

# Wellington High School

Year 8 Assessment Book

2024

Updated February 2024



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## WHAT IS THE PURPOSE OF THIS BOOKLET?

To provide information about:

- School assessment processes in Years 7 and 8.
- Your rights and responsibilities under this system.

## HOW WILL I KNOW IF I HAVE AN ASSESSMENT TASK?

- You will receive advance notice of every assessment task before the due date.
- This booklet lists all of your tasks for the year for all of your subjects.
- This will include information on the details of the task such as task weight, due date, assessment criteria, marking guidelines and clearly outlined expectations.
- **If you are absent on the day the class is notified of an assessment task, it is your responsibility to inform your teacher immediately on your return to school.**

## WHAT DO I DO IF I AM ABSENT THE DAY OF AN ASSESSMENT TASK?

If you are absent the day of an assessment task or examination, you **MUST**:

- Get your parents to phone the school to let your teacher know you are absent.
- When you return to school you must submit your task to your teacher.

## WHAT DO I DO IF I KNOW I AM GOING TO BE ABSENT FOR AN ASSESSMENT TASK?

- Arrange for your parent / caregiver to ring the school.
- Your task will be submitted to your teacher the next day you are at school.

## WHAT DO I DO IF I HAVE SCHOOL BUSINESS THE DAY MY TASK IS DUE?

It is your responsibility to make alternative arrangements with the teacher or Head Teacher when School Business clashes with an assessment task or examination.

## WHAT HAPPENS IF I DON'T SUBMIT MY ASSESSMENT TASK ON TIME?

If you don't submit an assessment task on the due date:

- Your parents / caregivers will be called to notify them.
- Your parents / caregivers will receive a letter informing them of your non - submission.
- You will be given a week to complete the task with support from your classroom teacher, this may mean using your recess or lunchtime to complete the task. **YOU WILL NOT BE GIVEN ADDITIONAL CLASS TIME TO COMPLETE THE TASK.**
- If you still do not submit the task, you will be awarded a mark of zero.
- Your parents / caregivers will receive another phone call to inform them that you still have not submitted the task and that you will be given a mark of 0.
- Your parents / caregivers will receive a letter informing them of your non - submission and that you will receive a mark of 0.

## WHAT DO I DO IF I NEED AN EXTENSION ON A TASK?

Your parent / caregiver needs to call the school and talk to your teacher about getting an extension. This needs to happen before the due date of the task.

## WHAT DO I DO IF I HAVE TECHNICAL ISSUES?

Computer or printer failure or malfunction **will not** be accepted as reason for failure to submit an assessment task by the due date.

- It is your responsibility to save your work frequently and back it up to a hard drive / USB or storage cloud. It is recommended that you don't save your work in collaboration, but in your personal drive.
- If a printer at home is not working, you are able to print your task at school.
- Students can email work to their own DoE email address and collect this at school for printing if necessary.
- If you email your task to your teacher and they don't receive it, you will need to show that you have attempted to send the task from your sent items folder in your email.

### WHEN SHOULD AN ASSESSMENT TASK BE SUBMITTED?

- Tasks must be submitted by 3.08 pm on the due date or the date stated on the assessment notification.

### WHAT HAPPENS IF MY TEACHER THINKS I HAVE PLAGIARISED MY ASSESSMENT TASK?

- For the first case you will receive a warning that you have plagiarised your assessment task.
- If it happens a second time, you will receive a mark of 0 for the task.

### WHAT IS PLAGIARISM?

Plagiarism is copying someone else's work and pretending that it is your own. The following are examples of plagiarism:

- Copying someone else's assessment task
- Getting someone else to do your assessment task.
- Copying and pasting information from the internet.

### WHAT HAPPENS TO THE ASSESSMENT I DO IN MY SUBJECTS?

Your teachers will collate your marks from your assessment and award you a grade. This grade reflects your performance in class tasks and assessment tasks. This is the grade which will appear on your reports.

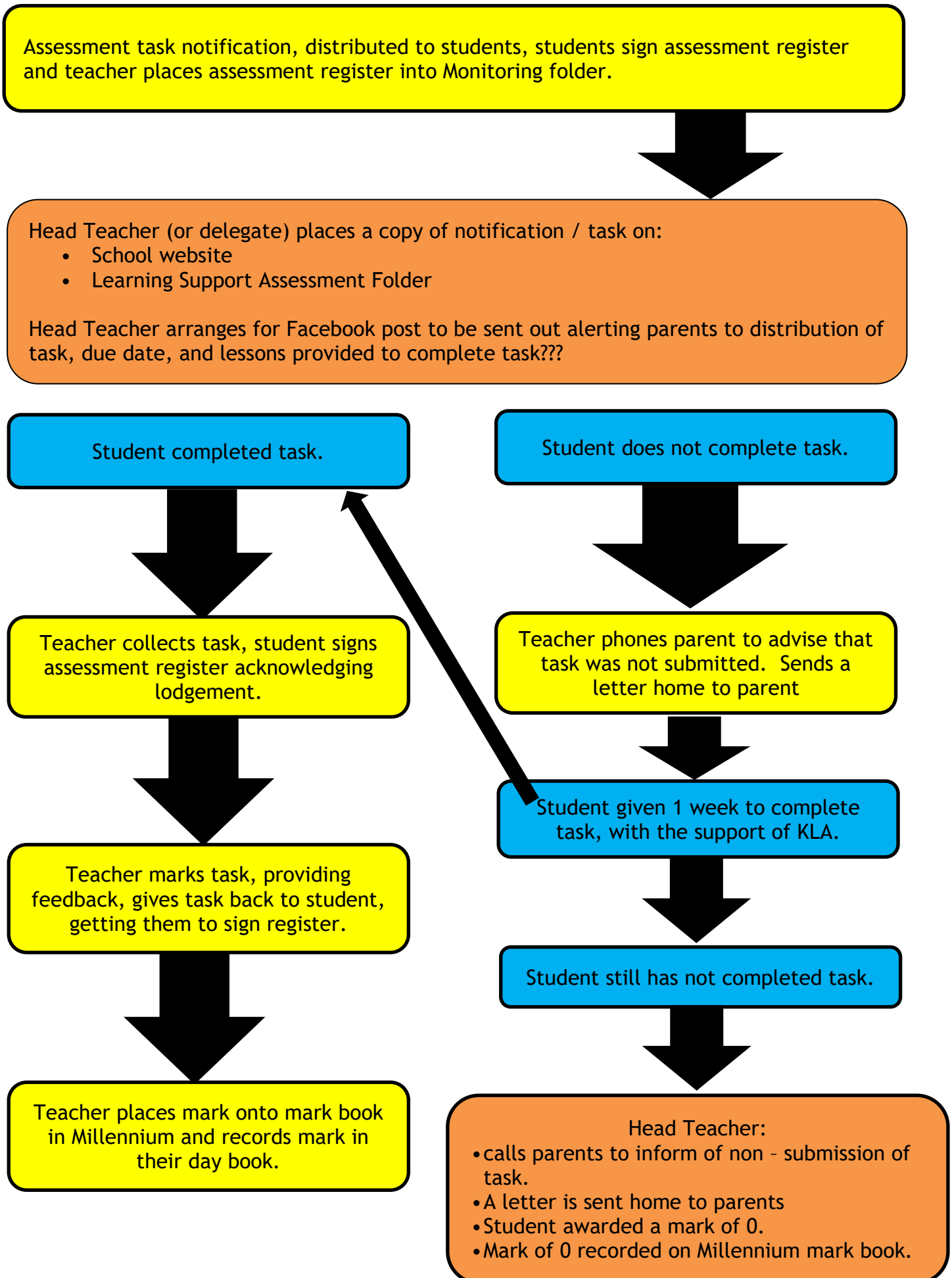
### IS IT IMPORTANT THAT I COMPLETE MY CLASSWORK AS WELL AS ASSESSMENT TASKS?

You need to work hard and do your best in all set tasks, including classwork, as all tasks will contribute to final grades.

### WHAT ARE THE GRADES?

A	Outstanding	The student demonstrates extensive knowledge of content and understanding of course concepts and applies highly developed skills and processes in a wide variety of contexts. Students demonstrate creative and critical thinking skills and apply this understanding to effective analysis and evaluation. The student is able to effectively communicate complex ideas and information in a variety of forms.
B	High	The student demonstrates thorough knowledge of content and understanding of course concepts and applies well-developed skills and processes in a variety of contexts. Students demonstrate creative and critical thinking skills and apply this understanding to analysis and evaluation. The student is able to clearly communicate complex ideas and information in a variety of forms.
C	Sound	The student demonstrates sound knowledge of content and understanding of course concepts and applies skills and processes in a range of contexts. Students demonstrate skills and apply this understanding to evaluation. The student is able to communicate relevant ideas and information in an appropriate manner.
D	Basic	The student demonstrates a basic knowledge of content and understanding of course concepts and applies skills and processes in some familiar contexts. Students demonstrate skills and apply this understanding to evaluation. The student is able to communicate ideas and information in an appropriate manner.
E	Limited	The student demonstrates limited knowledge of content and understanding of course concepts and applies some skills and processes often with guidance. Students demonstrate elementary skills in recount. The student is able to communicate ideas and information.

## YEAR 8 ASSESSMENT TASK FLOW CHART



## DEPUTY PRINCIPAL YEAR 8

Mrs Parkes

## YEAR ADVISOR YEAR 8

Ms Wellington

## FACULTY HEAD TEACHERS

Subject	Head Teacher
English	Ms Abrahams
Maths	Mr Kinscher
Science	Mr Dimmick
HSIE	Mr Roberts
PDHPE & Sport	Mrs Stevenson
Music	Mr Dimmick
Agriculture	Mr Dimmick
TAS	Ms Norval
Art	Mr Dimmick

## IMPORTANT DATES

Term	Week	Date	Event
2	1	Tuesday April 30 <sup>th</sup>	Term 2 Starts
2	6	20 <sup>th</sup> May - 24 <sup>th</sup> May	Half Yearly Examination
2	10	Friday 5 <sup>th</sup> July	Term 2 Ends
3	1	Tuesday 23 <sup>rd</sup> July	Term 3 Starts
3	10	Friday 27 <sup>th</sup> September	Term 3 Ends
4	1	Monday 14 <sup>th</sup> October	Term 4 Starts
4	3	November 4 <sup>th</sup> - November 13 <sup>th</sup>	Yearly Examinations
4	11	Wednesday 18 <sup>th</sup> December	Term 4 Ends

## YEAR 8 ENGLISH ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task	<b>One-Pager</b>	<b>Comparative Essay</b>	<b>Portfolio: Writing Pieces and Reflection</b>	<b>Yearly Examination</b>	
	Novel Study: Crafting Characters	Drama and Film: Introduction to Shakespeare	Genre Study: Short Stories	Writing Voice: Powerful Youth Voices	
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9	As per exam schedule	
Outcomes Assessed	EN4-RVL-01, EN4-URA-01, EN4-ECA-01	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01	EN4-RVL-01, EN4-URB-01, EN4-ECA-01, EN4-ECB-01	EN4-RVL-01, EN4-URA-01, EN4-ECA-01, EN4-ECB-01	
<b>Components</b>					
Knowledge and understanding of course content	15%	10%	10%	15%	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10%	15%	15%	10%	<b>50</b>
<b>Total %</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100</b>
<p><b>Outcomes:</b>  <b>EN5-RVL-01</b> - uses a range of personal, creative and critical strategies to interpret complex texts  <b>EN5-URA-01</b> - analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures  <b>EN5-URB-01</b> - evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes  <b>EN5-URC-01</b> - investigates and explains ways of valuing texts and the relationships between them  <b>EN5-ECA-01</b> - crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning  <b>EN5-ECB-01</b> - uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts</p>					



## YEAR 8 MATHEMATICS ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task	Class Test	Half Yearly Examination	Zoo Area Investigation	Yearly Examination	
Timing	Term 1 Week 9	Examination week	Term 3 Week 9	Examination week	
Outcomes Assessed	MA4-5NA MA4-5NA MA4-20SP	MA4-8NA MA4-7NA MA4-16MG MA4-10NA	MA4-5NA, MA4-6NA MA4-13MG, MA4-14MG	MA4-4NA MA4-17MG MA4-11NA MA4-20SP Plus, all previous topics	
<b>Components</b>					
Communicating, Problem Solving and Reasoning	15%	10%	15%	10%	50
Understanding and Fluency	10%	15%	10%	15%	50
<b>Total</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100</b>

Computation with Integers  
 MA4-4NA compares, orders and calculates with integers, applying a range of strategies to aid computation  
 Fractions, Decimals and Percentages  
 MA4-5NA operates with fractions, decimals and percentages  
 Financial Mathematics  
 MA4-6NA solves financial problems involving purchasing goods  
 Ratios and Rates  
 MA4-7NA operates with ratios and rates, and explores their graphical representation  
 Algebraic Techniques  
 MA4-8NA generalises number properties to operate with algebraic expressions  
 Indices  
 MA4-9NA operates with positive-integer and zero indices of numerical bases  
 Equations  
 MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations  
 Linear Relationships

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task	Class Test	Half Yearly Examination	Zoo Area Investigation	Yearly Examination	
Timing	Term 1 Week 9	Examination week	Term 3 Week 9	Examination week	
Outcomes Assessed	MA4-5NA MA4-5NA MA4-20SP	MA4-8NA MA4-7NA MA4-16MG MA4-10NA	MA4-5NA, MA4-6NA MA4-13MG, MA4-14MG	MA4-4NA MA4-17MG MA4-11NA MA4-20SP Plus, all previous topics	
<b>Components</b>					
Communicating, Problem Solving and Reasoning	15%	10%	15%	10%	50
<p>MA4-11NA: creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane</p> <p>MA4-12MG: calculates the perimeters of plane shapes and the circumferences of circles</p> <p>MA4-13MG: uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area</p> <p>MA4-14MG: uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume</p> <p>MA4-15MG: performs calculations of time that involve mixed units, and interprets time zones</p> <p>MA4-16MG: applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems</p> <p>MA4-17MG: classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles</p> <p>MA4-18MG: identifies and uses angle relationships, including those related to transversals on sets of parallel lines</p> <p>MA4-19SP: collects, represents and interprets single sets of data, using appropriate statistical displays</p> <p>MA4-20SP: analyses single sets of data using measures of location, and range</p> <p>MA4-21SP: represents probabilities of simple and compound events</p>					

## YEAR 8 SCIENCE ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Date	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9	Term 4 Week 4	
Task Type	Topic Test	Assignment	Task 3 Practical Exam	Yearly Examination	
Outcomes	SC4-4WS - SC4-9WS, SC4-16CW, SC4-17CW	SC44WS - SC4-9WS, SC4-14LW, SC4-15LW	SC44WS - SC49WS, SC410PW, SC4-11PW, SC4-14LW, SC4-15LW	SC4-4WS - SC4-9WS, SC4-13ES, SC4-10PW, SC4-11PW, SC4-14LW, SC4-15LW, SC4-16CW, SC4-17CW	
Component					
Knowledge & Understanding of: Earth Science, Physical Science, Chemical Science, Living World	5	10	10	15	40
Science Skills in: Predicting, Performing investigations, Planning investigations, Analysing & presenting data, Communicating	20	10	20	10	60
Total	25	20	30	25	100
<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>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>SC4-12ES: describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system</p> <p>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</p> <p>SC4-14LW: relates the structure and function of living things to their classification, survival and reproduction</p> <p>SC4-15LW: explains how new biological evidence changes people's understanding of the world</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>					

## YEAR 8 HISTORY ASSESSMENT SCHEDULE SEMESTER 1

Task Number	Task 1	Task 2	Task 3	Weighting %
Task Type	Student Portfolio of Work	Research Task	Examination	
Outcomes	HT4-2, HT4-5, HT4-9, HT4-10	HT4-5, HT4-8, HT4-10	HT4-1, HT4-2, HT4-3, HT4-4, HT4-6, HT4-7, HT4-8	
Due Date	Term 1 week 9	Term 2 Week 3	Term 2 (exam period)	
Component				
Historical Knowledge	15	5	20	35
Research and historical inquiry skills	5	20	5	35
Communication skills	15	10	5	30
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

### 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

## YEAR 8 GEOGRAPHY ASSESSMENT SCHEDULE SEMESTER 2

Task Number	Task 1	Task 2	Task 3	Weighting %
Date	Term 3 Week 6	Term 3 Week 9	Term 4 (exam period)	
Task Type	Student Portfolio of work	Fieldwork	Examination	
Outcomes	GE4-1,GE4-7,GE4-8	GE4-2, GE4-3 GE4-5 GE4-7	GE4-1, GE4-2 GE4-3, GE4-4 GE4-5, GE4-6, GE4-7	
Component				
Geographical knowledge content	10	10	20	30
Geographical concepts, tools and skills	15	10	5	45
Communication	10	15	5	25
Total %	35	35	30	100

### 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

## YEAR 8 PDHPE ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Eat Right, Live Strong Presentation	Celebrating Diversity Written/Practical task	R U OK Scenarios/written task	Yearly Examination	
Timing	Term 1, Week 7	Term 2, Week 7	Term 3, Week 7	Term 4, Exam Period	
Outcomes assessed	PD4-1, PD4-6, PD4-7 PD4-8	PD4-1, PD4-2, PD4-6, PD4-7, PD4-8, PD4-9, PD4-10	PD4-1, PD4-2, PD4-3, PD4-6, PD4-9, PD4-10	PD4-1, PD4-2, PD4-3, PD4-5, PD4-6, PD4-7, PD4-8, PD4-9, PD4-10	
Component					
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysing and communicating	15	20	10	15	60
Total %	25	30	20	25	100

### 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

## YEAR 8 VISUAL ARTS ASSESSMENT SCHEDULE

Class	Time Frame	Unit	Weighting %	Outcomes Assessed
Art1	13 Weeks	<u>Initiative to create, layer, design, spark!</u>	100	4.2
		VAPD : 30%		4.3
		Artists Practice Task - Painting : 70%		4.8
Art2	13 Weeks	<u>But is it art?</u>	100	4.2
		VAPD : 30%		4.6
		Artists Practice Task - Printmaking : 70%		4.9
Art3	13 Weeks	<u>Sanctioned vs. Unsanctioned Art.</u>	100	4.2
		VAPD : 30%		4.5
		Artists Practice Task - Illustration : 70%		4.7

VAPD = Visual Arts Process Diary

### 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 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

**YEAR 8 TECHNOLOGY MANDATORY ASSESSMENT SCHEDULE**

<b>Context Areas</b>	<b>TEXTILES</b>	<b>FOOD TECHNOLOGY</b>	<b>TIMBER</b>	<b>CODING</b>
Timing	Week 10	Week 10	Week 10	Week 10
Outcomes	TE4-1DP TE4-2DP TE4-3DP TE4-9MA	TE4-1DP TE4-2DP TE4-3DP TE4-6FO	TE4-1DP TE4-2DP TE4-3DP TE4-9MA	TE4-1DP TE4-2DP TE4-4DP TE4-7DI TE4-10TS
Practical	60%	60%	70%	75%
Theory	40%	40%	30%	25%
<b>Weighting</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>



## YEAR 8E CLASS MUSIC ASSESSMENT SCHEDULE

	Task 1 - 25%	Task 2 - 25%	Task 3 - 25%	Task 4 - 25%
<b>Task Type</b>	Performance	Composition	Research/Musicology	Examination (Aural/Written)
<b>Topic Studied</b>	Musical Theatre	World Music	Jazz Music	Technology in Music
<b>Due Date</b>	Term 1, Week 7	Term 2, Week 5	Term 3, Week 6	Term 4, Examination Period
<b>Outcomes Assessed</b>	4.10, 4.11, 4.12	4.1, 4.2, 4.3, 4.12	4.5, 4.6, 4.9, 4.12	4.4, 4.7, 4.8, 4.12

### 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

## YEAR 8 MUSIC ASSESSMENT SCHEDULE

	Task 1 - 25%	Task 2 - 25%	Task 3 - 25%	Task 4 - 25%
<b>Task Type</b>	Research/Musicology	Composition	Performance	Examination (Aural/Written)
<b>Topic Studied</b>	Music of Another Culture	Jazz Music	Musical Theatre	Music Of Media
<b>Due Date</b>	Term 1, Week 7	Term 2, Week 5	Term 3, Week 6	Term 4, Examination Period
<b>Outcomes Assessed</b>	4.10, 4.11, 4.12	4.1, 4.2, 4.3, 4.12	4.5, 4.6, 4.9, 4.12	4.4, 4.7, 4.8, 4.12

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