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## Forward

Please read in conjunction with the **Koorungal High School Assessment Procedures Booklet**.

The Assessment Procedures Booklet is located on the school's website and is also available from the Year Advisor or Deputy Principal.

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This Handbook includes the assessment schedules for each course of study which students are expected to complete.

Periodic assessment is an important way for students to demonstrate that they have successfully achieved the outcomes of the course being studied. Assessment tasks also allow teachers to find out where students are having problems with course work, concepts and skills so that they may intervene if necessary to correct student misunderstanding.

All staff at the school will provide support for students in their learning, or to help inform decisions and to overcome problems should they arise. There are some key staff that will have particular responsibilities and interest in the general well-being of students.

These include:

Classroom teachers

Head Teachers of all faculties

Year Advisor: Miss Lisa Baker

Deputy Principal Year 8: Ms Bindee Jobe

Learning and Support Teacher: Ms Anna Swift and Ms Bernadette Howard

Student Support Officer: Mr Josh Larwood and Ms Kelsie Hodges

Careers Advisor: Mrs Kirsten Fitzgerald

School Counsellor: Mr Aaron Johnston and Mr Paul Wetherbee

Principal: Mr Kyle Bryant

Students should feel confident to seek their advice and guidance should question or issues arise, or simply to clarify issues if uncertain.

Parents are also welcome to contact the school if they have concerns regarding their children's academic progress. For general concerns, please contact the Year Advisor. For concerns regarding a particular subject, please contact the Head Teacher of that subject. The Head Teacher's name is listed on the subject assessment schedule.

Mr Kyle Bryant  
Principal  
February 2021

## 2021 Calendar of Assessments

WK	Term 1	Term 2	Term 3	Term 4
1	PDHPE – Task 2 notification	Science – Task 2 notification	PDHPE – Task 4 notification	Science – Task 4 notification Visual Art – Task 3 notification
2		History – Task 2 notification Mathematics – Task 2 notification Visual Art – Task 1 notification		English – Task 4 notification Geography – Task 2 notification Mathematics - Task 3 notification
3	Mathematics – Task 1 notification Music – Task 1 notification PDHPE – Task 1 notification	Music – Task 2 notification Science – Task 2 due		Science – Task 4 due Visual Art – Task 3 due
4		History – Task 2 due Week 4/5 Mathematics – Task 2 due Visual Art – Task 1 due	Visual Art – Task 2 notification	English – Task 4 due Geography – Task 2 due Weeks 4/5 Mathematics – Task 3 due
5	Music – Task 1 due	Music – Task 2 due PDHPE – Task 2 due	PDHPE – Task 3 notification Science – Task 3 notification	PDHPE – Task 4 due
6	PDHPE – Task 1 due		Visual Art – Task 2 due	
7	Mathematics – Task 1 due Science – Task 1 notification		Music – Task 3 notification	
8	English – Task 1 notification History – Task 1 notification	English – Task 2 notification	English – Task 3 notification Geography – Task 1 notification PDHPE – Task 3 due	
9	Science – Task 1 due		Music – Task 3 due	
10	English – Task 1 due History – Task 1 due	English – Task 2 due	English – Task 3 due Geography – Task 1 due Science – Task 3 due	

## Koorungal High School – Planner – Term One – 2021 (for student use)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1 A</b>			<b><u>Staff Development Day</u></b> 27-Jan	<b><u>Staff Development Day</u></b> 28-Jan	29-Jan
<b>Week 2 B</b>	1-Feb	2-Feb	3-Feb	4-Feb	5-Feb
<b>Week 3 A</b>	8-Feb	9-Feb	10-Feb	11-Feb	12-Feb
<b>Week 4 B</b>	15-Feb	16-Feb	17-Feb	18-Feb	19-Feb
<b>Week 5 A</b>	22-Feb	23-Feb	24-Feb	25-Feb	26-Feb
<b>Week 6 B</b>	1-Mar	2-Mar	3-Mar	4-Mar	5-Mar
<b>Week 7 A</b>	8-Mar	9-Mar	10-Mar	11-Mar	12-Mar
<b>Week 8 B</b>	15-Mar	16-Mar	17-Mar	18-Mar	19-Mar
<b>Week 9 A</b>	22-Mar	23-Mar	24-Mar	25-Mar	26-Mar
<b>Week 10 B</b>	29-Mar	30-Mar	31-Mar	1-Apr	<b>Public Holiday</b> 2-Apr



## Koorungal High School – Planner – Term Two – 2021 (for student use)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1 A</b>	<b>Staff Development Day</b> 19-Apr	20-Apr	21-Apr	22-Apr	23-Apr
<b>Week 2 B</b>	26-Apr	27-Apr	28-Apr	29-Apr	30-Apr
<b>Week 3 A</b>	3-May	4-May	5-May	6-May	7-May
<b>Week 4 B</b>	10-May	11-May	12-May	13-May	14-May
<b>Week 5 A</b>	17-May	18-May	19-May	20-May	21-May
<b>Week 6 B</b>	24-May	25-May	26-May	27-May	28-May
<b>Week 7 A</b>	31-May	1-June	2-June	3-June	4-June
<b>Week 8 B</b>	7-June	8-June	9-June	10-June	11-June
<b>Week 9 A</b>	<b>Public Holiday</b> 14-June	15-June	16-June	17-June	18-June
<b>Week 10 B</b>	21-June	22-June	23-June	24-June	25-June



## Koorringal High School – Planner – Term Three – 2021 (for student use)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1 A</b>	<b><u>Staff Development Day</u></b> 12-Jul	13-Jul	14-Jul	15-Jul	16-Jul
<b>Week 2 B</b>	19-Jul	20-Jul	21-Jul	22-Jul	23-Jul
<b>Week 3 A</b>	26-Jul	27-Jul	28-Jul	29-Jul	30-Jul
<b>Week 4 B</b>	2-Aug	3-Aug	4-Aug	5-Aug	6-Aug
<b>Week 5 A</b>	9-Aug	10-Aug	11-Aug	12-Aug	13-Aug
<b>Week 6 B</b>	16-Aug	17-Aug	18-Aug	19-Aug	20-Aug
<b>Week 7 A</b>	23-Aug	24-Aug	25-Aug	26-Aug	27-Aug
<b>Week 8 B</b>	30-Aug	31-Aug	1-Sep	2-Sep	3-Sep
<b>Week 9 A</b>	6-Sep	7-Sep	8-Sep	9-Sep	10-Sep
<b>Week 10 B</b>	13-Sep	14-Sep	15-Sep	16-Sep	17-Sep



## Koorungal High School – Planner – Term Four – 2021 (for student use)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1 A</b>	<b>Public Holiday</b> 4-Oct	5-Oct	6-Oct	7-Oct	8-Oct
<b>Week 2 B</b>	11-Oct	12-Oct	13-Oct	14-Oct	15-Oct
<b>Week 3 A</b>	18-Oct	19-Oct	20-Oct	21-Oct	22-Oct
<b>Week 4 B</b>	25-Oct	26-Oct	27-Oct	28-Oct	29-Oct
<b>Week 5 A</b>	1-Nov	2-Nov	3-Nov	4-Nov	5-Nov
<b>Week 6 B</b>	8-Nov	9-Nov	10-Nov	11-Nov	12-Nov
<b>Week 7 A</b>	15-Nov	16-Nov	17-Nov	18-Nov	19-Nov
<b>Week 8 B</b>	22-Nov	23-Nov	24-Nov	25-Nov	26-Nov
<b>Week 9 A</b>	29-Nov	30-Nov	1-Dec	2-Dec	3-Dec
<b>Week 10 B</b>	6-Dec	7-Dec	8-Dec	9-Dec	10-Dec
<b>Week 11 A</b>	13-Dec	14-Dec	15-Dec	16-Dec	<b>Staff Development Day</b> 17-Dec

## Koorringal High School Reports

To inform students, parents and caregivers of student progress, the school issues Semester One reports at the end of Term 2 and Semester Two reports at the end of Term 4.

In each subject, student progress will be indicated on the report in three ways.

1. Overall progress in a course is indicated by an Assessment Grade. This can be done by calculating course marks of student achievement calculated by adding together the marks for the assessment tasks and teacher judgement using the common grade scale for each course.
2. Progress in the learning outcomes will be indicated using the Common Grade Scale:

Achievement Scale	Achievement Description
<b>Outstanding Achievement</b>	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>High Achievement</b>	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>Sound Achievement</b>	The 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.
<b>Basic Achievement</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>Limited Achievement</b>	The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills.

3. Other information, including work habits, areas for improvement and how they can be achieved will be included in the teacher comment.

This Assessment Information and Schedule should be read in conjunction with the Koorringal High School Assessment Policy.  
 This can be found at <http://www.koorringal-h.schools.nsw.edu.au/> – “Curriculum & Activities” – “Assessment & reporting”.





# Individual Course Assessment Schedules

## English

### Outcomes

**EN4-1A** responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

**EN4-2A** effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

**EN4-3B** uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts

**EN4-4B** makes effective language choices to creatively shape meaning with accuracy, clarity and coherence

**EN4-5C** thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts

**EN4-6C** identifies and explains connections between and among texts

**EN4-7D** demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it

**EN4-8D** identifies, considers and appreciates cultural expression in texts

**EN4-9E** uses, reflects on and assesses their individual and collaborative skills for learning

Task Number	Task 1	Task 2	Task 3	Task 4	
Notification Date	Term 1, Week 8	Term 2, Week 8	Term 3, Week 8	Term 4, Week 2	
Due Date	Term 1, Week 10	Term 2, Week 10	Term 3, Week 10	Term 4, Week 4	
Task Description	Close Study- A) Convert an excerpt of your class novel or short story into a graphic novel. B) Justify your choices	Compare and contrast the representations of teen culture using two texts from class exploring the same issue and make an evaluation	A response on the ways language is used to represent culture in texts studied in class	Timed response based around Shakespeare's context and content studied in class	
Outcomes Assessed	EN4-2A EN4-BC EN4-6C	EN4-5C EN4-7D EN4- 8D EN4-9E	EN4-1A EN4-3B EN4-8D	EN4- 2A EN4-5C EN4-6C	
Component					Weighting
Think in ways that are imaginative, creative, interpretive and critical	10			5	15
Communicate through speaking, listening, reading, writing, viewing and representing	5	15	15	10	45
Use language to shape and make meaning according to purpose, audience and context	5	15	15	5	40
<b>TOTAL</b>	20	30	30	20	100

Head Teacher contact: Mr Damian Quinn

## Geography

### Outcomes

- 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  
**GE4-6** explains differences in human wellbeing  
**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

Task Number	Task 1	Task 2	
Notification Date	Term 3, Week 8	Term 4, Week 2	
Due Date	Term 3, Week 10	Term 4, Week 4/5	
Task Description	Fieldwork Task	Examination	
Outcomes Assessed	GE4-1 GE4-2 GE4-7 GE4-8	GE4-1 GE4-2 GE4-3 GE4-5 GE4-7 GE4-8	
Component			Weighting
Geographical knowledge	20	20	40
Geographical concepts, tools and skills	20	20	40
Research and communication	10	10	20
TOTAL	50	50	100

Head Teacher contact: Mr Joshua Celi

# History

## Outcomes

**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

Task Number	Task 1	Task 2	
Notification Date	Term 1, Week 8	Term 2, Week 2	
Due Date	Term 1, Week 10	Term 2, Week 4/5	
Task Description	Guided Inquiry Task	Examination	
Outcomes Assessed	HT4-3 HT4-4 HT4-6 HT4-7 HT4-8 HT4-9 HT4-10	HT4-1 HT4-2 HT4-3 HT4-5 HT4-6 HT4-8 HT4-9 HT4-10	
Component			Weighting
Historical knowledge	10	30	40
Research and historical Inquiry skills	20		20
Communication	20	20	40
TOTAL	50	50	100

Head Teacher contact: Mr Joshua Celi

## Mathematics

### Outcomes

**MA4-1WM** communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols

**MA4-2WM** applies appropriate mathematical techniques to solve problems

**MA4-3WM** recognises and explains mathematical relationships using reasoning

**MA4-4NA** compares, orders and calculates with integers, applying a range of strategies to aid computation

**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

**MA4-9NA** operates with positive-integer and zero indices of numerical bases

**MA4-10NA** uses algebraic techniques to solve simple linear and quadratic equations

**MA4-11NA** creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane

**MA4-12MG** calculates the perimeters of plane shapes and the circumferences of circles

**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

**MA4-15MG** performs calculations of time that involve mixed units, and interprets time zones

**MA4-16MG** applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems

**MA4-17MG** classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles

**MA4-18MG** identifies and uses angle relationships, including those related to transversals on sets of parallel lines

**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

Task Number	Task 1	Task 2	Task 3	
Notification Date	Term 1, Week 3	Term 2, Week 2	Term 4, Week 2	
Due Date	Term 1, Week 7	Term 2, Week 4	Term 4, Week 4	
Task Description	Assignment: Data Collection & Representation	Examination: Algebraic Techniques and Equations	Examination: Pythagoras' Theorem, Rates and Ratios, Angles, Geometry, Percentages and Money	
Outcomes Assessed	MA4-1WM MA4-2WM MA4-3WM MA4-19SP MA4-20SP	MA4-1WM MA4-2WM MA4-3WM MA4-8NA MA4-9NA MA4-10NA	MA4-1WM MA4-2WM MA4-3WM MA4-6NA MA4-7NA MA4-16MG MA4-17MG MA4-18MG	
Component				Weighting
Working Mathematically	5	5	5	15
Number and Algebra		25	10	35
Measurement and Geometry			25	25
Statistics and Probability	25			25
TOTAL	30	30	40	100

Head Teacher contact: Mrs Liz Davies



## Music

### Outcomes

- 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

Task Number	Task 1	Task 2	Task 3	Task 4
Notification Date	Term 1, Week 3	Term 2, Week 3	Term 3, Week 7	Fortnightly (ongoing)
Due Date	Term 1, Week 5	Term 2, Week 5	Term 3, Week 9	
Task Description	Guitar/Bassline Assessment (chords / improvisation)	Jazz Assessment (chords / improvisation)	Year 8 Idol Performance Assessment	Ongoing Aural tasks (intervals, chords, rhythms)
Outcomes Assessed	4.1 4.2 4.3	4.4 4.5 4.6	4.1 4.2 4.3 4.11 4.12	4.7 4.8 4.9
Weighting 100%	20	20	40	20

Head Teacher contact: Mr Joel Lowrie

# Personal Development, Health and Physical Education (PDHPE)

## Outcomes

**PD4-1** examines and evaluates strategies to manage current and future challenges

**PD4-2** examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others

**PD4-3** investigates effective strategies to promote inclusivity, equality and respectful relationships

**PD4-4** refines, applies and transfers movement skills in a variety of dynamic physical activity contexts

**PD4-5** transfers and adapts solutions to complex movement challenges

**PD4-6** recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity

**PD4-7** investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities

**PD4-8** plans for and participates in activities that encourage health and a lifetime of physical activity

**PD4-9** demonstrates self-management skills to effectively manage complex situations

**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

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Notification Date</b>	Term 1, Week 3	Term 1, Week 1	Term 3, Week 5	Term 3, Week 1	
<b>Due Date</b>	Term 1, Week 6	Term 2, Week 5	Term 3, Week 8	Term 4, Week 5	
<b>Task Description</b>	Move and Groove research	Practical Application and performance - Move and Groove Volleyball Soccer	Choices and Consequences Case Study	Practical Application and performance - Dance Softcrosse Cricket	
<b>Outcomes Assessed</b>	PD4.7 PD4.8 PD4.9	PD4.4 PD4.5 PD4.10 PD4.11	PD4.2 PD4.6 PD4.9	PD4.4 PD4.5 PD4.10 PD4.11	
Component					Weighting
<b>Self-management skills</b>	10		10		20
<b>Interpersonal skills</b>	15	5	15	5	40
<b>Movement skills</b>		20		20	40
<b>TOTAL</b>	25	25	25	25	100

Head Teacher contact: Mr Tim Wykes

## Science

### Outcomes

**SC4-1VA** appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them

**SC4-2VA** shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures

**SC4-3VA** demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations

**SC4-4WS** identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge

**SC4-5WS** collaboratively and individually produces a plan to investigate questions and problems

**SC4-6WS** follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually

**SC4-7WS** processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions

**SC4-8WS** selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems

**SC4-9WS** presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations

**SC4-10PW** describes the action of unbalanced forces in everyday situations

**SC4-11PW** discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations

**SC4-12ES** describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system

**SC4-13ES** explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management

**SC4-14LW** relates the structure and function of living things to their classification, survival and reproduction

**SC4-15LW** explains how new biological evidence changes people's understanding of the world

**SC4-16CW** describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles

**SC4-17CW** explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Notification Date</b>	Term 1, Week 7	Term 2, Week 1	Term 3, Week 5	Term 4, Week 1	
<b>Due Date</b>	Term 1, Week 9	Term 2, Week 3	Term 3, Week 10	Term 4, Week 3	
<b>Task Description</b>	Space Exploration model and PPT or poster	Body Systems practical assessment	Student research project	Examination	
<b>Outcomes Assessed</b>	SC4-9WS SC4-12ES	SC4-1VA SC4-15LW	SC4-4-9WS	SC4-78WS SC4-17CW SC4-14-15LW SC4-13ES	
<b>Component</b>					<b>Weighting</b>
<b>Skills</b>	20	10	20	10	60
<b>Knowledge and understanding</b>	5	15	5	15	40
<b>TOTAL</b>	25	25	25	25	100

Head Teacher contact: Mrs Michele McArthur

# Technology

## Outcomes

**TE4-1DP** designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities

**TE4-2DP** plans and manages the production of designed solutions

**TE4-3DP** selects and safely applies a broad range of tools, materials and processes in the production of quality projects

**TE4-4DP** designs algorithms for digital solutions and implements them in a general-purpose programming language

**TE4-5AG** investigates how food and fibre are produced in managed environments

**TE4-6FO** explains how the characteristics and properties of food determine preparation techniques for healthy eating

**TE4-7DI** explains how data is represented in digital systems and transmitted in networks

**TE4-8EN** explains how force, motion and energy are used in engineered systems

**TE4-9MA** investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions

**TE4-10TS** explains how people in technology related professions contribute to society now and into the future

Task Number	Task 1	Task 2	Task 3	Task 4	
Notification Date	Due dates will vary based on the context area being studied. Notifications will be issued to students at least two weeks prior to due date.				
Due Date					
Task Description	Semester One Unit Design Project and Portfolio	Semester One Unit Research Task	Semester Two Unit Design Project and Portfolio	Semester Two Unit Research Task	
Outcomes Assessed	Outcomes assessed will vary depending on the Technology context area being studied. All students will complete a semester long unit on each of the following areas of study, Materials, Engineered Systems, Digital Technologies, Food and Fibre Technology				
Component					Weighting
Skills, knowledge and understanding	40	10	40	10	100
Value and attitudes					
TOTAL	40	10	40	10	100

Head Teacher contact: Mr Andrew Upton and Miss Rosemary Teakel



## Visual Arts

### Outcomes

- 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
- 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
- 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

Task Number	Task 1	Task 2	Task 3	
Notification Date	Term 2, Week 2	Term 3, Week 4	Term 4, Week 1	
Due Date	Term 2, Week 4	Term 3, Week 6	Term 4, Week 3	
Task Description	<p>Modern Art BOW:</p> <p>Artmaking - Students develop a body of work covering Cubism, Photo Realism and Surrealism, culminating in a final art work.</p> <p>Research - study of associated artists to art styles.</p>	<p>Post Modernism BOW:</p> <p>Artmaking - Students develop a body of work covering Appropriation, non-traditional artmaking, and sculpture.</p> <p>Research - Research an important Post Modern artist.</p>	<p>Year 8 Art exhibition:</p> <p>Students design and create an individual artwork which is supported by their VAPD with research and concept development.</p>	
Outcomes Assessed	4.1 4.3 4.4 4.7 4.9 4.10	4.1 4.2 4.3 4.7 4.8 4.9	4.1 4.2 4.3 4.4 4.5 4.6	
Component				Weighting
Critical and historical study	10	10	10	30
Artmaking	20	20	30	70
TOTAL	30	30	40	100

Head Teacher contact: Mr Joel Lowrie