



YEAR 8 ASSESSMENT GUIDE 2025

INFORMATION
FOR STUDENTS
AND FAMILIES



YEAR 8 Assessment Information

This booklet is issued via email to all year 8 students of TLSC Tumbi Umbi Campus, Term 1 2025. It has been prepared to provide students and their parents / carers with information on assessment of all courses.

For each course studied, students are provided with an Assessment Schedule in this booklet and via email.

In most cases THREE tasks will be the minimum number given for any course. Examinations for some subjects may also be scheduled. No course assessment program will consist entirely of formal examinations.

An individual task will not normally be less than 10% or more than 40% of the total. One task may address several assessment components. Each task is a single event, not an aggregation of several similar tasks.

Nature of Tasks

For each task you will be informed of:

- Unit or program to be assessed
- Task number
- The weighting allocated to the task e.g. 15%
- Task type and if it is to be completed in class, at home, or a combination of in class and at home
- Date given
- Due date
- Method of submission

Two weeks notice will be given with respect to the specific details of any task. This notification will be in writing on blue paper.

If a student is absent, it is their responsibility to acquaint themselves with the details of any task notifications.

Students should note that an agreed scheduling date may have to be changed due to unforeseen circumstances.

Submission of tasks

Tasks should be submitted (as outlined in the assessment notification) to the classroom teacher at the time notified by the teacher. If the teacher is absent or unavailable, then the task is to be submitted to the Head Teacher of the faculty involved, or, in cases where that is not possible, the Deputy Principal.

Students are provided with formal feedback for each assessment. This may involve exemplar scripts, marking grids, verbal discussion, and written advice.

School Sanctioned Activities

It is the student's responsibility to prepare their own calendar of assessment tasks for their pattern of study. Students must be familiar with all assessment task requirements and deadlines. Students must make prior arrangements with their teacher or Head Teacher if attendance in class or assessment task requirements will be disrupted by work placement or other school-sanctioned activities. This must be done as soon as it becomes evident.

Illness/Misadventure

Obtaining an Illness Misadventure Form: It is the responsibility of the student to obtain and submit an Illness/Misadventure Form in the appropriate circumstances. Forms may be obtained from Class Teachers, Head Teachers or Deputy Principals. A copy is provided in this Assessment Guide.

The Purpose of the Illness/Misadventure process: The purpose of the Illness Misadventure process is to ensure that students are not disadvantaged by circumstances which could not be reasonably predicted, and which are beyond their control.

The following are examples where the Illness Misadventure process might be successfully used:

- a student will miss an assessment task because of an approved school activity.
- a student is absent because of illness on the day of an exam.

The following are examples where Illness Misadventure would not be approved:

- a student truants from school during the period when a task was held.
- a student does not submit an Illness Misadventure form within the required time.

Submitting the Illness Misadventure Form: For an Illness Misadventure to be considered, it must be submitted to the classroom teacher, or relevant Head Teacher and within 48 hours of the due date or 48 hours of return to school from leave.

When to submit an Illness/Misadventure Form

- i. Student knows in advance that he/she is unable to sit for/submit a task on the due date:** If the student knows in advance that because of a school endorsed activity or leave, he/she will be absent on the designated day for the completion of a task, then the student must submit an Illness/Misadventure Form before the date the task is to be completed. In these circumstances, marks will be awarded without penalty. The student must submit the task before the due date or arrange for the task to be submitted on the due date. In the case of an exam, the classroom teacher will organise for the exam to be sat prior to the due date or on the student's first day of return to school.
- ii. Student is unexpectedly absent on the day of a task:** If a student is unexpectedly absent on the day of a task, an Illness Misadventure Form must be submitted within 48 hours of the student's return to school. Unless there is written notification indicating otherwise, the student should expect to complete or submit the task on the first day of return to school.
- iii. Student is present but does not attempt or submit a task:** If the student is present at school but does not attempt or submit a task, an Illness Misadventure Form must be submitted on the day of the task or within 48 hours. The student will lose 5% (of what would have been the award mark) for every day that the task is late. Students are expected to complete all set tasks even if this means that the task will be late.

Awarding Zero Marks

Zero marks will be considered:

- When a student **completes or submits the task later** than the specified date and **does not complete an Illness/Misadventure Form**. A letter from the classroom teacher will be sent home to parents/carers.
- When a student **fails to complete or submit the task** and **does not** submit an Illness/Misadventure Form. A letter from the classroom teacher will be sent home to parents/carers.

Extensions

If there are difficulties of which students are aware before the due date, students may apply for an extension of time for submission of the task. The application for extension (using the Illness/Misadventure Form) must be submitted to the Classroom Teacher at least 5 school days before the assessment due date.

Technological Malfunction

Computer failure will not be accepted as a reason for failing to submit an assessment task. It is expected that all computer-generated work should be saved in more than one location or format.

Where the malfunction of computers or printers prevents the production of a final copy, evidence of completion of the task must be shown to the teacher on the due date. It is recommended that students do not leave the printing of an assessment task until the day before the task is due. Students are also reminded that the technology resources of the school can be utilised if necessary.

Illness/Misadventure Form: Years 7 - 9

An illness/misadventure form must be submitted in the following instances:

- A student **knows in advance** of an assessment task that they will be absent for
- A student is unexpectedly and genuinely absent **on the due date** of an assessment task
- A student has **reasonable grounds to appeal** the decision of an assessment result

In the case of a genuine absence, the completed and signed form must be submitted within 48 hours of return to school.

Illness/Misadventure Details – student or parent to complete then submit to classroom teacher

Student name: _____ Class: _____ Teacher: _____

Subject: _____ Due date of task: _____ Date form submitted: _____

What is the task: _____

1. Why are you submitting this form? Indicate one of the following:

- ☐ I was genuinely absent on the day of my assessment task
- ☐ I know in advance that I will be absent on the due date for my assessment task
- ☐ I will be/was involved in a school-based commitment which meant I will be/was genuinely absent on the day of my assessment task
- ☐ I have had an extended absence
- ☐ I did not submit my task on the due date and I have no reason for why it was not submitted on time

Please outline details relating to absence: _____

2. What am I requesting? Indicate one of the following: (request will be circled if approved)

<input type="checkbox"/> I am requesting an alternate date to complete task	Teacher Decision: Approved / Not Approved - Notes:
<input type="checkbox"/> I am requesting NO PENALTY due to late submission because of the reason above and my parent/carer is aware	Teacher Decision: Approved / Not Approved - Notes:
<input type="checkbox"/> I am requesting an extension	Teacher Decision: Approved / Not Approved - Notes:
<input type="checkbox"/> I am aware that I will lose 5% of my mark for each day my task has been late	Teacher Decision: Approved / Not Approved - Notes:

Parent signature: _____ Date: _____ Contact number: _____

SCHOOL USE ONLY: Teacher name: _____ Signature: _____ Date: _____

Illness/Misadventure Decision – to be detached and returned to student

Student name: _____ Class: _____ Teacher: _____

Task: _____ HT Signature: _____ Date: _____

Decision: ☐ Approved ☐ Not approved

Year Eight- 2025 Scope and Sequence



	1	2	3	4	5	6	7	8	9	10
Topic Overview	<u>Crime Genre</u> <u>Outcomes:</u> EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01 <u>Texts:</u> <i>Non-fiction texts (Crime scene package) & Film (teacher choice of crime genre text).</i>									
Week by Week	Relational Capacity Activities	Analysing genre conventions			Podcasting Medium & True Crime		Crime Scene Analysis and Group Podcast			Personal Reflection
Topic Overview	<u>Powerful Perspectives</u> <u>Outcomes:</u> EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-ECA-01, EN4-ECB-01 <u>Texts:</u> <i>Extended prose (Selection of texts exploring refugee experiences)</i>									
Week by Week	Introduction	Textual Concepts Overview	Short Story Analysis			Picture Book Analysis			Composing Extended Response	
Topic Overview	<u>Introduction to Shakespeare</u> <u>Outcomes:</u> EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01 <u>Texts:</u> <i>Excerpts from Shakespeare’s plays (Romeo and Juliet, Macbeth, Othello, The Tempest, A Midsummer Night’s Dream).</i>									
Week by Week	Introduction (Literary Value & Context)		Case Study One- Hamlet, Othello, Romeo and Juliet			Case Study Two- Hamlet, Othello, Romeo and Juliet			Visual Representation & Reflection	
Topic Overview	<u>Express Yourself</u> <u>Outcomes:</u> EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-ECA-01 <u>Texts:</u> <i>Focus on poetry (Aboriginal perspectives)</i>									
Week by Week	Introduction	Representing Australian Culture		Poetry (Bush Poetry & Aboriginal Poetry)				Style- Song lyrics and slam poetry		

2025 Year 8 ENGLISH Assessment Schedule



TASK #	ASSESSMENT TASK	Unit Title	Programmed Outcomes	Assessed Outcomes	Notification Date Term/Week	Due Date Term/Week
1	T1 Concepts Quiz 5%	Crime Genre	EN4-RVL-01 EN4-URA-01 EN4-URB-01 EN4-URC-01 EN4-ECA-01 EN4-ECB-01	EN4-URA-01 EN4-URC-01	TERM ONE, WEEK THREE	TERM ONE, WEEK FOUR/FIVE
2	True Crime Podcast & Reflection 20%	Crime Genre	EN4-RVL-01 EN4-URA-01 EN4-URB-01 EN4-URC-01 EN4-ECA-01 EN4-ECB-01	EN4-ECA-01 EN4-ECB-01	TERM ONE, WEEK THREE	TERM ONE, WEEK ELEVEN
3	T2 Concepts Quiz 5%	Powerful Perspectives	EN4-RVL-01 EN4-URA-01 EN4-URB-01 EN4-URC-01 EN4-ECA-01 EN4-ECB-01	EN4-URA-01 EN4-URB-01	TERM TWO, WEEK TWO	TERM TWO, WEEK THREE/FOUR
4	Discursive Response 20%	Powerful Perspectives	EN4-RVL-01 EN4-URA-01 EN4-URB-01 EN4-ECA-01 EN4-ECB-01	EN4-URA-01 EN4-ECA-01	TERM TWO, WEEK TWO	TERM TWO, WEEK TEN
5	T3 Concepts Quiz 5%	Introduction to Shakespeare	EN4-RVL-01 EN4-URA-01 EN4-URB-01 EN4-URC-01 EN4-ECA-01 EN4-ECB-01	EN4-URB-01 EN4-URC-01	TERM THREE, WEEK TWO	TERM THREE, WEEK THREE/FOUR
6	Visual Representation & Reflection 20%	Introduction to Shakespeare	EN4-RVL-01 EN4-URA-01 EN4-URB-01 EN4-URC-01 EN4-ECA-01 EN4-ECB-01	EN4-URC-01 EN4-ECB-01	TERM THREE, WEEK TWO	TERM THREE, WEEK TEN
7	Formal Examination 25%	All Units	All Units	EN4-RVL-01	TERM THREE, WEEK TWO	TERM THREE, WEEK TEN

TLSC TUMBI UMBI CAMPUS

Standing Tall | Respect, Responsibility, Integrity, Fairness



Year 8 SCIENCE Assessment Schedule Semester 1

TASK #	ASSESSMENT TASK	Unit Title	Programmed Outcomes	Assessed Outcomes	Semester 1 Report Outcome	Notification Date Term/Week	Due Date Term/Week
1	Health and Technology Brochure	Body Systems and Technology	SC4-14LW SC4-15LW SC4-4WS SC4-5WS SC4-6WS SC4-7WS SC4-8WS SC4-9WS	SC4-15LW SC4-7WS SC4-8WS SC4-9WS	<p>- presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations</p> <p>SC4-9WS – COMMUNICATION</p> <p>- explains how new biological evidence changes people's understanding of the world SC4-15LW - KNOWLEDGE</p>	Term 1 <u>Wk 8</u>	Term 1 <u>Wk 10</u>

Year 8 SCIENCE Assessment Schedule Semester 2

TASK #	ASSESSMENT TASK	Unit Title	Programmed Outcomes	Assessed Outcomes	Semester 2 Report Learning Area/s	Notification Date Term/Week	Due Date Term/Week
2	Team Research Project	Energy	SC4-PW3 SC4-PW4 SC4-4WS SC4-5WS SC4-6WS SC4-7WS SC4-8WS SC4-9WS	SC4-11PW SC4-4WS SC4-5WS SC4-6WS SC4-7WS SC4-8WS SC4-9WS	discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations SC4-11PW – KNOWLEDGE. collaboratively and individually produces a plan to investigate questions and problems SC4-5WS – PLANNING INVESTIGATIONS	Term 2 Wk 6	Term 2 Wk 9
3	Formal Exam	Compounds and chemical change	SC4-PW3 SC4-PW4 SC4-14LW SC4-15LW SC4-16CW SC4-17CW SC4-7WS SC5-8WS SC5-9WS	SC4-4WS SC4-5WS SC4-6WS SC4-7WS SC4-9WS SC4-16CW SC4-17CW SC4-14LW SC4-11PW	- Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships and draws conclusions SC4-7WS – PADI - describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles SC4-16CW – KNOWLEDGE	Term 3 Wk 8	Term 3 Wk 10
4	Philosophical chairs	Earth and Solar Systems	SC4-4WS SC4-5WS SC4-7WS SC4-8WS SC4-9WS SC4-12ES SC4-13ES	SC4-7WS SC4-9WS SC4-12ES		Term 4 Week 5	Term 4 Week 7



Year 8 HSIE Assessment Schedule Semester 1 - HISTORY

TASK #	ASSESSMENT TASK	Unit Title	Programmed Outcomes	Assessed Outcomes	Semester 1 Report Learning Area/s	Notification Date Term/Week	Due Date Term/Week
S1.1	Medieval Topic Test	Medieval Europe	HT4-3, HT4.5, HT4-7, HT4-8, HT4-9, HT4-10	HT4-3, HT4-5, HT4-9, HT4-10	HT4-3 – Historical Knowledge and Understanding HT4-9 – Historical Skills	Term 1 <u>Wk</u> 1	Term 1 <u>Wk</u> 8/9
S1.2	Bookmark	Medieval Europe	HT4-3, HT4-5, HT4-7, HT4-8, HT4-9, HT4-10	HT4-9	HT4-9 – Historical Skills	Term 1 <u>Wk</u> 1	Term 1 Wk 10
❖	The Black Death Writing Task	The Black Death	HT4-2, HT4-3, HT4-4, HT4-6, HT4-7, HT4-10	HT4-2, HT4-3, HT4-4, HT4-6, HT4-7, HT4-10	-	Term 2 Wk 1	Term 1 <u>Wk</u> 5/6
❖	Bookmark	Polynesian Expansion	HT4-2, HT4-4, HT4-6, HT4-7, HT4-9, HT4-10	HT4-10	-	Term 2 Week 1	Term 4 Week 10



Year 8 HSIE Assessment Schedule Semester 2 – GEOGRAPHY

TASK #	ASSESSMENT TASK	Unit Title	Programmed Outcomes	Assessed Outcomes	Semester 2 Report Learning Area/s	Notification Date Term/Week	Due Date Term/Week
S2.1	Landscapes and Landforms Informational Report	Landscapes and Landforms	GE4-1, GE4-2, GE4-4, GE4-5, GE4-7, GE4-8	GE4-1, GE4-4, GE4-7, GE4-8	GE4-1 – Geographical Knowledge and Understanding GE4-8 – Geographical Skills	Term 3 Week 1	Term 3 Week 8/9
S2.2	Bookmark	Landscapes and Landforms	GE4-1, GE4-2, GE4-4, GE4-5, GE4-7, GE4-8	GE4-8	GE4-8 – Geographical Skills	Term 3 Week 1	Term 3 Week 10
❖	Interconnections Group Task	Interconnections	GE4-2, GE4-3, GE4-4, GE4-5, GE4-7, GE4-8	GE4-2, GE4-5, GE4-7	-	Term 4 Week 1	Term 4 Week 7/8
❖	Bookmark	Interconnections	GE4-2, GE4-3, GE4-4, GE4-5, GE4-7, GE4-8	GE4-8	-	Term 4 Week 1	Term 4 Week 8



Year 8 LOTE Assessment Schedule Semester 1

TASK #	ASSESSMENT TASK	Unit Title	Programmed Outcomes	Assessed Outcomes	Semester 1 Report Learning Area/s	Notification Date Term/Week	Due Date Term/Week
S1.1	Topic Test	Introduction to Japanese	LJA5-2C, LJA5-3C, LJA4-4C, LJA4-5U, LJA4-6U, LJA4-9U	LJA4-9U	LJA4-9U – Cultural Knowledge	Term 1 Week 2	Term 1 Week 4
S1.2	ICT Japanese Prefecture Research Task	Introduction to Japanese	LJA5-2C, LJA5-3C, LJA4-4C, LJA4-5U, LJA4-6U, LJA4-9U	LJA4-3C, LJA4-9U	LJA4-9U – Cultural Knowledge	Term 1 Week 2	Term 1 Week 8
S1.3	Hiragana Reading Tests 1, 2, 3	Introduction to Japanese	LJA5-2C, LJA5-3C, LJA4-4C, LJA4-5U, LJA4-6U, LJA4-9U	LJA4-6U	LJA4-6U – Reading and Writing	Term 1 Week 2	Term 1 Weeks 7, 8, 9
S1.4	Hiragana Writing	Introduction to Japanese	LJA5-2C, LJA5-3C, LJA4-4C, LJA4-5U, LJA4-6U, LJA4-9U	LJA4-6U	LJA4-6U – Reading and Writing	Term 1 Week 2	Term 1 Week 10 Term 2 Week 2



Year 8 LOTE Assessment Schedule Semester 2

TASK #	ASSESSMENT TASK	Unit Title	Programmed Outcomes	Assessed Outcomes	Semester 2 Report Learning Area/s	Notification Date Term/Week	Due Date Term/Week
S2.1	Topic Test Numbers	Japanese Numbers and Communication	LJA4-1C, LJA4-2C, LJA5-3C, LJA5-4C, LJA4-5U, LJA4-6U, LJA4-7U, LJA4-8U, LJA4-9U	LJA4-2C, LJA4-3C, LJA4-6U	LJA4-6U – Reading and Writing LJA4-3C – Speaking and Listening	Term 2 Week 1	Term 2 Week 6
S2.2	Jikoshoukai	Japanese Numbers and Communication	LJA4-1C, LJA4-2C, LJA5-3C, LJA5-4C, LJA4-5U, LJA4-6U, LJA4-7U, LJA4-8U, LJA4-9U	LJA4-4C, LJA4-5U, LJA4-6U, LJA4-7U, LJA4-9U	LJA4-6U – Reading and Writing LJA4-3C – Speaking and Listening	Term 2 Week 1	Term 2 Week 8, 9
S2.3	Diorama Task	Japanese Homes and Schools	LJA4-1C, LJA4-2C, LJA4-3C, LJA4-4C, LJA4-5U, LJA4-6U, LJA4-7U, LJA5-9U	LJA4-9U	LJA4-9U – Cultural Knowledge	Term 2 Week 1	Term 3 Week 8
S2.4	Japanese Schools Task	Japanese Homes and Schools	LJA4-1C, LJA4-2C, LJA4-3C, LJA4-4C, LJA4-5U, LJA4-6U, LJA4-7U, LJA5-9U	LJA4-6U, LJA4-9U	LJA4-9U – Cultural Knowledge	Term 2 Week 1	Term 4 Week 1



Year 8 PDHPE Assessment Schedule Semester 1

TASK #	ASSESSMENT TASK	Unit Title	Programmed Outcomes	Assessed Outcomes	Notification Date Term/Week	Due Date Term/Week
1	Experimenting with Fitness	Experimenting with Fitness	PD4-7 PD4-8	PD 4-7 Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities.	Notice: Term 1 Wk. 1	Due: Term 1 Wk. 10
2	Goal Setting	Goal Setting Cross Country Running	PD4-6 PD4-7	PD4-6 Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity. PD 4-7 Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities.	Notice: Term 1 Wk. 4	Due: Term 1 Wk. 7
3	Minimising Harm	Minimising Harm	PD4-2 PD4-6 PD4-7 PD4-9	PD4-2 Examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others PD4-6 Recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity.	Notice: Term 1 Week 5	Due: Term 1 Week 9

Year 8 PDHPE Assessment Schedule Semester 2

TASK #	ASSESSMENT TASK	Unit Title	Programmed Outcomes	Assessed Outcomes	Notification Date Term/Week	Due Date Term/Week
1	Composition and Performance – Line Dance	Line Dancing	PD4-4 PD4-8 PD4-10 PD4-11	PD4-10 Applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts. PD4-11 Demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences.	Notice: Term 3 Week 1	Due: Term 3 Week 6
2	Striking and Fielding Games	Striking and Fielding	PD4-4 PD4-8 PD4-10 PD4-11	PD4-4 Refines, applies and transfers movement skills in a variety of dynamic physical activity contexts. PD4-8 Plans for and participates in activities that encourage health and a lifetime of physical activity.	Notice: Term 3 Week 7	Due: Term 4 Week 1
3	Diversity, Sexuality and Relationships	Relationships - Philosophical chairs	PD4-3 PD4-9	PD4-3 Investigates effective strategies to promote inclusivity, equality and respectful relationships. PD4-9 Demonstrates self-management skills to effectively manage complex situations.	Notice: Term 3 Week 4	Due: Term 3 Week 8



Year 8 MUSIC Assessment Schedule Semester 1

TASK #	ASSESSMENT TASK	Unit Title	Programmed Outcomes	Assessed Outcomes	Semester 1 Report Learning Area/s	Notification Date Term/Week	Due Date Term/Week
1A & B	Blues Composition Listening	The Blues	4.4, 4.5 4.12	4.4, 4.9	4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing. 4.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study	Term 1, Wk. 2	Term 1, Wk. 10
2	12 Bar Blues Guitar Performance	The Blues	4.2, 4.3, 4.9	4.3	4.3 performs music demonstrating solo and/or ensemble awareness	Term 1, Wk. 2	Term 1, Wk. 10

2023 Year 8 MUSIC Assessment Schedule Semester 2

TASK #	ASSESSMENT TASK	Unit Title	Programmed Outcomes	Assessed Outcomes	Semester 2 Report Learning Area/s	Notification Date Term/Week	Due Date Term/Week
3	Australian Music Guitar Performance	Australian Music	4.1, 4.9, 4.11	4.1	4.1 performs in a range of musical styles demonstrating an understanding of musical concepts	Term 2, Wk. 3	Term 2, Wk. 9
4	Rock Composition	Rock Music	4.5, 4.6, 4.7, 4.8, 4.10, 4.11	4.5	4.5 notates compositions using traditional and/or non-traditional notation	Term 3, Wk. 3	Term 3, Wk. 10
5	Listening Task	Rock Music	4.5, 4.6, 4.7, 4.8, 4.10, 4.11	4.7	demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing, and recording musical ideas	Term 3, Wk. 3	Term 3, Wk. 10
6	Performance	The Musical	4.1, 4.2, 4.3, 4.4, 4.12	NIL	NIL	Term 4, Wk. 1	Term 4, Wk. 8



Year 8 Visual Arts Assessment Schedule Semester 1

TASK #	ASSESSMENT TASK	Unit Title	Programmed Outcomes	Assessed Outcomes	Semester 1 Report Outcomes	Notification Date Term/Week	Due Date Term/Week
1	CRITICAL & HISTORICAL STUDIES Portraiture Critical and Historical Study	Portraiture	4.1, 4.6, 4.7, 4.10	4.10	4.10 recognises that art criticism and art history construct meanings	Term 1 Week 3	Term 1 Week 10
2	ARTMAKING Portraiture Series	Portraiture	4.1, 4.6, 4.7, 4.10	4.1, 4.6	4.1 uses a range of strategies to explore different artmaking conventions and procedures to make <u>artworks</u> 4.6 selects different materials and techniques to make artworks	Term 1 Week 3	Term 2 Week 4

2023 Year 8 Visual Arts Assessment Schedule Semester 2

TASK #	ASSESSMENT TASK	Unit Title	Programmed Outcomes	Assessed Outcomes	Semester 2 Report Outcomes	Notification Date Term/Week	Due Date Term/Week
3	CRITICAL & HISTORICAL STUDIES Jason Wing TXXXC short written response	Street Art	4.3, 4.4, 4.5, 4.9	4.9	4.9 begins to acknowledge that art can be interpreted from different points of view	Term 3 Week 1	Term 3 Week 8
4	ARTMAKING Street Art Series & Skateboard Graphic	Street Art	4.3, 4.4, 4.5, 4.9	4.3, 4.4, 4.5	4.3 makes artworks that involve some understanding of the <u>frames</u> 4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual <u>arts</u> 4.5 investigates ways to develop meaning in their artworks	Term 2 Week 6	Term 3 Week 10
5	Hybrids and Humanoids	Scratchboard	4.1, 4.2, 4.6, 4.8	NIL	NIL	Term 4 Week 2	Term 4 Week 10

YEAR 8 ASSESSMENT SCHEDULE

FACULTY: TAS

SUBJECT: Technology Mandatory

Component	Year 8 Trimester 1	Year 8 Trimester 2	Year 8 Trimester 3
Rotation Time	Term 1 Week 1 Term 2 Week 5	Term 2 Week 6 Term 3 Week 10	Term 4 Week 1 Term 4 Week 11
Unit Titles	Material Technology – Swivel and Store, Pencil Case, Dig the Dirt Agriculture and Food – Master Chef Engineered Systems - SkyLap		
Syllabus Content	Students will investigate 6-8 Design Specialisations through undertaking a variety of Design Projects. An indicative program could include projects based in the following workshops Design and Production, Material Technologies, Engineered Systems and Agriculture and Food Technologies. In addition, all students will undertake embedded experiences with Digital Technologies.		
Topic/Content	Mandatory Safety Training, Design Theory and Practical Application	Mandatory Safety Training, Design Theory and Practical Application	Mandatory Safety Training, Design Theory and Practical Application
Outcomes	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, TE4-9MA, TE4-10TS		
Assessment Tasks	<i>Design Project and Portfolio</i> Notice: Term 1 Week 2 Due: Term 2 Week 5	<i>Design Project and Portfolio</i> Notice: Term 2 Week 6 Due: Term 3 Week 10	<i>Design Project and Portfolio</i> Notice: Term 4 Week 1 Due: Term 4 Week 10
Report Learning Areas	Semester 1 1.1 Factors Influencing Design (TE4-1DP, TE4-8EN, TE4-5AG, TE4-6FO, TE4-9MA) 1.2 Application of Techniques (TE4-2DP) 1.3 Safe Use of Tools, Machinery and Equipment (TE4-3DP)	Semester 2 2.1 Factors Influencing Design (TE4-1DP, TE4-8EN, TE4-6FO, TE4-9MA) 2.2 Production of Quality Solutions (TE4-2DP) 2.3 Safe Use of Tools, Machinery and Equipment (9TE4-3DP)	
Components	Weighting		
	Year 8 Trimester 1	Year 8 Trimester 2	Year 8 Trimester 3
Rotation 1	50%		
Rotation 2		50%	
Rotation 3			0%
Total	100%		