



# WARIALDA HIGH SCHOOL



## YEAR 8 ASSESSMENT BOOKLET 2024



**The subjects I am undertaking in 2024:**

<b>Subject</b>	<b>Teacher</b>
<b>English</b>	
<b>Maths</b>	
<b>Science</b>	
<b>History</b>	
<b>Geography</b>	
<b>PD/H/PE</b>	
<b>Technology – Rotation A</b>	
<b>Technology – Rotation B</b>	
<b>Music</b>	
<b>Art</b>	

**School Contact Details:**

**Warialda High School**

**Apollo Avenue**

**Warialda NSW 2402**

**Phone: 6729 1000**

**Email: [warialda-h.school@det.nsw.edu.au](mailto:warialda-h.school@det.nsw.edu.au)**

**Year 8 Advisor – Mrs Brittney Sullivan**

## TABLE OF CONTENTS

TABLE OF CONTENTS .....	3
INTRODUCTION .....	4
WHAT IS ASSESSMENT?.....	4
HOW SHOULD YOU APPROACH ASSESSMENT TASKS? .....	4
GUIDELINES FOR THE COMPLETION OF ASSESSMENT TASKS .....	4
How much warning does the teacher have to give before an assessment task? .....	4
When do I have to hand in my assessment task? .....	5
What happens if my assessment task is handed in late?.....	5
What happens if I don't hand in an assessment task?.....	5
What do I do if I miss an assessment task completed at school? .....	5
What do I do if I know in advance that I am going to be absent or unable to complete tasks on time? .....	6
What do I do if I am unhappy with my marks or grades? .....	6
What happens if students copy or cheat?.....	6
ASSESSMENT TASK SUMMARY TABLE .....	7
INDIVIDUAL SUBJECT ASSESSMENT SCHEDULES.....	11
ENGLISH.....	11
HSIE - GEOGRAPHY .....	12
HSIE - HISTORY.....	13
MATHEMATICS .....	14
MUSIC.....	15
PDHPE.....	16
SCIENCE .....	17
TECHNOLOGY – MANDATORY.....	18
VISUAL ARTS.....	19
Appendix A - My Assessment Record.....	20
Appendix B - Non-submission of an Assessment Task Letter.....	22

## INTRODUCTION

Assessment tasks are an important component of high school learning. They provide students with an opportunity to demonstrate their knowledge and skills, and teachers the opportunity to properly assess students' progress. They also help build the work habits and attitudes needed for students to be successful later in their school life. Students will be expected to complete assessment tasks throughout the school year in each of their subjects.

## WHAT IS ASSESSMENT?

Assessment allows students to demonstrate their achievements throughout the whole year rather than at a single, final exam.

The purpose of the assessment process is to:

- Assist student learning
- Assess student achievement
- Provide evidence of satisfactorily completion of a course

The assessment process lessens the pressure on students, during the senior years of schooling, by providing several forms of measurement of performance over a period of time. It does not rely upon interest, attitudes or conduct of a student; however, these factors invariably will affect a student's performance.

## HOW SHOULD YOU APPROACH ASSESSMENT TASKS?

- Be positive and optimistic.
- Seek feedback from teachers about what you need to do to improve and make further progress.
- Attempt all your tasks to the best of your ability.
- Tell your teacher if you know you are going to be away on the day the task is due as soon as possible.
- Inform your parents of assessment tasks.
- Inform your teachers if you are having difficulty.
- Make use of your school diary to record when assessment tasks are due.

## GUIDELINES FOR THE COMPLETION OF ASSESSMENT TASKS

The guidelines are designed to ensure fairness and equity for all students and to prevent some students from gaining an unfair advantage over others by late submission of work.

### **How much warning does the teacher have to give before an assessment task?**

A minimum of 10 school days notification in writing will be given by your class teacher as to the precise timing of an assessment task date and the nature of the task. It is the student's responsibility to be alert to the notification of assessment task/activities and if absent from school check with the class teacher to see if any assessment task has been planned.

### **When do I have to hand in my assessment task?**

Assessment tasks such as assignments must be handed to the teacher concerned or Head Teacher if the teacher is not available, by the specified time and due date. Any later and the task is late.

Submission of tasks can be done in two ways

1. By handing to the class teacher. If for any reason the teacher is unavailable, submit the task to the appropriate head teacher, the deputy principal or principal.  
**Do not leave a task on a teacher's desk.**
2. By email. However, this option should only be used in consultation with the class room teacher and it is the responsibility of the student to ensure that the email has been received by requesting a receipt for the email.

Administration staff are not responsible for accepting assessment tasks.

### **What happens if my assessment task is handed in late?**

An important part of assessment tasks is to plan your time effectively so that the work is submitted on time. In order to be fair for those students who do submit their work on time there are penalties for those students who submit their work late.

Failure to submit a task prior to the set deadline will incur a penalty of a reduced grade allocation.

When a task is more than five days late and there has been no successful appeal, the teacher in conjunction with the head teacher will contact home regarding the incomplete task by sending a Non-submission of an Assessment Task letter (Appendix B)

The student will receive communication home for non-completion of work and will still be required to make a serious attempt at the task and to the best of their ability.

**Students will also be placed on the Non Mandatory Excursion "No go" list. This excludes them from participating in extracurricular events until the task is completed and submitted.**

Once submitted, the task will then be marked with feedback given, the result will be recorded and the "N determination" will be redeemed.

Once the task is submitted, the task will be marked and feedback will be provided

### **What happens if I don't hand in an assessment task?**

Subject to the penalties described above, students who fail to submit an assessment task without a valid reason parents will be contacted by either a phone call and/or Non-submission of an Assessment Task letter (Appendix B). The parents of a student who still fails to hand in tasks or has a history of failing to submit tasks may be required to have an interview to discuss the student's progress.

### **What do I do if I miss an assessment task completed at school?**

Where a student is absent from school on the day of a scheduled assessment task, the student should see the Head Teacher or Class Teacher for that particular subject, upon their return to school with a note explaining the absence. The Head Teacher may allocate the same task, an alternate task or an estimated mark.

### **What do I do if I know in advance that I am going to be absent or unable to complete tasks on time?**

When a student knows they will be absent from an assessment task or their work is affected by illness or misadventure and they are unable to complete a task, the student should tell their Class Teacher or Head Teacher. The Head Teacher will make a decision as to whether an extension should be given, another task completed or in special circumstances an estimate given.

Extensions will not be granted **on** the due date.

The school understands that there are sometimes genuine circumstances (illness or misadventure) that make it impossible to submit a task on time.

**Please note:** There are some excuses which will not be accepted and will result in a loss of 20% marks every school day. These include:

- Problems with technology, for example: printer not working or cartridge run out, however tasks may be emailed, brought to school on a USB device.
- Leaving the work at home
- Not understanding how to do the assessment task. In this case it is the student's responsibility to seek help from the teacher before the due date.

### **What do I do if I am unhappy with my marks or grades?**

If a student considers that he / she has been unfairly disadvantaged by an assessment decision, they must:

- discuss the matter with the Class Teacher and Head Teacher
- when dissatisfied with the decision at this level, lodge an appeal on the **Assessment Appeal Form** (available at the office) to the Principal. An appeal must contain all of the evidence in support of the claim.

### **What happens if students copy or cheat?**

A student found to have committed malpractice will be awarded zero marks for that task and their parents will be notified. Malpractice includes:

- cheating (or an attempt to cheat)
- claiming another's work as your own (this includes unacknowledged material from internet sites)
- allowing other students to copy your work
- truancy or absence from classes for the purpose of completing tasks or studying for a task
- mis-use of electronic devices under exam conditions eg. phones, MP3 players
- deliberately disrupting an assessment task

A non-serious attempt at an assessment task may result in an unsatisfactory grade for that task. Completing only the multiple choice section of an exam is not considered a serious attempt at an exam.

ASSESSMENT TASK SUMMARY TABLE

*\* Be aware - throughout the year students will undertake class tasks that are “ONGOING” during lessons to allow students to develop and express their ability to meet the Stage 4 outcomes over time.*

TERM	WEEK	WEEK STARTING	SUBJECT
<b>1 2024</b>	1	29 <sup>th</sup> January	Eastern Zone starts school on Friday 27 <sup>th</sup> January for Staff only
	2	5 <sup>th</sup> February	Western Zone starts school on Tuesday 6 <sup>th</sup> February for Staff only Thursday 8 <sup>th</sup> February – Year 7/11/12 return to school Friday 9 <sup>th</sup> February – Year 8/9/10 return to school
	3	12 <sup>th</sup> February	
	4	19 <sup>th</sup> February	
	5	26 <sup>th</sup> February	
	6	4 <sup>th</sup> March	
	7	11 <sup>th</sup> March	
	8	18 <sup>th</sup> March	Science
	9	25 <sup>th</sup> March	
	10	1 <sup>st</sup> April	Geography, English, History
	11	8 <sup>th</sup> April	Visual Arts

PLEASE NOTE: When classroom teachers give out task notifications, a specific date will be given in the designated week when the task is due.



TERM	WEEK	WEEK STARTING	SUBJECT
<b>2</b> <b>2024</b>	1	29 <sup>th</sup> April	
	2	6 <sup>th</sup> May	
	3	13 <sup>th</sup> May	
	4	20 <sup>th</sup> May	Music
	5	27 <sup>th</sup> May	Geography, History, Mathematics, Music, Technology – Mandatory (Rotation 1)
	6	3 <sup>rd</sup> June	
	7	10 <sup>th</sup> June	English
	8	17 <sup>th</sup> June	Science
	9	24 <sup>th</sup> June	
	10	1 <sup>st</sup> July	

PLEASE NOTE: When classroom teachers give out task notifications, a specific date will be given in the designated week when the task is due.

<b>TERM</b>	<b>WEEK</b>	<b>WEEK STARTING</b>	<b>SUBJECT</b>
<b>3 2024</b>	1	22 <sup>nd</sup> July	
	2	29 <sup>th</sup> July	
	3	5 <sup>th</sup> August	
	4	12 <sup>th</sup> August	
	5	19 <sup>th</sup> August	Visual Arts
	6	26 <sup>th</sup> August	
	7	2 <sup>nd</sup> September	
	8	9 <sup>th</sup> September	
	9	16 <sup>th</sup> September	Geography, History
	10	23 <sup>rd</sup> September	English, Science

PLEASE NOTE: When classroom teachers give out task notifications, a specific date will be given in the designated week when the task is due.

<b>TERM</b>	<b>WEEK</b>	<b>WEEK STARTING</b>	<b>SUBJECT</b>
<b>4 2024</b>	1	14 <sup>th</sup> October	
	2	21 <sup>st</sup> October	
	3	28 <sup>th</sup> October	Music, Visual Arts
	4	4 <sup>th</sup> November	Technology – Mandatory (Rotation 2)
	5	11 <sup>th</sup> November	EXAM WEEK English, Mathematics, History, PDHPE, Science, Visual Arts, Geography, Music
	6	18 <sup>th</sup> November	
	7	25 <sup>th</sup> November	
	8	2 <sup>nd</sup> December	
	9	9 <sup>th</sup> December	
	10	16 <sup>th</sup> December	

PLEASE NOTE: When classroom teachers give out task notifications, a specific date will be given in the designated week when the task is due

# INDIVIDUAL SUBJECT ASSESSMENT SCHEDULES

## ENGLISH

Stage 4 English is focused on developing students' skills in using and understanding language. Students discuss and study a variety of texts and participate in a range of tasks to develop their imaginative, creative, and critical writing.

### Course Outcomes

A student:

EN4-RVL-01 uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction.

EN4-URA-01 analyses how meaning is created through the use of and response to language forms, features and structures.

EN4-URB-01 examines and explains how texts represent ideas, experiences and values.

EN4-URC-01 identifies and explains ways of valuing texts and the connections between them.

EN4-ECA-01 creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas.

EN4-ECB-01 uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts.

<b>TASK DESCRIPTION</b>	<b>OUTCOMES</b>	<b>TIMING</b>
Portfolio of Classwork	EN4-RVL-01, EN4-URA-01	Term 1, Week 10
Multimodal Presentation	EN4-ECA-01, EN4-ECB-01, EN4-URC-01,	Term 2, Week 7
Speech	EN4-URB-01, EN4-ECA-01	Term 3, Week 10
Writing and Reflection	EN4-URA-01, EN4-RVL-01	Term 4, Exam Week

## HSIE - GEOGRAPHY

The aim of Geography is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

### Topics covered this year:

- Landscapes and Landforms
- Place and Liveability

### 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 DESCRIPTION	TOPIC	OUTCOMES	TIMING
Semester 1	Research Task	Landscapes and Landforms	GE4-1, GE4-2, GE4-4, GE4-5, GE4-7, GE4-8	Term 1, Week 10
	Exam	Place and Liveability	GE4-1, GE4-3, GE4-4, GE4-6, GE4-7, GE4-8	Term 2, Week 5
Semester 2	Research Task	Landscapes and Landforms	GE4-1, GE4-2, GE4-4, GE4-5, GE4-7, GE4-8	Term 3, Week 9
	Exam	Place and Liveability	GE4-1, GE4-3, GE4-4, GE4-6, GE4-7, GE4-8	Term 4, Exam Week

NOTE: throughout the semester students will undertake a range of class tasks that are "ONGOING" during lessons to allow them to develop and express their ability to meet the Stage 4 outcomes over time.

## HSIE - HISTORY

History is the discipline in which students explore the foundation of contemporary society, through the exploration of past societies. In Stage 4, students study a range of historical periods including the Vikings, Khmer Empire, and Europe during the time of the Black Death. Students use both written and archaeological historical sources to identify the motives and consequences of key individuals and these societies to understand how they shape our world today.

### Topics covered this year:

- Depth Study 4 - The Western and Islamic World – The Vikings.
- Depth Study 5 - The Asia Pacific World – Polynesian Expansion.
- Depth Study 6 - Expanding Contacts – The Black Death in Asia, Europe, and Africa.

### Course 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, 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 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 understanding of the past.

HT4-10 selects and uses appropriate oral, written, visual, digital forms to communicate about the past.

	TASK DESCRIPTION	TOPIC	OUTCOMES	TIMING
Semester 1	Research and Presentation	The Western and Islamic World – The Vikings	HT4-3, HT4-5, HT4-7, HT4-8, HT4-9, HT4-10	Term 1, Week 10
	Exam	Expanding Contacts – The Black death in Asia, Europe and Africa.	HT4-2, HT4-3, HT4-4, HT4-6, HT4-7, HT4-10	Term 2, Week 5
Semester 2	Research and Presentation	The Western and Islamic World – The Vikings	HT4-3, HT4-5, HT4-7, HT4-8, HT4-9, HT4-10	Term 3, Week 9
	Exam	Expanding Contacts – The black death in Asia, Europe and Africa.	HT4-2, HT4-3, HT4-4, HT4-6, HT4-7, HT4-10	Term 4, Exam Week

NOTE: throughout the semester students will undertake a range of class tasks that are "ONGOING" during lessons to allow them to develop and express their ability to meet the Stage 4 outcomes over time.

## MATHEMATICS

Mathematics outcomes and their related content are organised in:

- Working mathematically.
- Number and algebra
- Measurement and space.
- Statistics and probabilities.

In addition to formal assessment tasks, other in-class activities may contribute towards report grades. This includes in-class tests, quizzes, classwork, hands-on activities and any other tasks your teacher may set.

ASSESSMENT TASKS		OUTCOMES	TIMING
Semester 1 Review		MA4-4NA, MA4-9NA, MA4-11NA, MA4-11MG, MA4-13MG, MA4- 14MG, MA4-16MG,	Term 2, Week 5
In-class assessment, including topic tests, quizzes and learning activities		All outcomes as they arise in classwork	Ongoing
Yearly Exam		All outcomes	Term 4, Exam Week

Outcomes assessed during year 8

- 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
- MA4-16MG 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

## MUSIC

Students will participate in the Music course throughout the year and complete units of work. Through these units, knowledge of the 'Concepts of Music' will be explored and strengthened.

Units studied throughout the year are:

Term One: Pop Music  
 Term Two: Australian Music  
 Term Three: World Music  
 Term Four: Music for Film/Media

Topics will be studied through performance, listening and composition activities.

TASK DESCRIPTION	OUTCOMES	TIMING
In-class written concept activity	4.7, 4.8	Term 2, Week 4
Research Activity	4.7	Term 2, Week 5
Practical task-performance	4.1, 4.3, 4.6, 4.12	Term 4, Week 3
Written exam on concepts	4.7, 4.8	Term 4, Exam Week

### 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
- 4.6 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
- 4.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences



**PDHPE**

Personal Development, Health, and Physical Education

**Outcomes covered:**

- 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.

<b>TASK DESCRIPTION</b>	<b>OUTCOMES</b>	<b>TIMING</b>
Movement / Performance Tasks All Practical units	PD4-4 PD4-5 PD4-7 PD4-8 PD4-9 PD4-10 PD4-11	Ongoing
PDHPE In Class Tasks	PD4-1 PD4-2 PD4-3 PD4-6 PD4-7 PD4-8 PD4-9 PD4-10	Ongoing
Yearly Exam	PD4-1 PD4-2 PD4-3 PD4-6 PD4-7 PD4-8 PD4-9 PD4-10	Term 4, Exam week

## SCIENCE

Topics covered this year will be:

- Matter & Separations (Term 1)
- Elements & Chemical Change (Term 2)
- Living World (Term 3)
- Humans, Plants & Disease (Term 4)

### Outcomes Covered this Year:

- WS4 identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge.
- WS5 collaboratively and individually produces a plan to investigate questions and problems.
- WS6 follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually.
- WS7 processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns, and relationships, and draw conclusions.
- WS8 selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems.
- WS9 presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations.
- LW14 relates the structure and function of living things to their classification, survival and reproduction.
- LW15 explains how new biological evidence changes people's understanding of the world.
- CW16 describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles.
- CW17 explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life.

TASK DESCRIPTION	OUTCOMES	TIMING
Practical Report	4WS, 6WS, 7WS, 9WS	Term 1, Week 8
Research Task	2VA, 7WS, 9WS, 16CW, 17CW	Term 3, Week 10
Project	4WS, 5WS, 6WS, 7WS, 8WS, 9WS	Term 2, Week 8-10
Skills/Theory Examination	14LW, 15LW, 16CW, 17CW, 4WS, 7WS, 8WS, 9WS	Term 4, Exam week

## TECHNOLOGY – MANDATORY

Technology encompasses a diverse collection of knowledge, skills and processes that people use to satisfy their needs and to extend human capabilities. Technology Mandatory is a rich subject that provides students with opportunities to become technologically literate individuals capable of developing creative solutions to identified problems and situations.

Students will rotate through each of the Context Focus Areas over a 2 year cycle.  
Each rotation will last 1 semester

**Year 7 Context Focus Areas:** Agriculture and Food Technologies, Digital Technologies, Engineered Systems

**Year 8 Context Focus Areas:** Agriculture and Food Technologies, Engineered Systems, Material Technology

YR. 8 OBJECTIVES: MATERIAL TECHNOLOGIES	TASK DESCRIPTION	OUTCOMES	TIMING SEMESTER 1	TIMING SEMESTER 2
Design and production	Project Solution/Product	TE4-1DP TE4-2DP TE4-3DP	Ongoing throughout unit	Ongoing throughout unit
Knowledge and Understanding  Understand Production Process	Research and/or Design Folio	TE4-8EN TE4-9MA TE410TS  TE4-1DP TE4-2DP TE4-9MA	Term 2, Week 5	Term 4, Week 4

YR 8 OBJECTIVES: AGRICULTURE AND FOOD TECHNOLOGIES.	TASK DESCRIPTION	OUTCOMES	TIMING SEMESTER 1	TIMING SEMESTER 2
Design and production	Project Solution/Product	TE4-1DP TE4-2DP TE4-3DP	Ongoing throughout unit	Ongoing throughout unit
Knowledge and Understanding  Understand Production Process	Research and/or Design Folio	TE4-6FO TE4-5AG TE410TS  TE4-1DP TE4-2DP TE4-6FO	Term 2, Week 5	Term 4, Week 4

## VISUAL ARTS

Students will participate in the Visual Arts course throughout the year. Students will develop their skills by studying the following topics:

Term 1 – Exploration of 2D Expressive Forms.

Term 2 – Exploration of 3D Expressive Forms (different mediums).

Term 3 – Artists of Choice – Research Assignment.

Term 4 – Select a 2D and 3D medium and create a body of work.

TASK DESCRIPTION	OUTCOMES	TIMING
Exhibited 2D/3D Artwork(s)	4.1, 4.3, 4.6, 4.9	Term 1, Week 11
Research Assignment	4.4, 4.10	Term 3, Week 5
Visual Art Process Diary	4.2, 4.5, 4.8, 4.10	Ongoing
Exhibited 2D/3D Artworks	4.1, 4.3, 4.6, 4.9	Term 4, Week 3

### Outcomes:

- 4.1 uses a range of strategies to explore different art making 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 artist – artwork – world – audience
- 4.9 begins to acknowledge how art can be interpreted from different points of view
- 4.10 recognises that art criticism and art history construct meanings

## Appendix A - My Assessment Record

Record your assessments and marks in this book to keep track of what you have done and what you still have to do.

SUBJECT TASK NO	DATE DUE	DESCRIPTION	COMPLETED MARK/GRADE
Eg. Maths Task 2 Trigonometry	12/4/24	Class Test, allowed one handwritten sheet of notes	✓ B

WHS Stage 4 Year 8 Assessment Booklet 2024

Subject Task No Weighting	Date Due	Description	Completed/ Mark

## Appendix B - Non-submission of an Assessment Task Letter



### WARIALDA HIGH SCHOOL

"Providing advantage through diverse educational opportunities for every student"

Apollo Avenue  
WARIALDA NSW 2402  
ABN 75 091 938 137  
Phone No: 02 67291000 or 02 67291254  
Email: [Warialda-h.school@det.nsw.edu.au](mailto:Warialda-h.school@det.nsw.edu.au)



Education & Communities

Date: \_\_\_\_\_

Dear \_\_\_\_\_

#### **Re: Non-Submission of an Assessment Task**

I am writing to inform you that your child has not submitted /sat the following assessment task: \_\_\_\_\_ in \_\_\_\_\_.

The task should have been submitted / sat on \_\_\_\_\_.

The school requires that students complete assessments to the best of their ability and that students follow teacher instructions during the task.

Consequently, your child may not fulfil the requirements of the \_\_\_\_\_ course.

Your child will be required to complete the assessment task by \_\_\_\_\_.

Please discuss this matter with your child and contact the school if further information or clarification is needed.

Yours sincerely

Class Teacher

Head Teacher

---

Please detach this section and return it to the school

#### **Non-Submission of an Assessment Task**

I have received the letter dated \_\_\_\_\_ indicating that \_\_\_\_\_ has not submitted / sat an assessment task in \_\_\_\_\_.

Parent/Guardian's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_

Date: \_\_\_\_\_