Assessment	Task 3: Practical Assessment	Task 4: Formative Assessment	Weighting
Task Description	Aqua Fitness / Carnivals / Territory Games	'Risky situations, informed decisions' and 'Let's all get along' units. Ongoing written tasks and class- based assessments.	Target Games / Dancing / Striking & Catching / Net Games	'Love and all that Jazz' and 'Mindful or Mind Full' units. Ongoing written tasks and class- based assessments.	
Proposed Date	Term 1: Weeks 3 – 8 Term 2: Weeks 1 - 7	Ongoing throughout Terms 1 & 2	Term 3: Weeks 2 - 9 Term 4: Weeks 1 - 6	Ongoing throughout Terms 3 & 4	
Syllabus Outcomes	PD4-4, PD4-5, PD4- 10, PD4- 11	PD4-1, PD4-2, PD4-6, PD4-9	PD4-4, PD4-5,PD410, PD4- 11	PD4-2, PD4-6, PD4-7	
Components					
Knowledge & understanding	10	15	10	15	50
Skills	15	10	15	10	50
Total	25	25	25	25	100%



MANDATORY COURSE: YEAR 8 SCIENCE			KLA: SCIENCE	
ASSESSMENT SCHEDULE: 2025 – SEMESTER 1				
Name of Task	Task 1: Skills Test	Task 2: End of Semester Examination	Task 3: Homework Tasks	Weighting
Task Description	Including interpreting secondary data and graphing.	Understanding of course content.	10 tasks to be completed.	
Proposed date	Term 1 Week 8	Term 2 Week 5	Ongoing	
Syllabus Outcomes	Working Scientifically: SC4 - WS4, WS5, WS6, WS7, WS8, WS9 <ul style="list-style-type: none"> • Describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system (SC4 – 12ES) • Explains how scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management (SC4 – 13ES) 			
Components				
Knowledge and understanding	-	40	10	50
Working Scientifically	30	5	-	35
Communication	10	5	-	15
Total	40	50	50	100



MANDATORY COURSE: YEAR 8 SCIENCE				KLA: SCIENCE	
ASSESSMENT SCHEDULE: 2025 – SEMESTER 2					
Name of Task	Task 1: Experiment Plan	Task 2: Research Task	Task 3: Semester 2 Examination	Task 4: Homework Tasks	Weighting
Task Description	Experiment design and research plan	Student Research Project - report	Understanding of course content.	10 tasks to be completed.	
Proposed date	Term 3 Week 6	Term 4 Week TBC	Term 4 Week 5	Ongoing	
Syllabus Outcomes	Working Scientifically: SC4 - WS4, WS5, WS6, WS7, WS8, WS9 <ul style="list-style-type: none"> Describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles (SC4- 16CW) Explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life (SC4-17CW) 				
Components					
Knowledge and understanding	-	-	40	10	50
Working Scientifically	10	20	5	-	35
Communication	5	5	5	-	15
Total	15	25	50	10	100%



MANDATORY COURSE: YEAR 8 MUSIC					KLA: CAPA
ASSESSMENT SCHEDULE 2025					
Name of Task	Task 1	Task 2	Task 3	Task 4	Weighting
Task Description	Individual performance	Composition Task	Performance Task	Theory and Listening Task	
Proposed Date	Term 1 Week 6 Term 3 Week 6	Term 1 Weeks 9 - 10 Term 3 Weeks 9 - 10	Term 2 Weeks 3 - 4 Term 4 Weeks 3 - 4	Term 2 Weeks 5 - 6 Term 4 Weeks 5 - 6	
Syllabus Outcomes	4.1,4.2, 4.11,4.12	4.4,4.5, 4.6,4.12	4.1,4.2,4.11,4.12	4.3,4.7,4.8,4.9,4.11,4.12	
Components					
Performance	20	-	20	-	40
Composition	-	30	-	-	30
Listening	-	-	-	30	30
Total	20	30	20	30	100



MANDATORY OR ELECTIVE COURSE: YEAR 8 French					KLA: Languages	
Name of Task	Task 1: Composing	Task 2: Accessing and Responding	Task 3: Accessing and Responding	Task 4: Interacting	Task 5	
Task Description	Students make a short audition video for a T.V or sports team. Students must also write their introduction.	Students are preparing for a trip to France and need to sit an online test to see which class they will fit into. All term content covered.	Students are at the end of their exchange program in France and need to sit a 'contôle écrite' to see how much they have learned	Students will play a card game in pairs, asking each other questions about their lives.	Ongoing formative assessment of involvement in class activities, bookwork, language perfect and overall participation throughout the year	
Proposed Date	Term 1- Week 9	Term 2- Week 6	Term 3- Week 8	Term 4- Week 5	Throughout the year	
Syllabus Outcomes	ML4-CRT -01	ML4-UND-01	ML4-CRT-01, ML4-UND-01	ML4-INT-01	All	
Components						Weighting
Interacting	-	-	-	30	5	35
Understanding Texts	-	15	10	-	5	30
Creating Texts	25	-	5	-	5	35
Marks	25	15	15	30	15	100



MANDATORY COURSE: YEAR 8 TECHNOLOGY MANDATORY						KLA: TECHNOLOGIES	
ASSESSMENT SCHEDULE: 2025							
Name of Task	Unit 1 Technology Review (8 weeks)	Unit 2 Storage Solution (8 weeks)	Unit 3 Designers & Engineers (8 weeks)	Unit 4 Fantastic Food (8 weeks)	Unit 5 Creative Coding (8 weeks)	Unit 6 Yearly Examination	Weighting
Task Description	A review unit focusing on expectations, digital literacy, citizenship, WHS and digital storage and communication systems within the Technology curriculum area.	Timber based storage solution with opportunities for advanced manufacturing inclusions including CAD, CNC machining, vacuum forming &/or laser engraving/cutting.	Students learn about function, form and the factors affecting design and engineering through the design, assembly and detailing of a portable speaker along with associated graphic design, presentation and promotions.	Students learn about the different nutrients present in food sources plus the link between healthy food choices and wellbeing. They learn how to prepare healthy meals with a variety of cooking methods & how to make healthy dietary choices.	Students complete a series of design tasks to produce a basic coded light box or lantern using a range of digital, electronics & advanced manufacturing techniques.	Online annual review and examination requiring students to complete multiple choice, true or false & short response questions. This unit's mark does not go towards the final mark, however this mark may be used to differentiate when determining grades and ranks.	
Proposed Date	First 4 Weeks of Term 1	Units 2, 3, 4 and 5 are 8-week units delivered on rotation, throughout Terms 1-4. Unit order will vary from class to class, however all classes complete all of the units.				Examination Period Term 4 Week 2	
Syllabus Outcomes	TE4-1DP, TE4-2DP, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-FO, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-7DI, TE4-9MA, TE4-10TS	TE4-1DP TE4-2DP TE4-7DI TE4-8N TE4-5AG TE4-6FO TE4-9MA TE4-10TS	
Total	10	25	25	25	15	N/A	100%



COURSE: YEAR 8 VISUAL ARTS					KLA: CAPA
ASSESSMENT SCHEDULE: 2025 - SEMESTER 1 and SEMESTER 2					
Name of Task	Task 1: Critical and Historical Task	Task 2: Artwork ANIMALS	Task 3: VISUAL DIARY	Task 4: Artwork SCULPTURE	Weighting
Task Description	Task linking artists associated with class work through the conceptual framework and Frames	2-D works looking at Animals in Art; painting, &/or drawing &/or printmaking	A record of investigations into artmaking and Critical and Historical practice. Completed in class as coursework & at home	Ceramic sculpture based around the role of creatures within art history & linked to the Frames	
Proposed Date	Term 1 Week 10 Term 3 Week 10	Term 1 Week 11 Term 3 Week 10	Term 2 Week 4 Term 4 Week 4	Term 2 Week 5 Term 4 Week 5	
Syllabus Outcomes	4.6, 4.7, 4.7, 4.9, 4.10	4.1 - 4.5	4.1 - 4.10	4.1, 4.2, 4.3, 4.4, 4.5	
Art making Practice		30	10	30	70
Art History and Criticism	20		10		30
Weighting	20	30	20	30	100
Total	20	50	20	20	