



Y8 Assessment Booklet

2019



Principal's Message

Asquith Girls is a place of learning where staff, students and parents are working together to provide a caring and challenging learning environment that will allow every girl to achieve her personal best.

The purpose of this booklet is to outline the assessment policy of Asquith Girls High School for Year 8.

Please read it carefully and make sure you understand it. Talk to your teachers or Head Teachers if you have any concerns. Assessment is ongoing throughout the year and an integral part of the teaching and learning process. Assessment tasks will provide every student with opportunities to demonstrate what they know, what they understand and what they can do. In every course you will have to complete a number of assessment tasks. Teachers will use these tasks (both formal and informal) to collect information about your learning.

Our aim is to help you realise your talents and develop as individuals so that you can become responsible and confident global citizens. We intend to achieve this by providing you with a broader body of knowledge that focuses on authentic learning and assessment experiences.

The study planner in this booklet will allow you to set out every assessment task for each course term by term. It is essential that you complete your planner as it will help you become more organised in your study requirements for the year. It is also advised that you refer to your school diary and enter all assessment dates or important reminders.

At Asquith Girls we believe that all of our students should strive to achieve their personal best and reflect in their learning the school values.

Good luck with your preparation for the assessment activities for the year!

Ms E Amvrazis
Principal

ASSESSMENT – STAGE 4; Year 8

Introduction

The purpose of this document is to outline the Assessment Policy of Asquith Girls High School for Stage 4 (Year 8). Parents/Caregivers and students need to read this policy carefully, discuss, and ensure they understand the content and process.

What is Assessment?

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of key purposes, including:

- assisting in student learning;
- evaluating and improving teaching and learning programs;
- providing information on student learning and progress in a course in relation to the syllabus outcomes;
- providing evidence of satisfactory completion of a course;
- reporting to parents/caregivers on student achievement.

At Asquith Girls High School each course must provide a program of assessment tasks.

Assessment is conducted throughout the year and each task clearly identifies:

- outcomes assessed;
- task description;
- task marking criteria.

The assessment program at Asquith Girls High School contains both formal and informal assessment of and for learning. This may include but not limited to:

Informal Assessment

- Observation of student learning
- Classroom activities
- Homework
- Research tasks
- Group work/presentations/research

Formal Assessment

- Presentations
- Assessment tasks
- Research assignments
- Portfolios
- Course Diaries
- Logbooks

Syllabuses for all courses may be accessed through the NSW Education Standards website at <http://educationstandards.nsw.edu.au>

For each task, student progress will be reported by constructive feedback to students on their performance, highlighting their strengths and indicating where they could make improvements, as well as through a grade or mark for the task.

Reporting Procedures

Student Reporting is the process of communicating information about student learning. It includes a student's level of attainment and the progress they have made during a period of time. Reports contain objective information about what has been taught and about students' current levels of knowledge and understanding, including areas for further development.

Reports draw on formal and informal assessment, recorded systematically as part of teachers' ongoing classroom assessment practice (refer to the assessment calendar for each course in this handbook).

School reports are issued **twice a year** (one each semester).

STUDENT RESPONSIBILITIES

1. Attendance

Students must attend all classes to satisfactorily achieve the course requirements.

Students are expected to complete all formal and informal assessment tasks for each course.

2. Academic Integrity

Students are required to pledge that all work submitted for assessment is their own. An assessment task cover sheet for all courses is included in this handbook (page 8). A hard copy of this cover sheet must be submitted even if the task is submitted electronically.

3. Submission of formal assessment tasks

Students are expected to submit formal assessment tasks by the due date and sign and acknowledge submission of tasks.

4. i) Absent from a formal assessment task

Where a student cannot meet a deadline for a formal task the student must:

- provide a valid explanation, e.g. doctor's certificate or a parent/caregiver's note to the class teacher
- be prepared to submit/attempt the task on the first day she returns to school

Failure to follow the above procedures may result in a student not meeting the course outcomes required for the student's progression to the next academic year/stage.

4. ii) Late submissions and absence for assessment tasks

- a student who takes additional time to complete an assessment may unfairly disadvantage others; and
- a late submission of an assessment may delay marking and feedback of the assessments to students.

Note:

A student with late submission/attempt of an assessment task without a valid explanation will:

- have a letter of concern generated and sent to parents/caregivers by the Head Teacher of the faculty.
- receive a statement on the Half Yearly/Yearly report detailing the number of tasks submitted late in each course.

4. iii) Failure to submit/attempt an assessment task

A student who fails to submit or attempt an assessment task will:

- be interviewed by the Head Teacher
- have letter of concern generated and sent to parents/caregivers by the Head Teacher of the faculty
- receive a statement on the Half Yearly/Yearly report detailing the number of tasks not attempted.
- have a mark of zero awarded if no valid reason is given

5. Use of Technology

To assist students in the utilisation of technology, the following guidelines should be considered:

- Always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure;
- Back-up files regularly;
- Print out copies of drafts and keep them while the task is in progress;
- Bring a copy of the file to school by USB, email it to the teacher, or share it with the teacher using Google apps

Technology & computer failure is not valid grounds for misadventure. It is the student's responsibility to keep hard copies and/or back-up copies of submitted assessment tasks.

6. Diligence

Students must work with sustained effort and diligence in all aspects of each course. Students must make a genuine attempt at ALL assessment tasks.

Failure to complete assessment tasks may jeopardise successful completion of the course.

7. Notification of Formal Assessment Tasks

Written and/or electronic notification of formal assessment tasks will be issued at least **TWO weeks** prior to assessment tasks. A sample of a subject notification is included in this handbook (page 9). Students are required to routinely check their school email for information about assessment tasks.

8. Procedures relating to plagiarism

When undertaking assessment tasks at school and at home, it is important that students do not use other people's work as their own. If students submit other people's work as their own it is called plagiarism.

Students are expected to research and prepare a range of tasks that will require them to read and use other people's ideas and words to help them develop their own understanding. It is important that when they use other people's words and ideas that they give them the credit through appropriate referencing. To not credit them is the same as stealing, and this is known as plagiarism.

All students need to understand that it is wrong to copy and submit work that they have not created themselves and it will jeopardise their results. Changing a few words around is still plagiarising.

Some of the best methods to avoid plagiarism include:

- give yourself enough time to research and write your own tasks (do not leave it to the last moment);
- make effective notes and summarising key points, rather than copying whole sentences;
- avoid copying and pasting from the Internet - doing this makes it very hard to avoid plagiarising;
- write your assessment task from notes, not the original source of information;
- keep accurate records of where you find your information and include a bibliography for every task as required by your teacher.

Plagiarised material will receive a mark of zero for the plagiarised content.

Bibliographies

When required, assessments and research tasks should include a bibliography listing the sources of information used. This would include books, webpages, encyclopaedia entries, magazine articles, etc. The bibliographic details for each item should be clearly indicated. Bibliographic details include author, title, publisher, city of publication and date (usually year). Some people may also require the pages consulted. The Internet requires 2 additional pieces of information – the URL and the date the page was accessed. Teachers will be able to guide students through this process as required.

The following are examples of one way of presenting your bibliography.

A book with an author:

Knapp, B. (1996). *Lead and Tin*, Melbourne: Reed

A book without an author:

United Press International stylebook: The authoritative handbook for writers, editors, and news directors (3rd ed.). (1992). Lincolnwood, IL: National.

A webpage:

Ogilvie, D. (n.d.). Why I don't eat honey. In *Why be vegan*. Retrieved from <http://www.vnv.org.au/WhyBeVegan.htm>

Disability Provisions

Who can apply for disability provisions?

Any student with a disability recognised in the Commonwealth *Disability Standards for Education 2005* can apply for disability provisions.

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.

Note: the disability provisions apply only where the disability is such that a practical arrangement is required to reduce disadvantage in an examination situation.

Disability provisions also apply to temporary and emergency related disabilities. A typical example of an 'emergency' is where a student breaks their writing arm a week before an examination. Students need to discuss their case with the School Counsellor, Head Teacher Wellbeing, Learning and Support Teacher (LAST), or their Year Adviser.

Contact the Right People

If you have a specific course enquiry please contact the Head Teacher of that Faculty. If it is a wellbeing enquiry, please contact the Head Teacher Wellbeing or the relevant Deputy Principal.



Asquith Girls High School HAND-IN STAGE 4 ASSESSMENT TASK COVER SHEET

You need to complete and attach this cover sheet to every formal assessment task that you submit

Student name:

Class:

Assessment Task Number:

Date issued:

Assessment Task Title:

Date due:

Subject:

Teacher:

Academic Integrity Statement

I declare that:

- this work is my own
- any quotes, information or works have been properly acknowledged and cited in the bibliography
- it has not been copied from another person's work.

Student signature _____ Date: _____

Warning

You are required to keep a complete soft or hard copy of this assessment task and the acknowledgement of submission in case of any unforeseen event relating to your original submission.

-----cut here-----

Student copy

Assessment Receipt

Name of student: _____ Year: _____ Course: _____

Task Title: _____ Class Teacher: _____ Date Due: _____

This task was submitted to _____ on _____ by hard copy / electronic copy / both
Teacher's Name date

Teacher's signature

Student's signature



Asquith Girls High School

SAMPLE ASSESSMENT NOTIFICATION

Subject:

Unit of work:

Issue date:

Due date:

Outcomes:

Equipment required:

Task:

(Description of task)

Assessment criteria:

(An outline of what criteria the teacher is using to mark the task)



ASQUITH GIRLS HIGH Assessment Notification and Task Completion Sheet

FACULTY:

COURSE:

TOPIC:

TASK TYPE:

CLASS:

DUE DATE:

TEACHER:

Student Name	Notification Received		Task Completed		Teacher Comments Eg: Illness and Misadventure
	Sign	Date	Sign	Date	

ENGLISH

Outcomes Assessed:

EN4-1A	A student responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
EN4-2A	A student effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
EN4-3B	A student uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts.
EN4-4B	A student makes effective language choices to creatively shape meaning with accuracy, clarity and coherence.
EN4-5C	A student thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts.
EN4-6C	A student identifies and explains connections between and among texts.
EN4-7D	A student demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it.
EN4-8D	A student identifies, considers and appreciates cultural expression in texts.
EN4-9E	A student uses, reflects on and assesses their individual and collaborative skills for learning.

Name of Task	Type of Task	When is it due/completed in class?	Outcomes assessed
Reading – short answers	In-class task	T1 W8	EN4-3B, EN4-5C, EN4-6C, EN4-7D, EN4-8D
Viewing – short answers	In-class task	T2 W3	EN4-3B, EN4-5C, EN4-7D, EN4-8D
Multimodal - pitch and reflection	In-class task	T3 W4	EN4-1A, EN4-2A, EN4-5C, EN4-9E
Essay	In-class task	T4 W3	EN4-1A, EN4-3B, EN4-5C, EN4-7D

FRENCH

Outcomes Assessed:

- 4.UL.1: A student demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately.
- 4.UL.2: A student demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately.
- 4.UL.3: A student establishes and maintains communication in familiar situations.
- 4.UL.4: A student applies a range of linguistic structures to express own ideas in writing.
- 4.MLC.1: A student demonstrates understanding of the importance of appropriate use of language in diverse contexts.
- 4.MLC.2: A student explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of French.
- 4.MBC.1: A student demonstrates understanding of the interdependence of language and culture.
- 4.MBC.2: A student demonstrates knowledge of key features of the culture of French-speaking communities.

Name of Task	Type of Task	When is it due/completed in class?	Outcomes assessed
Task 1: Listen, Read, Write & Speak	In-class	T1 W9/10	4.UL.1, 4.UL.2, 4.UL.3, 4.UL.4, 4.MLC.1, 4.MLC.2
Task 2: Listen, Read, Write, Speak	In-class	T2 W9/10	4UL.1, 4.UL.2, 4.UL.3, 4.UL.4, 4.MLC.1, 4.MLC.2
Task 3: Listen, Read, Write	In-class	T3 W9/10	4.UL.1, 4UL.2, 4.UL.3, 4UL.4, 4.MLC.1, 4.MLC.2
Task 4: Culture & Read – short answers	In-class	T4 W7/8	4.UL.2, 4.MBC.1 4.MBC.2

GEOGRAPHY

Outcomes Assessed:

GE4-1 Locates and describes the diverse features and characteristics of a range of places and environments

GE4-2 Describes processes and influences that form and transform places and environments

GE4-3 Explains how interactions and connections between people, places and environments result in change

GE4-4 Examines perspectives of people and organisations on a range of geographical issues

GE4-5 Discusses management of places and environments for their sustainability

GE4-7 Acquires and processes geographical information by selecting and using geographical tools for inquiry

GE4-8 Communicates geographical information using a variety of strategies

Semester	Name of Task	Type of task	When is it due/completed in class?	Outcomes assessed
Semester 1	Water in the World	Project Based Learning/ Independent Research Task	Term 1 Week 10	GE4-1,GE4-2, GE4-3, GE4-5
Semester 2	Water in the World	Project B ased Learning/ Independent Research Task	Term 3 Week 10	GE4-1, GE4-2, GE4-3, GE4-5

HISTORY

Outcomes Assessed:

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

Semester	Name of task	Type of task	When is it due/completed in class?	Outcomes assessed
Semester 1	Western & Islamic World	Research and hand in task (portfolio)	Term 1 Week 9	HT4-1, HT4-3, HT 4-4, HT4-6, HT4-8, HT4-9, HT4-10
Semester 2	Western & Islamic World	Research and hand in task (portfolio)	Term 3 Week 9	HT4-1, HT4-3, HT 4-4, HT4-6, HT4-8, HT4-9, HT4-10

JAPANESE

Outcomes Assessed:

- 4.UL.1: A student demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately.
- 4.UL.2: A student demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately.
- 4.UL.3: A student establishes and maintains communication in familiar situations.
- 4.UL.4: A student applies a range of linguistic structures to express own ideas in writing.
- 4.MLC.1: A student demonstrates understanding of the importance of appropriate use of language in diverse contexts.
- 4.MLC.2: A student explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of Japanese.
- 4.MBC.1: A student demonstrates understanding of the interdependence of language and culture.
- 4.MBC.2: A student demonstrates knowledge of key features of the culture of Japanese-speaking communities

Name of Task	Type of Task	When is it due/completed in class?	Outcomes assessed
Task 1: Listen, Read, Write & Speak	In-class	T1 W9/10	4.UL.1, 4.UL.2, 4.UL.3, 4.UL.4, 4.MLC.1, 4.MLC.2
Task 2: Listen, Read, Write, Speak	In-class	T2 W9/10	4UL.1, 4.UL.2, 4.UL.3, 4.UL.4, 4.MLC.1, 4.MLC.2
Task 3: Listen, Read, Write	In-class	T3 W9/10	4.UL.1, 4UL.2, 4.UL.3, 4UL.4, 4.MLC.1, 4.MLC.2
Task 4: Culture & Read – short answers	In-class	T4 W7/8	4.UL.2, 4.MBC.1 4.MBC.2

MATHEMATICS

Outcomes Assessed:

MA4-1WM	Communicates and connects mathematical ideas using appropriate technology, diagrams and symbols
MA4-2WM	Applies appropriate mathematical techniques to solve problems
MA4-3WM	Recognises and explains mathematical relationships and reasoning
MA4-5NA	Operates with fractions, decimals and percentages
MA4-6NA	Solves financial problems involving purchasing goods
MA4-7NA	Operates with ratios and rates, and explores their graphical representation
MA4-8NA	Generalises number properties to operate with algebraic expressions
MA4-10NA	Uses algebraic techniques to solve simple linear equations
MA4-11NA	Creates and displays number patterns; graphs and analyses linear relationships
MA4-13MG	Uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
MA4-14MG	Uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
MA4-16MG	Applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
MA-17MG	Classifies, describes and uses the properties of triangles and quadrilaterals
MA4-19SP	Collects, represents and interprets single sets of data, using appropriate statistical displays
MA4-20SP	Analyses single sets of data using measures of location, and range
MA4-21SP	Represents probabilities of simple and compound events

Name of Task	Type of Task	When is due/completed in class?	Outcomes Assessed
TASK 1	In Class Test	T1, W9	MA4-13MG MA4-5NA MA4-6NA
TASK 2	In Class Test	T2, W4	MA4-8NA MA4-10NA
TASK 3	Hand in Task	T3, W3	MA4-19SP MA4-20SP
TASK 4	In Class Test	T4, W3	MA4-16MG MA4-19SP MA4-20SP MA4-21SP MA4-11NA MA4-7NA

MUSIC

Outcomes Assessed:

- 4.1 Performs in a range of musical styles demonstrating an understanding of musical concepts
- 4.2 Performs music using different forms of notation and different types of technology across a broad range of musical styles
- 4.3 Performs music demonstrating solo and/or ensemble awareness
- 4.4 Demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
- 4.5 Notates compositions using traditional and/or non-traditional notation
- 4.6 Experiments with different forms of technology in the composition process
- 4.7 Demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
- 4.8 Demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
- 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
- 4.10 Identifies the use of technology in the music selected for study, appropriate to the musical context
- 4.11 Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form
- 4.12 Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Name of task	Type of task	When is it due/completed in class?	Outcomes assessed
Performance	Practical In class Tasks	Informally assessed throughout the year	4.1, 4.2, 4.3, 4.4, 4.5
Group Arrangement	Group Composition and performance	Term 2 and Term 3	4.6, 4.7, 4.8
Musicology/Aural	Written	Term 2 and Term 4	4.7, 4.8, 4.9
Musicology Poster Presentation	Presentation in class	Term 3	4.7, 4.8, 4.9

PDHPE

Outcomes Assessed:

- 4.1 Describes and analyses the influences on a sense of self
- 4.2 Identifies and selects strategies that enhance their ability to cope and feel supported
- 4.3 Describes the qualities of positive relationships and strategies to address the abuse of power
- 4.4 Demonstrates and refines movement skills in a range of contexts and environments
- 4.5 Combines the features and elements of movement composition to perform in a range of contexts and environments
- 4.6 Describes the nature of health and analyses how health issues may impact on young people
- 4.7 Identifies the consequences of risk behaviours and describes strategies to minimise harm
- 4.8 Describes how to access and assess health information, products and services
- 4.9 Describes the benefits of a balanced lifestyle and participation in physical activity
- 4.10 Explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity
- 4.11 Selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situations
- 4.12 Assesses risk and social influences and reflects on personal experience to make informed decisions
- 4.13 Demonstrates cooperation and support of others in social, recreational and other group contexts
- 4.14 Engages successfully in a wide range of movement situations that displays an understanding of how and why people move
- 4.15 Devises, applies and monitors plans to achieve short-term and long-term goals
- 4.16 Clarifies the source and nature of problems and draws on personal skills and support networks to resolve them

Practical Component

Name of task	Type of task	When is it due/completed in class?	Outcomes assessed
Rhythmic Gymnastics	Observation	T1 W 1-5	4.4, 4.5, 4.9, 4.10, 4.11, 4.13, 4.14
Cross Country & Athletics	Observation	T1 & T2	4.4, 4.5, 4.9, 4.10, 4.13, 4.14, 4.15
Team sports	Observation	T3 W6-10	4.4, 4.5, 4.9, 4.10, 4.11, 4.13, 4.14, 4.15

Theory Component

Communicable diseases	Research task	T1 W 10	4.2, 4.6, 4.7, 4.8, 4.12
Drug topic test	Class Test	T2 W7	4.6, 4.7, 4.12
Belonging assignment	Written assignment	T4 W 2	4.1, 4.2, 4.3, 4.6, 4.16

SCIENCE

Outcomes Assessed:

1. Demonstrates knowledge and understanding in Science
2. Applies questioning and predicting to the development of a scientific investigation
3. Plans and conducts scientific investigations
4. Processes and analyses data and information about Science
5. Problem solves with respect to Science
6. Communicates using scientific language effectively

Name of Task	Type of Task	When is it due/completed in class?	Outcomes assessed
Chemistry	Practical Exam	Term 1 Week 8	2, 3, 4
Physics	Depth Study	Term 3 Week 1	5, 6
Biology	Examination	Term 3 Week 6	1 & 5
Earth	Portfolio	Term 4 Week 1	6

TECHNOLOGY

Outcomes Assessed:

- 4.1.1 Applies design processes that respond to needs and opportunities in each design project
- 4.1.2 Describes influencing design in the areas of study of Built Environments, Products, and Information and Communications
- 4.1.3 Identifies the roles of designers and their contribution to the improvement of the quality of life
- 4.2.1 Generates and communicates creative design ideas and solutions
- 4.2.2 Selects, analyses, presents and applies research and experimentation from a variety of sources
- 4.3.1 Applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects
- 4.3.2 Demonstrates responsible and safe use of a range of tools, materials and techniques in each design project
- 4.4.1 Explains the impact of innovation and emerging technologies on society and the environment
- 4.5.1 Applies management processes to successfully complete design projects
- 4.5.2 Produces quality solutions that respond to identified needs and opportunities in each design project
- 4.6.1 Applies appropriate evaluation techniques throughout each design project
- 4.6.2 Identifies and explains ethical, social, environmental and sustainability considerations related to design projects

Name of task	Type of task	When is it due/completed in class?	Outcomes assessed
Designer Case Study	In Class Research	Week 6 Term 1	4.1.2, 4.1.3, 4.6.2
Not Far From The Tree/Inspired By Me	Practical Project & Portfolio	Week 9 Term 2	4.4.1, 4.2.1, 4.2.2, 4.3.1, 4.3.2, 4.5.1, 4.5.2, 4.6.1
Designer Case Study	In Class Research	Week 6 Term 3	4.1.2, 4.1.3, 4.6.2
Not Far From The Tree/Inspired By Me	Practical Project & Portfolio	Week 9 Term 4	4.4.1, 4.2.1, 4.2.2, 4.3.1, 4.3.2, 4.5.1, 4.5.2, 4.6.1

VISUAL ARTS

Outcomes Assessed:

- 4.1 Uses a range of strategies to explore different artmaking conventions and procedures to make artworks
- 4.2 Explores the function of and relationships between artist – artwork – world – audience (through making artworks)
- 4.3 Makes artworks that involve some understanding of the frames
- 4.4 Recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
- 4.5 Investigates ways to develop meaning in their artworks
- 4.6 Selects different materials and techniques to make artworks
- 4.7 Explores aspects of practice in critical and historical interpretations of art
- 4.8 Explores the function of and relationships between the artist – artwork – world – audience (through critical and historical interpretation of art)
- 4.9 Begins to acknowledge that art can be interpreted from different points of view
- 4.10 Recognises that art criticism and art history construct meanings

Name of task	Type of task	When is it due/completed in class?	Outcomes assessed
Artmaking Task 1	Practical (all work completed in class)	Term 1 Completed in class	4.1, 4.2, 4.3, 4.4, 4.5, 4.6
Historical & Critical study Task 2	Structured writing task in class	Term 2 W10 (in class)	4.7, 4.8, 4.9, 4.10
Artmaking Task 3	Practical (all work completed in class)	Term 3 Completed in class	4.1, 4.2, 4.3, 4.4, 4.5, 4.6
Historical & Critical Study Task 4	Structured essay task in class	Term 4 W1 In class	4.7, 4.8, 4.9, 4.10

Student Assessment Planner 2019

Term 1	Tasks to complete	Term 2	Tasks to complete
WEEK 1		WEEK 1	
WEEK 2		WEEK 2	
WEEK 3		WEEK 3	
WEEK 4		WEEK 4	
WEEK 5		WEEK 5	
WEEK 6		WEEK 6	
WEEK 7		WEEK 7	
WEEK 8		WEEK 8	
WEEK 9		WEEK 9	
WEEK 10		WEEK 10	
WEEK 11			

Student Assessment Planner 2019

Term 3	Tasks to complete	Term 4	Tasks to complete
WEEK 1		WEEK 1	
WEEK 2		WEEK 2	
WEEK 3		WEEK 3	
WEEK 4		WEEK 4	
WEEK 5		WEEK 5	
WEEK 6		WEEK 6	
WEEK 7		WEEK 7	
WEEK 8		WEEK 8	
WEEK 9		WEEK 9	
WEEK 10		WEEK 10	

