



Year 8 2022 Assessment Handbook



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Year 8 Assessment Policy and Procedure

School assessment allows teachers to assess how students are progressing by measuring your achievement of outcomes in the Stage 4 courses as contained in the syllabus documents. In particular, it allows teachers to assess practical and oral skills, which are so important yet so difficult to examine.

The school assessment policy is designed so that every student is treated fairly by the school's system of assessment.

Assessment at Chester Hill High School encourages the progressive development of skills and knowledge whilst ensuring:

- Equity
- Consistency across all courses and faculties
- Fairness in marking and reporting
- Coordination of the assessment program to ease the load on students.

It has also been designed to:

- Assist students who would otherwise be disadvantaged by illness or misadventure
- Ensure that all appeals are dealt with fairly and consistently
- Promote and protect the best interests of all students.

This handbook lists formal assessment tasks that are common to all students in that course. The evidence teachers gather about student achievement is used to assist teachers in informing parents and students of their progress.

This handbook has been prepared to assist parents/caregivers and students in understanding the procedures used at Chester Hill High School. The Year 8 Assessment Handbook should be read in conjunction with the NSW Department of Education Curriculum Policy Standards (Updated July 2018) which outlines specific requirements and policy standards and relevant syllabus material.

How do I satisfactorily complete a course?

To satisfactorily complete a course, the Principal will need to have sufficient evidence that a student has:

- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- Achieved some or all of the course outcomes.

Factors which may prevent a student from satisfactorily completing a course could be:

- Poor attendance or lateness to school or classes
- Poor achievement in assessments due to lack of application and effort
- Failure to complete classwork and homework
- Failure to submit assessment tasks
- Proven cases of plagiarism, copying or cheating.



What information will I be provided about the courses I study?

The Assessment Task Handbook contains all Assessment Schedules (pgs. 14-22) of all courses offered in Year 8. The Assessment Schedule informs the student of:

- Topics studied throughout the year
- Number of assessment tasks
- Weighting of each assessment task
- Due date of each assessment task

What information will I be provided about my Assessment Task?

In all subjects, students will receive an Assessment Task Notification which includes the following information:

- Assessment name
- Due date or designated day
- Mark and the weighting of the task
- Requirements of the task
- Outcomes of the course that will be assessed
- How the assessment will be marked (marking criteria)

Students will be issued with an Assessment Task Notification at least two weeks prior to the due date of the task. Year 8 assessments will be printed on blue paper.

Students must sign to acknowledge that they have received the Assessment Task Notification.

A sample Assessment Task Notification is shown as Appendix 1 of this booklet.

How and when can I submit my Assessment Task?

Assessment tasks can only be submitted electronically if instructed by the teacher on the Assessment Task Notification.

When electronic submission is required or permitted, the task may be submitted through Google Classroom, shared via Google Drive or OneDrive. An electronic assessment task is ONLY considered submitted if:

- The assessment task is easily identifiable
- It is readable and free of virus infected files or media
- It is written in applications to which school staff have access to and in a format that can be accessed by most school computers.

All assessment tasks must be submitted on the due date & period as specified on the assessment task notification sheet. Tasks may be submitted earlier than the due date.

Any task submitted after the due date will be deemed late, unless the student is absent on the day due to illness or another acceptable reason where appropriate documentation is provided (e.g. medical certificate).

Tasks completed in class, such as tests and examinations, practicals, performances, speeches, and presentations, must be completed on the designated day. Failure to do so, without any appropriate documentation, will result in students losing marks for each day the task is late.



Can I get an extension for an assessment task?

Extension for assessment tasks will not be given to students. This is to ensure fairness amongst all students in the course. Students need to submit assessment tasks on the due date/time.

If you are unable to complete an assessment task due to illness/misadventure it is advised that you submit as much as possible of the task on the due date with a completed Assessment Task Illness/Misadventure Form (Appendix 2) attached.

What happens if I am sick or something serious happens on the day of the assessment task?

Assessment tasks must be submitted by the due date to avoid losing any marks. However, if a student falls ill or something occurs beyond their control before or during the assessment task that affects their performance, the student may lodge an Assessment Task Illness/Misadventure Form (Appendix 2). The form must include appropriate documentation such as a doctor's certificate. Examples of misadventure could be arriving late to the assessment task due to public transport delays, an accident etc.

Failure of computer equipment/programs is NOT an acceptable reason for failing to submit an assessment task.

The Assessment Task Illness/Misadventure Form (Appendix 2) must be submitted to the faculty Head Teacher on the first day the student returns to school. The Head Teacher will liaise with the Classroom Teacher and the Deputy Principal to determine an appropriate course of action.

What happens if I submit my assessment task late?

If a student submits an assessment task late due to sickness or misadventure, the student must submit:

- An Assessment Task Illness/Misadventure Form (Appendix 2)
- Appropriate supporting documentation (e.g. doctor's certificate)

If a student has no reasonable excuse as to why the assessment task has been submitted late, the student will have marks deducted as follows:

- One day late: 10% off total mark
- Two days late: 20% off total mark
- Three days late: 30% off total mark

A 'day' is classified as any school day. A maximum of a 50% total mark deduction will be enforced for late assessment tasks.

If a student does not complete or submit an assessment task by the due date/time, the classroom teacher will inform the student's parents/caregivers of their concerns for the student and offer support. In addition, a Letter of Concern will be sent home.

All tasks must be completed and submitted to ensure a student satisfactorily completes a course and meets course outcomes.



What happens if I cheat in an assessment task?

Cheating or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating. Please note that any malpractice in any task may result in zero being awarded for the assessment task.

Here are some examples of behaviour that are considered to be cheating:

- Copying, buying, stealing, or borrowing someone else's work and presenting it as your own
- Using material directly from books, journals, newspapers, CDs, or the internet without referencing the source
- Paying someone to write or prepare material that is associated with a task
- Communicating with other students during an assessment or examination
- Using forbidden aids (this would include bringing into an examination situation secret note, or any helpful electronic device not specifically allowed, whether or not it is used).

The examples above are generally referred to as plagiarism.

Allegations of plagiarism or other forms of malpractice will be reported to the Head Teacher who will investigate the matter and, if proven, a zero will be awarded for the section that has been plagiarised.

In the case of cheating or using an electronic device, the whole examination will be awarded a zero, and parents and caregivers will be notified.

What steps can I take to manage my assessment tasks?

To ensure students are not overwhelmed or stressed when completing multiple assessment tasks from various subjects, they can:

- Start tasks early so that they can ask for help if required
- Read the assessment task notification sheet carefully, so that the student is aware of all requirements
- Be aware of the due dates
- Break tasks into a series of smaller steps and set deadlines for completing each step
- Record the sources of information you use as you find them so that the reference list/bibliography does not become a major task at the end
- Frequently save, back up and/or print any work completed on a computer. The failure of technology is NOT an acceptable reason for the late submission of work.
- Keep all your earlier drafts and copies of your resources and work
- Keep a copy of any work you submit for teacher feedback
- Seek help from the Learning Support faculty or at the Homework Centre on Wednesday, Thursday and Friday afternoons in the library.



What can I do if I think I deserve more marks in my assessment task?

If a student has read the teacher's feedback and cross-referenced it with the marking criteria and they still feel they should have been awarded more marks, the student should seek clarification from the classroom teacher.

If the student is not satisfied with the clarification provided by the classroom teacher, the student may make an appeal relating to the assessment task results to the faculty Head Teacher. The faculty Head Teacher will liaise with the classroom teacher and Deputy Principal to determine an appropriate course of action.

What can the school do to support me if I have a disability?

Disability Provisions are practical arrangements designed to help students who could not otherwise make a fair attempt to show what they know in an assessment task or examination room. Disability provisions are designed to reduce disadvantage in an assessment task.

The definition of 'disability' in the Disability Discrimination Act 1992 includes:

- physical
- intellectual
- psychiatric
- sensory
- neurological, and
- learning disabilities, as well as
- physical disfigurement, and
- the presence in the body of disease-causing organisms.

If a student has a disability, parent/student need to contact the school and speak to the Head Teacher of Learning and Support to develop appropriate plans to support the student with their learning and assessment tasks.



How is my academic progress reported?

Chester Hill High School formally reports on a student's progress twice each year:

- Half-Yearly Report - issued at the end of Term 2
- Yearly Report - issued at the end of the year.

Half-Yearly and Yearly Reports will provide information about a student's progress in each course. For Year 8, grades 'A' to 'E' will reflect student achievement in each course. Teachers use the Course Performance Descriptors in each course to determine the grade range that best reflects the student's achievement. The performance descriptors can be found below:

| Grade | Descriptor |
|-------|---|
| A | A student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, a student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations. |
| B | A student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, a student is able to apply this knowledge and these skills to most situations. |
| C | A student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills. |
| D | A student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills. |
| E | A student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills. |

Additionally, the following information will also be provided for each student:

- A learning profile reflecting the student's commitment and attitude towards learning
- Extra-curricular involvement (extra-curricular activities are the things the student does other than normal schoolwork, for example, debating, SRC, etc.)
- Attendance data
- Teacher feedback.



Who can I see for help?

Students can seek course specific assistance from the Head Teacher of the faculty:

| Faculty | Staff Member |
|---|---------------------------|
| Creative and Performing Arts (CAPA) | Ms. V. Messimeris |
| English as an Additional Language/Dialect (EAL/D) | Ms. K. Lam |
| English | Ms. A. Gatsios |
| History | Mr. L. Brown (Relieving) |
| Languages Other than English (LOTE) | Mr. A. Al Saifi |
| Mathematics | Mr. D. Thomas |
| Personal Development, Health & Physical Education (PD/H/PE) | Mr. L. Jones |
| Science and Computing | Ms. D. Nguyen (Relieving) |
| Social Science | Ms. N. Benton |
| Technological and Applied Studies (TAS) | Mr. D. Sellen (Relieving) |

Students can also seek assistance with assessment tasks from other key staff members:

| Position | Staff Member |
|------------------------------------|--|
| Principal | Ms. M. O'Harae |
| Stage 4 Deputy Principal | Mr. E. Lieu (Relieving) |
| Stage 5 Deputy Principal | Mr. S. Achmad |
| Stage 6 Deputy Principal | Mrs. S. Frost |
| Deputy Principal Student Services | TBC |
| Head Teacher Teaching and Learning | Ms. K. Lam |
| Head Teacher Learning and Support | Mr. M. Graham |
| Head Teacher Administration | Mr. A. Al Saifi |
| Head Teacher School Priorities | Mr. T. Creighton |
| Head Teacher Secondary Studies | Ms. N. Sayhouni |
| Head Teacher Wellbeing | Ms. S. Hamid Mr. J Bullen (Relieving) |



Appendix 1



Assessment Task Proforma

Assessment Task # Notification **Proforma** (single-sided front page)

| | | | |
|--------------------------------|--|----------------------------|--|
| Course: | | Year: | |
| Topic: | | | |
| Assessment Name: | | | |
| DATE DUE: | | Total Weighting (%) | |
| | | Total Marks | |
| STUDENT NAME: | | | |
| Progress Check Feedback | <i>(Individualised based on task – tick a box or lines for feedback)</i> | | |
| Progress Check Date: | | | |

I certify that:

- This assignment is my own work, based on my personal study and/or research.
- I have **acknowledged all material and sources used in the preparation** of this assignment in a **reference list**.
- Submitted assignments based on group work are not the same as other students' work.
- I have not plagiarised (copied) in part, or in whole the work of other students.
- I have read and I understand the success criteria used for this assessment
- I have kept a copy of my assignment and the receipt.**
- I understand that a copy of my assignment may be kept and used to make comparisons with other assignments in the future.

Student's Signature:

Date:



Assessment Task Student Receipt

(This receipt should be kept as proof of assessment submission)

| | |
|-----------------------|-----------------------------|
| FAMILY NAME: | GIVEN NAME: |
| TEACHER: | CLASS: |
| DATE DUE: | DATE SUBMITTED: |
| TITLE OF TASK: | TEACHER'S SIGNATURE: |



Task Information

| | |
|--|--|
| Important idea(s) being explored: | |
| Skills, knowledge and understanding being demonstrated: | |
| Task requirements: | <i>(optional checklist with tick-a-box for students)</i> |
| Syllabus outcomes: | |

Feedback from student about task:

I spent _____ hours working on this task.

The hardest part of this task was _____

The easiest was _____

What I have enjoyed most about learning in **SUBJECT** is _____

My learning in **SUBJECT** could be improved if: _____

Dear teacher, I need help in the following areas: _____



Marking Guidelines

(each part/question of the task needs its own marking criteria)

| Criteria | Marks |
|----------|-------|
| | |
| | |
| | |

Feedback from the Teacher:

| | | | |
|-----------|--|-------------------|--|
| Task Mark | | Teacher Signature | |
|-----------|--|-------------------|--|



Appendix 2

Chester Hill High School

Strength in Unity, Excellence in Education



Assessment Task Illness/Misadventure Form

Submit this form to the Head Teacher on the first day of your return to school.

Name of student: _____ Date: _____

Task: _____ Course: _____ Due Date: _____

Reason for missing the task/due date:

Parent/Caregiver Signature: _____ Student Signature: _____ Date: _____

Doctor's Certificate attached? YES / NO

(Doctor's certificate **MUST** be attached to this form if your reason is **ILLNESS**)

If you were sick DURING an assessment task, did you notify the teacher immediately? **YES / NO / N/A**

Head Teacher Recommendation:

Head Teacher Signature: _____ Date: _____

Deputy Principal Decision:

Deputy Principal Signature: _____ Date: _____

OFFICE USE ONLY:

Copy to: Student Student's file Head Teacher



English

Overview of Year 8 course content

The study of English is designed to provide students with the skills to use, understand, appreciate, reflect on and enjoy the English language in a variety of texts and to shape meaning in ways that are imaginative, interpretive, critical and powerful.

Students will undertake the essential content and work towards course outcomes through close reading, listening to or viewing:

- Fiction
- Poetry
- Film
- Nonfiction
- Drama.

Students will complete 5 topics throughout the year. The topics to be studied, in order, are:

- Topic area - Identity
- Detailed study of text - novel
- A Picture's Worth a Thousand Words – Critical Visual Literacy
- All the World's a Stage
- Heroes and Heroines.

Assessment Schedule:

Students will complete 4 common assessment tasks throughout the year. Students will complete one of these tasks at the conclusion of each topic.

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Marks collected from these tasks will contribute to a student's overall Grade issued at the Half-Yearly and Yearly Reports.

| Task | Weighting (%) | Due |
|----------------------|---------------|-----------------|
| In-class Examination | 25 | Term 1, Week 10 |
| Discussion Essay | 25 | Term 2, Week 10 |
| Drama Script | 25 | Term 3, Week 8 |
| Oral Presentation | 25 | Term 4, Week 4 |



History

Overview of Year 8 course content

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. History provides opportunities for students to explore human actions and achievements in a range of historical contexts and develop their historical skills and understanding.

In Semester 1, Year 8 students will study the topic: The Ancient World. This will consist of 1 overview study and 3 depth studies.

Overview the Ancient World: Ancient history from the time of the earliest human communities to the end of the ancient period (approximately 60 000 BC – c. AD 650):

- Depth Study 1 Investigating the Ancient Past
- Depth Study 2 The Mediterranean World: Egypt
- Depth Study 3 The Asian World: China.

In Semester 2, Year 8 students will study the topic: The Ancient to the Modern World. This will consist of 1 overview study and 3 depth studies.

Overview World History from the fall of the Roman Empire to the 18th Century:

- Depth Study 1 The Western and Islamic World: Medieval Europe
- Depth Study 2 The Asia Pacific World: Japan Under the Shoguns
- Depth Study 3 Expanding Contacts: Aboriginal and Indigenous Peoples, Colonisation and Contact History.

Assessment Schedule:

Students will complete 3 assessment activities during the year. They will also complete a range of differentiated class tasks throughout the year. These activities will allow students to demonstrate their knowledge and understanding of historical concepts and their application of historical skills, through a variety of assessment activities as part of an ongoing process.

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

| Task | Weighting (%) | Due |
|--|---------------|----------------|
| Investigating the Past Written task: Explain who the Narrabeen Man was and how he died | 30 | Term 1, Week 6 |
| The Mediterranean World: Egypt Written task: The impact of Akhenaten | 40 | Term 2, Week 3 |
| Medieval Europe: Perspectives on a Medieval Castle Siege | 30 | Term 3, Week 8 |



Japanese

Overview of Year 8 course content

Students will complete the following topics throughout the year. The topics to be studied are:

Semester 1

- Hiragana script
- Greetings and Self-Introduction
- Time
- Family
- Katakana script
- Verbs, related vocabulary and grammar structures
- Culture – Film study – Spirited away

Semester 2

- School
- Kanji
- Transport
- Body Parts
- Culture – Animation study – Summer Wars
- Cultural Activities.

Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

| Task | Weighting (%) | Due |
|---------------------------------|---------------|----------------|
| Hiragana Test - Written | 25 | Term 1, Week 8 |
| Family test – written (reading) | 25 | Term 2, Week 3 |
| School Test – Written (reading) | 25 | Term 3, Week 4 |
| Yearly exam - written | 25 | Term 4, Week 3 |



Mathematics

Overview of Year 8 course content

The Mathematics Syllabus focuses on developing students' communication, problem solving, reasoning, understanding and fluency skills. Working Mathematically provides students with the opportunity to engage in genuine mathematical activity and develop the skills to become flexible and creative users of mathematics.

Students will complete the following topics throughout the year. The topics to be studied are:

- Fractions, Decimals and Percentages
- Financial Mathematics
- Pythagoras' Theorem
- Area
- Volume
- Analysing Data
- Linear Relationships
- Ratios and Rates
- Algebraic Techniques
- Equations
- Properties of Geometrical Figures.

Assessment Schedule:

Students will complete a variety of class assessments to determine these grades. These tasks are summative tasks and are an opportunity for students to demonstrate the depth of understanding they have developed and retained. Students will be allowed to bring one double-sided, handwritten A4 page reference sheet into in-class examinations.

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

| Task | Weighting (%) | Due |
|---------------|---------------|----------------|
| Assignment | 15 | Term 1, Week 9 |
| Examination 1 | 30 | Term 2, Week 3 |
| In-class Task | 25 | Term 3, Week 4 |
| Examination 2 | 30 | Term 4, Week 3 |



Music

Overview of Year 8 course content

Students will complete the following topics throughout the year. The topics to be studied are:

- The Guitar
- Film Music
- Rock Music
- Notation and Composition.

Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

| Task | Weighting (%) | Due |
|--|---------------|-------------------|
| Composition | 30 | Term 1, Week 9 |
| Performance | 30 | Term 2, Weeks 7-8 |
| Yearly Examination (includes listening component) | 40 | Term 3, Week 9 |



Personal Development, Health and Physical Education (PD/H/PE)

Overview of Year 8 course content

Students will complete the following topics throughout the year. The topics to be studied are:

Semester 1

- Wealth in Health
- Rights and Responsibilities
- Move and Groove

Semester 2

- Do I or Don't I
- On the Court
- Cultivating Body and Mind.

Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

| Task | Weighting (%) | Due |
|--|---------------|----------------|
| Theory – Health Resource | 25 | Term 1, Week 9 |
| Practical – Move and Groove Task | 25 | Term 2, Week 3 |
| Practical – On the Court | 25 | Term 3, Week 7 |
| Theory – Cultivating Body and Mind Yearly Examination | 25 | Term 4, Week 4 |



Science

Overview of Year 8 course content

Students develop Working Scientifically skills in the knowledge and understanding strands of Chemical World, Physical World, Living World and Earth and Space. Through applying the processes of Working Scientifically, students use scientific inquiry to develop their understanding of science ideas and concepts, as well as the importance of scientific evidence.

Students will complete the following topics throughout the year. The topics to be studied are:

Semester 1

- Living World
- Earth and Space

Semester 2

- Chemical World
- Physical World.

Assessment Schedule:

Common assessments include a variety of tasks such as examinations, research activities and student investigations.

All tasks listed below are used to measure student achievement against a variety of learning outcomes in areas of Knowledge and Understanding, Thinking Scientifically, Communicating Scientifically, and Investigating Scientifically.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

| Task | Weighting (%) | Due |
|---------------------------------|---------------|----------------|
| Guided Scientific Investigation | 20 | Term 1, Week 5 |
| Half-Yearly Examination | 30 | Term 2, Week 2 |
| Research Task | 20 | Term 3, Week 6 |
| Yearly Examination | 30 | Term 4, Week 2 |



Technology Mandatory

Overview of Year 8 course content

The Technology Mandatory course will develop students' skills, knowledge and understanding in:

- Agriculture and Food Technologies
- Digital Technologies
- Engineered Systems
- Material Technologies.

Each of these areas is undertaken through the design and production of a variety of projects throughout Year 7 and 8. Students will undertake a minimum of four design projects across Years 7 and 8.

Projects are designed and developed in class and through these, students develop a range of practical skills and learn to safely use appropriate tools and equipment specific to each context area.

Projects will vary in complexity to match the skills and experiences of students throughout the year. Each class will have a different sequence of experiences in different materials.

Assessment Schedule:

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

| Task | Weighting (%) | Due |
|--------------------------------|---------------|----------------|
| Semester 1 – Project and Folio | 50 | Term 2, Week 5 |
| Semester 2 – Project and Folio | 50 | Term 4, Week 4 |



Visual Arts

Overview of Year 8 course content

Students will complete the following topics throughout the year. The topics to be studied are:

- Appropriation Art
- The Art of Yayoi Kusama
- Surrealism
- Pop Art.

Assessment Schedule:

Students are required to complete practical work in their Visual Arts Process Diary (VAPD). They will be given theory activities for completion through which they will learn about artists, subject vocabulary, visual literacy and many other important Visual Arts concepts.

All tasks listed below are used to measure student achievement against a variety of learning outcomes.

Marks collected from these tasks will contribute to a student's overall grade issued at the Half-Yearly and Yearly Reports.

| Task | Weighting (%) | Due |
|---|---------------|-----------------|
| Visual Arts Process Diary | 30 | Term 1, Week 9 |
| Artist Study | 30 | Term 2, Week 9 |
| Artmaking Portfolio & Visual Arts Process Diary | 40 | Term 3, Week 10 |



Assessment Task Calendar

| Term | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
|------|--------|---------|---|---|-------------------------|---------|---------|--------------------|--|-------------|---------|
| 1 | | | | | Science | History | | Japanese | Mathematics Music PD/H/PE Visual Arts | English | |
| 2 | | Science | History Japanese Mathematics PD/H/PE | | Technology Mandatory | | | | Visual Arts | English | |
| 3 | | | | Japanese Mathematics | | Science | PD/H/PE | English History | | Visual Arts | |
| 4 | | Science | Japanese Mathematics | English PD/H/PE Technology Mandatory | | | | | | | |