



*Newtown High School  
of the  
Performing Arts*

*ASSESSMENT  
BOOKLET*

**YEAR 8**

**2017**

This provides you with important information about the timing of assessment tasks, the content examined and the weighting of each assessable task you have this year.

*Excellence, Creativity and Equity*

# Newtown High School of the Performing Arts

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## **NHSPA Years 7 – 9 Assessment Task Absence & Lateness Policy**

Each faculty in the school has formal common assessment tasks, whose schedules are published in the school's official Assessment Booklets. The school is committed to enhancing and encouraging students' learning outcomes. This policy is designed to ensure consistency throughout the school, to ensure no student is disadvantaged and encourage students to meet their assessment deadlines. Students who do not meet deadlines will be penalised in accordance with this policy. Note that students are still expected to complete all tasks so that outcomes can be attempted, assessed and reported on.

All students are given at least **TWO weeks' notice** prior to an assessment task being due.

### **Illness/misadventure**

- In all cases of absence or late submission, students need to bring a note from their parent/carers outlining the reason for the absence/lateness. This will be taken into consideration by the teacher in consultation with the head teacher, to avoid loss of marks.
- Students needing to apply for an extension for an assessment task need to bring a note from their parent/carers at least one week prior to the due date, outlining a valid reason, if they know in advance they will not be able to meet a deadline. This will be taken into consideration by the teacher in consultation with the head teacher.

### **Technology**

Technology problems are generally not deemed a valid excuse for late submission of an assessment task. Further, tasks should be submitted as a hard copy (not USB or similar) to teachers and not emailed unless this is a stated requirement of the task.

### **Extra-Curricular, Co-Curricular Events and Excursions**

- If a scheduled assessment task clashes with an extra or co-curricular activity, e.g. representing the school in performance, technical rehearsal, sporting or other events, it is the students' responsibility to make alternate arrangements at least a week prior to the due date.
- Assessment tasks take precedence over excursions and it cannot be assumed that an assessment task can be rescheduled. This requires negotiation between the student, class teacher and the Head Teacher.

## **ASSESSMENT TASK ABSENCE & LATENESS PROCEDURES**

### **In Class Tasks (Written & Practical)**

Students absent on the date of an in class task will complete the task in the next lesson or another time (as close as possible to the original due date) as arranged by the class teacher.

### **Hand In Tasks**

A faculty will deduct 20% of the total assessment task mark each school day a task is late. After five school days, if the task is still not submitted the student will receive a mark of zero for the task.

### **Oral Presentations**

Students who are not prepared for an oral presentation on the due date will lose 20% of the total mark each school day until a copy of the speech is handed to their teacher. Students without a hard copy on the due date have the opportunity to give a speech without using notes on that day to avoid loss of marks.

### **Performances**

Students absent on the date of a performance will be assessed in the next lesson or another time as arranged by the class teacher. In the case of student absence for group performances the task will be rescheduled by the class teacher.

## Year 8 Dance

Task	Outcomes	Task Detail	Weighting	Due Date
1	<ul style="list-style-type: none"> <li>A student demonstrates an understanding of safe dance practice and appropriate dance technique in the performance of combinations sequences and dances.</li> </ul>	<ol style="list-style-type: none"> <li>1. Perform Dance Sequence</li> <li>2. Submit Dance Journal</li> <li>3. Performance Analysis</li> </ol>	30% Performance 10% Appreciation	Term 1 Week 7
2	<ul style="list-style-type: none"> <li>A student demonstrates an understanding of safe dance practice and appropriate dance technique in the performance of combinations sequences and dances</li> <li>A student demonstrates an understanding of performance quality through the performance of locomotor and non-locomotor combinations sequences and dances</li> <li>A student describes dance performances through the elements of dance.</li> </ul>	<ol style="list-style-type: none"> <li>1. Perform Dance</li> <li>2. Submit Dance Journal</li> <li>3. Analyse Dance in relation to Dance Composition</li> </ol>	30% Performance 10% Appreciation	Term 2 Week 6
3	<ul style="list-style-type: none"> <li>A student identifies, selects and demonstrates the use of the elements of composition/choreography in a personal style in response to a specific concept/intent.</li> </ul>	<ol style="list-style-type: none"> <li>1. Composition task</li> <li>2. Submit a Dance Journal.</li> </ol>	20% Composition	Term 3 Week 6

## Year 8 Drama

Task	Outcomes	Task Detail	Weighting	Due Date
1	<ul style="list-style-type: none"> <li>Identifies and explores the elements of drama to develop clarity in character, role, situation and action</li> <li>Uses performance skills to communicate dramatic meaning</li> <li>Identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama</li> </ul>	Movement-based on Laban and Lecoq <ul style="list-style-type: none"> <li>Performance</li> <li>Essay</li> </ul>	30%	Term 1 Week 7
2	<ul style="list-style-type: none"> <li>Explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning</li> <li>Explores a range of ways to structure dramatic work in collaboration with others</li> <li>Recognises the function of drama and theatre in reflecting social and cultural aspects of human experience</li> </ul>	Non-Naturalism-exploring different theatre styles <ul style="list-style-type: none"> <li>Performance</li> <li>Essay</li> </ul>	40%	Term 3 Week 5
3	<ul style="list-style-type: none"> <li>Devises and enacts drama using scripted and unscripted material</li> <li>Experiments with performance spaces and production elements appropriate to purpose and audience</li> <li>Identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama</li> </ul>	Melodrama-techniques used in scripted drama <ul style="list-style-type: none"> <li>Performance</li> <li>Logbook</li> </ul>	30%	Term 4 Week 4

**NB: Students who wish to join the Extension Class in Year 9 will need to achieve a very high outcome in all their Drama Assessment Tasks (both practical and written) in Year 8 to be considered for the course.**

## Year 8 English

Objectives	Outcomes
<p><b><i>Through responding to and composing a wide range of texts and through close study of texts, students will develop knowledge, understanding and skills in order to:</i></b></p> <ul style="list-style-type: none"> <li>• communicate through speaking, listening, reading, writing, viewing and representing</li> <li>• use language to shape and make meaning according to purpose, audience and context</li> <li>• think in ways that are imaginative, creative, interpretive and critical</li> <li>• express themselves and their relationships with others and their world</li> <li>• learn and reflect on their learning through their study of English</li> </ul>	<p><i>A Student:</i></p> <p>EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.</p> <p>EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies.</p> <p>EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts.</p> <p>EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence.</p> <p>EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts</p> <p>EN4-6C identifies and explains connections between and among texts</p> <p>EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within in</p> <p>EN4-8D identifies, considers and appreciates cultural expression in texts</p> <p>EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning</p>

Task	Outcomes	Task Detail	Weighting	Due Date
1	EN4-1A, EN4-3B, EN4-5C	In this module students will compose a creative writing task with an Australian perspective.	35%	Term 1 Week 10
2	EN4-1A, EN4-2A, EN4-4B, EN4-7D, EN4-8D, EN4-9E	In this module on media, students will be required to write a review on a documentary.	35%	Term 2 Week 6
3	EN4-1A, EN4-2A, EN4-3B, EN4-4B, EN4-5C	In this module, students are to compose an essay on their prescribed text.	30%	Term 3 Week 8

## Year 8 Geography

Task	Outcomes	Task Details	Weight	Due Date
1	<p>GE4-1 locates and describes the diverse features and characteristics of a range of places and environments</p> <p>GE4-2 describes processes and influences that form and transform places and environments</p> <p>GE4-3 explains how interactions and connections between people, places and environments result in change</p>	<p style="text-align: center;">Topic: Water in the World</p> <p style="text-align: center;">Task: Knowledge and Skills</p>	50%	<p style="text-align: center;">Semester 1 Term 1 Week 9</p> <p style="text-align: center;">Semester 2 Term 3 Week 8</p>
2	<p>GE4-4 examines perspectives of people and organisations on a range of geographical issues</p> <p>GE4-5 discusses management strategies for places and environments for their sustainability</p> <p>GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry</p> <p>GE4-8 communicates geographical information using a variety of strategies</p>	<p style="text-align: center;">Topic: Interconnections</p> <p style="text-align: center;">Task: Presentation based on individual research</p>	50%	<p style="text-align: center;">Semester 1 Term 2 Weeks 3-4</p> <p style="text-align: center;">Semester 2 Term 4 Weeks 3-4</p>

## Year 8 History

Task	Outcomes	Task Details	Weighting	Due Date
1	<p>HT 4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies</p> <p>HT 4.4 describes and explains the causes and effects of events and developments of past societies over time</p> <p>HT 4.10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past</p>	Presentation Research Task	50%	<p>Semester 1 Term 1 Weeks 7-8</p> <p>Semester 2 Term 3 Weeks 6-7</p>
2	<p>HT 4.2 describes major periods of historical time and sequences events, people and societies from the past</p> <p>HT 4.6 uses evidence from sources to support historical narratives and explanations</p> <p>HT 4.9 uses a range of historical terms and concepts when communicating an understanding of the past</p>	Source Analysis and Knowledge Test	50%	<p>Semester 1 Term 2 Week 3</p> <p>Semester 2 Term 4 Week 3</p>

## Year 8 Mathematics Standard

Task	Outcomes	Task Detail	Weighting	Date Due
1	MS3.2.3.3 Area Capacity and Volume; NS3.5Probability	Common Task	15%	Term 1 Week 8
2	Ongoing Topic Tests	Ongoing in class Topic tests Semester 1,2	10%	Ongoing Semester 1, 2
3	MS4.1 Pythagoras' Theorem NS4.2, NS4.3 Operations with Whole Numbers PAS4.3 Algebraic Techniques SG4.2 Angles	Half Yearly Exam	25%	Term 2 Week 2
4	MS4.2 Measurement DS4.1 Data Representation DS4.2 Data Analysis;	Common Task	20%	Term 3 Week 8
5	All Topics taught in Year8 to-date	Yearly Exam	30%	Term 4 Week 2
6	Streaming Test	Common Stage 4 Test		Term 4 Week 8

### Notes

- Half-Yearly Report will comprise tasks 1, 2 and 3
- Yearly Report will comprise tasks 1, 2, 3, 4, 5 and 6
- Specific testing outcomes are subject to change throughout the year. Students are to be advised in writing, 2 weeks in advance of each common test by their classroom teacher

## Year 8 Mathematics Intermediate

Task	Outcomes	Task Detail	Weighting	Date Due
1	MS3.2,3.3 Area Capacity and Volume; NS3.5Probability	Common Task	15%	Term 1 Week 8
2	Ongoing Topic Tests	Ongoing in class Topic tests Semester 1,2	10%	Ongoing Semester 1, 2
3	Percentages PAS4.3,PAS4.4 Algebraic Techniques SGS4.3 Geometry; DS4.2 Data Representation NS4.3 Ratio and Rates, Percentages	Half Yearly Exam	25%	Term 2 Week 2
4	MS4.2 Measurement DS4.1 Data Representation DS4.2 Data Analysis;	Common Task	20%	Term 3 Week 8
5	All Topics taught in Year 8 to-date	Yearly Exam	30%	Term 4 Week 2
6	Streaming Test	Common Stage 4 Test		Term 4 Week 5

### Notes:

- Half Yearly Report will comprise tasks 1, 2 and 3
- Yearly report will comprise tasks 1, 2, 3, 4, 5 and 6
- Specific testing outcomes are subject to change throughout the year. Students are to be advised in writing 2 weeks in advance of each common test by their classroom teacher.

## Year 8 Mathematics Advanced

Task	Outcomes	Task Detail	Weighting	Date Due
1	MS3.2,3.3 Area Capacity and Volume NS3.5 Probability	Common Task	15%	Term 1 Week 8
2	Ongoing Topic Tests	Ongoing in class Topic tests Semester 1,2	10%	Ongoing Semester 1, 2
3	NS4.3 Ratio and Rates, Percentages PAS4.3,4.4 Algebraic Techniques ; Pythagoras' Theorem;	Half Yearly Exam	25%	Term 2 Week 2
4	MS4.2 Measurement DS4.1 Data Representation DS4.2 Data Analysis;	Common Task	20%	Term 3 Week 8
5	All Topics taught in Year 8 to-date	Yearly Exam	30%	Term 4 Week 2
6	Streaming Test	Common Stage 4 Test		Term 4 Week 5

### Notes:

- Half Yearly Report will comprise tasks 1, 2 and 3
- Yearly report will comprise tasks 1, 2, 3, 4, 5 and 6
- Specific testing outcomes are subject to change throughout the year. Students are to be advised in writing 2 weeks in advance of each common test by their classroom teacher.

## Year 8 Music

Task	Outcomes	Task Detail	Weighting	Date Due
1	<b>Topic: Popular Music</b>  Performs music selected for study with appropriate stylistic features demonstrating ensemble skills	Ensemble performance in a blues style	15%	Term 1 Weeks 6-7
	Demonstrates an understanding of music notation	Individual composition- blues melody & accompaniment	10%	Week 9
2	<b>Topic: Music in the Media- Film Music</b>  Demonstrates an understanding of the concepts of music through aural identification & discussion of repertoire selected for study	Written test	25%	Term 2 Week 3
3	<b>Topic: Medieval Music</b>  Demonstrates a development of solo performance skills and stylistic understanding	Solo Performance/Ensemble Performance	25%	Term 3 Week 5
4	<b>Topic: Program Music</b>  Demonstrates an understanding of musical literacy through the appropriate application of notation, terminology and the interpretation and analysis of scores used in the music selected for study	Written Test	25%	Term 4 Week 3

## Year 8 PD/H/PE

Assessment in Stage 4 PDHPE is conducted over four assessment tasks in the year (each worth 25% of the total assessment mark). There are two in Semester 1 and two in Semester 2. Each semester has a theory based task (PD/H – personal development and health) and a practical based task (PE – physical education).

Outcomes		Task	Task Details	Weighting	Due Date
4.4	Demonstrates and refines movement skills in a range of contexts and environments	1	8.1 'Drug Use & Mental Health'	25%	Term 1 Week 6
4.5	Combines the features and elements of movement composition to perform in a range of contexts and environments		(PD) Multimedia Research Assessment Task.		
4.6	A student describes the nature of health and analyses how health issues impact upon young people.	2	8.2 'Dominant Movement Patterns'	25%	Term 1 Ongoing Weeks 8-11
4.7	A student identifies the consequences of risk behaviours and describes strategies to minimise harm.		(PE) Practical Assessment.		
4.8	A student describes how to access and assess health information, products and services.	3	8.5 'My Health, My Choice'	25%	Term 3 Week 4
4.9	Describes the benefits of a balanced lifestyle and participation in lifelong physical activity		(PD) Research Report Assessment Task.		
4.15	Devises, applies and monitors plans to achieve short-term and long-term goals	4	8.6 'Fitness Activities'	25%	Term 3 Weeks 6-10 Ongoing
			(PE) Fitness Testing Booklet & PE Practical Assessment.		

## Year 8 Science

Task	Outcomes	Task Detail	Weighting	Date
1	<p><b>WORKING SCIENTIFICALLY</b></p> <p>SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific</p> <p>SC4-5WS collaboratively and individually produces a plan to investigate questions and problems</p> <p>SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually</p> <p>SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions</p> <p>SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems</p> <p>SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations</p>	<p><b>OPEN-ENDED INVESTIGATION:</b></p> <p>Students, with teacher guidance, plan and conduct a fair test, record, present, analyse data, and draw conclusions</p>	20%	Term 1 Week 9
2	<p><b>CHEMICAL WORLD</b></p> <p>SC4-16CW describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles</p> <p>SC4-17CW explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life</p> <p><b>WORKING SCIENTIFICALLY</b></p> <p>SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge</p> <p>SC4-5WS collaboratively and individually produces a plan to investigate questions and problems</p> <p>SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually</p> <p>SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions</p> <p>SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems</p> <p>SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations</p>	<p><b>HALF-YEARLY EXAMINATION:</b></p> <p>Formal assessment of skills, knowledge and understanding, developed through the topic 'Chemical Reactions'</p>	20%	Term 2 Week 4

## Year 8 Science (continued)

Task	Outcomes	Task Detail	Weighting	Date
3	<p><b>VALUES AND ATTITUDES</b> SC4-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them</p> <p><b>WORKING SCIENTIFICALLY</b> SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relations, and draw conclusions SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations</p> <p><b>PHYSICAL WORLD</b> SC4-11PW discuss how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations</p>	<p><b>ORAL PRESENTATION:</b> This task is to assess student ability in the area of accessing information from various sources; to evaluate relevant from irrelevant information and to construct a persuasive multimedia text to convince and audience of a point of view.</p>	20%	Term 3 Week 6
4	<p><b>VALUES AND ATTITUDES</b> 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</p> <p><b>CHEMICAL WORLD</b> 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</p> <p><b>LIVING WORLD</b> 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</p>	<p><b>YEARLY EXAMINATION:</b> Formal assessment of skills, knowledge and understanding, and the ability to work scientifically, developed in all topics throughout the year.</p>	40%	Term 4 Week 4

## Year 8 Science (continued)

Task	Outcomes	Task Detail	Weighting	Date
	<p><b>PHYSICAL WORLD</b></p> <p>SC4-10PW describes the action of unbalanced forces in everyday situations</p> <p>SC4-11PW discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations</p> <p><b>WORKING SCIENTIFICALLY</b></p> <p>SC4-4WS identifies questions and problems that can be tested or researched and makes predications based on scientific knowledge</p> <p>SC4-5WS collaboratively and individually produces a plan to investigate questions and problems</p> <p>SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually</p> <p>SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions</p> <p>SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems</p> <p>SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations</p>			

## Year 8 Technology

Task	Outcomes	Task Detail	Weighting	Date Due
1	4.1.1	Applies design processes that respond to needs and opportunities in each design project Describes factors influencing design in the areas of study of Built Environments, Products, and Information and Communications Identifies the roles of designers and their contribution to the improvement of the quality of life Generates and communicates creative design ideas and solutions	<b>Focus Technology: Timber</b> /100 - Design Project Folio - Design Product – practical - Progressive Assessment - Skills - WH & S Test	All Focus Technologies Assessment Period:  Rotation 1 Term 2 Weeks 3-4
	4.1.2			
	4.1.3			
	4.2.1			
2	4.2.2	Selects, analyses, presents and applies research and experimentation from a variety of sources Applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects Demonstrates responsible and safe use of a range of tools, materials and techniques in each design project	<b>Focus Technology – Food</b> /100 - Design Project Folio - Design Product – practical - Progressive Assessment - Skills - WH & S Test	Rotation 2 Term 3 Weeks 4-5
	4.3.1			
	4.3.2			
3	4.4.1	Explains the impact of innovation and emerging technologies on society and the environment Applies management processes to successfully complete design projects Produces quality solutions that respond to identified needs and opportunities in each design project	<b>Focus Technology – Metal/Mixed Materials/Jewellery/Textiles/Graphics/100</b> - Design Project Folio - Design Product – practical - Progressive Assessment - Skills - OHS Test	Rotation 3 Term 4 Week 5
	4.5.1			
	4.5.2			
4.6.1	Applies appropriate evaluation techniques throughout each design project	As these units are rotating and date due will vary, students will be given dates as they commence each new technology.		
4.6.2	Identifies and explains ethical, social, environmental and sustainability considerations related to design projects			

## Year 8 Master Chef

Task	Outcomes		Task Detail	Weighting	Date Due
1	4.1.1	Demonstrates hygienic handling of food to ensure a safe and appealing product	<u>Semester One</u> <b>Master Chef Challenge One 20%</b> Practical and Practical Report <b>Progressive Assessment 5%</b> Including designated class work, practicals and design activities	25%	Term 1 Week 7
	4.1.2	Describes and manages the risks of injury and WHS issues associated with handling food			Ongoing
	4.2.1	Lists the basic components of a variety of foods			
2	4.2.2	Describes changes which occur during processing, preparation and storage of food	<b>Master Chef Challenge Two 20%</b> Practical and Practical Report <b>Progressive Assessment 5%</b> Including designated class work, practicals and design activities	25%	Term 2 Week 7
	4.2.3	Applies appropriate techniques and equipment for a variety of food-specific purposes			Ongoing
3	4.5.1	Uses appropriate techniques and equipment for a variety of food-specific purposes			
4	4.5.2	Plans, prepares, presents and evaluates practical food activities	<u>Semester Two</u> <b>Master Chef Challenge Three 20%</b> Practical and Practical Report <b>Progressive Assessment 5%</b> Including designated class work, practicals and design activities	25%	Term 3 Week 7
					<b>Master Chef Challenge Four 20%</b> Practical and Practical Report <b>Progressive Assessment 5%</b> Including designated class work, practicals and design activities

### Year 8 Visual Arts (Mandatory)

Task	Content and Outcomes	Task Detail	Weighting	Date Due
1	Art Criticism and Art History 4.7, 4.8, 4.9, 4.10	<b>Theory task</b> Written assessment task	15%	Term 1 Week 7
2	Artmaking 4., 4.2, 4.3, 4.4, 4.5, 4.6	<b>Body of Work (BOW)</b> Students submit resolved Body of Work and documentation of processes in VAPD	35%	Term 2 Week 3
3	Art Criticism and Art History 4.7, 4.8, 4.9, 4.10	<b>Theory task</b> Written assessment task	15%	Term 3 Week 8
4	Artmaking 4., 4.2, 4.3, 4.4, 4.5, 4.6	<b>Body of Work (BOW)</b> Students submit resolved Body of Work and documentation of processes in VAPD	35%	Term 4 Week 4

## Year 8 Visual Arts (Elective)

Task	Content and Outcomes	Task Detail	Weighting	Date Due
1	Art Criticism and Art History 4.7, 4.8, 4.9, 4.10	<b>Theory Task</b> Oral assessment task	15%	Term 1 Week 8
2	Artmaking 4.1, 4.2, 4.3, 4.4, 4.5, 4.6	<b>Body of Work (BOW)</b> Students submit resolved Body of Work and documentation of processes in VAPD	20%	Term 2 Weeks 2/3
3	Artmaking 4.1, 4.2, 4.3, 4.4, 4.5, 4.6	<b>Body of Work (BOW)</b> Students submit resolved Body of Work and documentation of processes in VAPD	25%	Term 3 Week 3
4	Art Criticism and Art History 4.7, 4.8, 4.9, 4.10	<b>Theory Task</b> Written assessment task	15%	Term 4 Week 2
5	Artmaking 4.1, 4.2, 4.3, 4.4, 4.5, 4.6	<b>Body of Work (BOW)</b> Students submit resolved Body of Work and documentation of processes in VAPD	25%	Term 4 Week 3

# Year 8 2017 Assessment Booklet

The Principal  
Newtown High School of the Performing Arts  
P O Box 785  
NEWTOWN NSW 2042

Dear Mr Gray

I have received the Year 8 Assessment Booklet.

Student's Name: (Please print) ..... Roll:.....

Student's Signature: .....

Date: .....

I have sighted the School Assessment Booklet and the Calendar of Tasks.

Parent/Carer's Signature: .....

Date: .....

**Please sign and return this page to:  
Mr J. Taylor or Ms S. Favelle (Year 8 Student Advisers) or Deputy Principal Ms N. Rajwar**