



Creating Our Future  
Toormina High School  
Armstrong Road Toormina  
NSW 2452

Phone: (02) 6653 3077  
Email: [toormina-h.school@det.nsw.edu.au](mailto:toormina-h.school@det.nsw.edu.au)  
Website: [www.toormina-h.schools.nsw.edu.au](http://www.toormina-h.schools.nsw.edu.au)

# 2025 YEAR 8 ASSESSMENT HANDBOOK

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## Information for Students and Parents/Caregivers

The following material is provided for the information of students at Toormina High School and their parents/caregivers regarding assessment and class work that will be used to determine the grades for each student.

The information is provided in a question/answer format to highlight key information which students and their parents/carers should be aware. It is not definitive, and reference should be made to NSW Education Standard Authority (NESA) policy documents. **Read it thoroughly** and keep it handy for reference.

### What should I be aiming to achieve?

- ◇ The best possible results for my courses.
- ◇ Good school reports to enhance my job prospects and/or demonstrate that I am capable of proceeding to the Record of School Achievement.
- ◇ It is necessary for the completion of the mandatory curriculum requirements for years 7 and 8 for students to be eligible for a Record of School Achievement.

### What are the responsibilities of Year 8 students?

Year 8 students should:

- ◇ Complete each assessment task and class exercises to the best of their ability
- ◇ Demonstrate through effort and achievement that they have met all the course outcomes
- ◇ Follow all the procedures outlined in this booklet

### What must I do to have satisfactorily studied a course?

The NSW Education Standards Authority (NESA) expects students to have followed the course developed or endorsed by NESA and

- ◇ Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- ◇ Achieved some or all the course outcomes
- ◇ Seriously attempted all assessment tasks.

### What is an assessment task?

An assessment task is a set piece of work or activity, designed to measure a student's performance in the subject being studied against the standards of that subject. Assessment tasks include tests, assignments, essays, examinations, practical projects, performances, speaking and/or listening exercises.

### How are grades awarded in my school report?

You will receive a grade against the course outcomes studied each semester, the overall effort and approaches to learning.

### Course Outcomes

The course outcomes are based on NSW Education Standards Authority subject outcomes, which are available in the syllabus documents on the NESA website.

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## Overall Achievement

Achievement	Grade	Achievement Description
Outstanding	<b>A</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 to new situations.
High	<b>B</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.
Sound	<b>C</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.
Basic	<b>D</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.
Limited	<b>E</b>	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

## Overall Effort

Achievement	Grade	Achievement Description
Excellent	<b>A</b>	The student completes all set tasks and homework and actively participates in all class activities.
Good	<b>B</b>	The student attempts and completes most set tasks and homework. The student participates in all class activities.
Satisfactory	<b>C</b>	The student completes some class tasks and some homework. The student participates in most class activities.
Below Standard	<b>D</b>	The student attempts some class tasks, with tasks and homework often incomplete. The student occasionally participates in class activities.
Unsatisfactory	<b>E</b>	The student attempts very few class tasks, and homework is rarely completed. The student seldom participates in class activities.

## Approach to Learning

This demonstrates a student's approach to their learning and work habits using the scale:

- ◇ Consistently,
- ◇ Usually,
- ◇ Sometimes
- ◇ Rarely.

## Are other class exercises and homework important?

Yes, other exercises, which are not detailed in this booklet are still valuable learning tasks and may be used in the calculation of a student's skills and abilities for the determination of grades.

Such tasks are important and should always be attempted to the best of a student's ability. It is by doing these exercises that students learn the skills of the subject and demonstrate their knowledge and abilities to meet the outcomes of the course. These tasks are also important in helping teachers recognise problems or weaknesses, which students need to overcome to achieve their best possible result in each course they study.

## How much warning will I be given for an assessment task?

You will be given at least two weeks warning for any assessment task. You should regard the dates in this schedule as your notice of a due task. Use a diary to map these tasks on your term overview sheets.

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## How do I submit assessment tasks?

It is the responsibility of students to submit work for assessment directly to the teacher and ensure that the receipt is noted.

## What if I am absent from an assessment task?

Students must make a **genuine attempt** at assessment tasks. All assessment tasks must be completed. If an attempt at a particular task scores a zero, it is the teacher's professional judgment if it is a genuine attempt.

If you are absent from school on the day of your assessment task, you will need to fill in an application form headed "**APPLICATION FOR MISADVENTURE / ILLNESS / OTHER**" You will need to make this request **within TWO days** following your absence, and you will have to show that you were away for a legitimate reason.

This form can be obtained from your Year Advisor, the front office, the Toormina High School website.

If you were absent for a medical reason, you will need to attach a doctor's certificate. The completed form needs to be given to your class teacher. A letter from your parent(s)/care giver is **NOT** acceptable.

If you are aware in advance that you will be absent for an assessment task, then you are required to submit the form headed "**REQUEST FOR EXTENSION OF TIME AND/OR SUBSTITUTE TASK**" **PRIOR** to the assessment task taking place.

If the reason for the absence is considered legitimate then the school may give you the same task at a later date, give you a substitute task, or (in exceptional cases **ONLY**) give you an estimate for the task based on other information. **It is clearly most important that you be present for assessment tasks.**

If the Principal considers that your absence was not for a legitimate reason you will receive **zero** for that task.

## What if I hand in a task late?

You will receive zero marks, unless you have gained an extension of time. Extensions will only be granted in exceptional circumstances and must be arranged prior to the due date for the task.

Absence from school on the due date will not necessarily ensure an extension. Each case will be treated on its merits.

To request an extension, you must fill out the form headed "**REQUEST FOR EXTENSION OF TIME AND/OR SUBSTITUTE TASK**". This form can be obtained from your Year Advisor, the front office, the Toormina High School website or copied from this booklet. If you were absent for a medical reason, you will need to attach a doctor's certificate. The completed form needs to be given to your class teacher.

## What about students who cheat or plagiarise assessment tasks?

If the Principal is satisfied that you cheated in any assessment task, a zero award will be made.

Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your results.

## Will my parents be informed if I default in assessment tasks?

A letter will be sent home if you fail to hand in an assessment task, or get zero marks for some other reason such as cheating, copying, plagiarism etc.

## Where else can I get information regarding assessment?

Students can access information from the NSW Education Standards Authority (NESA) website and can also speak to their teachers and their Year Advisors.

## What are the rules around using AI in assessments?

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Plagiarism and other forms of academic dishonesty are not acceptable in any academic setting. All work you submit must be entirely your own or properly acknowledged if you use any external sources. Taking pride in your academic work means submitting original content that reflects your own understanding and skills.

Keep in mind that AI can be unreliable. While it can assist with tasks, it requires careful oversight by a human. AI has the potential to generate biased, harmful, or inaccurate content, and it may present false information or citations. Relying on AI without proper verification could compromise the quality of your submissions and affect your academic performance.

### **Where can I get help with citations and referencing?**

With the rise of generative AI and the vast array of available sources, it's essential to accurately reference any work that is not your own. Proper referencing helps maintain academic integrity and will also be beneficial when using tools like Turnitin or other plagiarism detection software, including those designed to identify AI-generated content.

If you need help with referencing or understanding how to properly cite sources, don't hesitate to reach out. Your class teacher and Mrs. Gillingham are available to assist you with any questions or concerns you may have. They can provide guidance to ensure that your work meets academic standards and is properly acknowledged.

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## Assessment Calendar

	Week:1	Week: 2	Week: 3	Week: 4	Week: 5	Week: 6	Week: 7	Week: 8	Week: 9	Week: 10	Week: 11
<b>Term 1 2025</b>	No Students					LOTE	History	English	PDHPE	Science Tech	Mathematics
<b>Term 2 2025</b>		VA	Assessment Free Week	Half Yearly Examination		Tech		English			No Week 11
<b>Term 3 2025</b>			VA	Mathematics	PDHPE	LOTE	History	Science	English		
<b>Term 4 2025</b>			Assessment Free Week	Yearly Examinations			Tech				

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## Examinations

Half Yearly Examinations
History
LOTE
Mathematics
Science

Yearly Examinations
English
History
LOTE
Mathematics
PDHPE
Science
Visual Arts



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### English

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	The World Around Us	Drama	Film Motif Study	Storytelling	
	<b>Term: 1</b> <b>Week: 8</b>	<b>Term: 2</b> <b>Week: 8</b>	<b>Term: 3</b> <b>Week: 9</b>	<b>Term: 4</b> <b>Week: 4/5</b>	
	<b>Outcomes Assessed:</b>				
	EN4-RVL-01 EN4-URB-01 EN4-ECA-01 EN4-ECB-01	EN4-RVL-01 EN4-URA-01 EN4-URB-01 EN4-ECA-01	EN4-URA-01 EN4-URB-01 EN4-URC-01 EN4-ECB-01	EN4-RVL-01 EN4-URA-01 EN4-URC-01 EN4-ECA-01	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>
<b>Outcomes:</b>					
<b>EN4-RVL-01</b>	Uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction				
<b>EN4-URA-01</b>	Analyses how meaning is created through the use of and response to language forms, features and structures				
<b>EN4-URB-01</b>	Examines and explains how texts represent ideas, experiences and values				
<b>EN4-URC-01</b>	Identifies and explains ways of valuing texts and the connections between them				
<b>EN4-ECA-01</b>	Creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas				
<b>EN4-ECB-01</b>	Uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts				

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### LOTE: Gumbayngirr Language

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Project	Half Yearly Examination	Oral Presentation	Yearly Examination	
	Term: 1 Week: 6	Term: 2 Week: 4/5	Term: 3 Week: 6	Term: 4 Week: 4/5	
	<b>Outcomes Assessed:</b>				
	4.UL.2, 4.UL.4	4.UL.2	4.MBC.1, 4.UL.3	4.UL.1, 4.UL.2, 4.UL.3	
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>
Outcomes:					
<b>4.MBC.1</b>	Demonstrates understanding of the interdependence of language and culture				
<b>4.UL.1</b>	Demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately				
<b>4.UL.2</b>	Demonstrates understanding of the main ideas and supporting detail in written texts and Responds appropriately				
<b>4.UL.3</b>	Establishes and maintains communication in familiar situations				
<b>4.UL.4</b>	Experiments with linguistic patterns and structures in Aboriginal languages to convey information and to express own ideas effectively				

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### History

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Archaeological Skills/Source Analysis Task	Ancient Egypt Letter	Medieval Europe Research Task	Yearly Examination	
	Term: 1 Week: 7	Term: 2 Week: 4/5	Term: 3 Week: 7	Term: 4 Week: 4/5	
	Outcomes Assessed:				
	HT4-1, HT4-5, HT4-6	HT4-8, HT4-9, HT4-10	HT4-3, HT4-10, HT4-4	HT4-2, HT4-6, HT4-7, HT4-10	
Investigating the Ancient Past	25				25
The Mediterranean World		25			25
The Western and Islamic World			25		25
The Asia-Pacific World				25	25
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>
Outcomes:					
<b>HT4-1</b>	Describes the nature of history and archaeology and explains their contribution to an understanding of the past				
<b>HT4-2</b>	Describes major periods of historical time and sequences events, people and societies from the past				
<b>HT4-3</b>	Describes and assesses the motives and actions of past individuals and groups in the context of past societies				
<b>HT4-4</b>	Describes and explains the causes and effects of events and developments of past societies over time				
<b>HT4-5</b>	Identifies the meaning, purpose and context of historical sources				
<b>HT4-6</b>	Uses evidence from sources to support historical narratives and explanations				
<b>HT4-7</b>	Identifies and describes different contexts, perspectives and interpretations of the past				
<b>HT4-8</b>	Locates, selects and organises information from sources to develop an historical inquiry				
<b>HT4-9</b>	Uses a range of historical terms and concepts when communicating an understanding of the past				
<b>HT4-10</b>	Selects and uses appropriate oral, written, visual and digital forms to communicate about The past				

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## Mathematics

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assignment	Formal Examination	Reference Assisted Test	Formal Examination	
	Term: 1 Week: 11	Term: 2 Week: 4/5	Term: 3 Week: 4	Term: 4 Week: 4/5	
	Outcomes Assessed				
	MAO-WM-01 MA4-PYT-C-01 MA4-LEN-C-01	MAO-WM-01 MA4-PYT-C-01 MA4-LEN-C-01 MA4-ALG-C-01 MA4-ARE-C-01 MA4-DAT-C-02	MAO-WM-01 MA4-DAT-C-02 MA4-EQU-C-01 MA4-LIN-C-01	MAO-WM-01 MA4-LIN-C-01 MA4-VOL-C-01 MA4-RAT-C-01 MA4-IND-C-01	
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

### Outcomes:

<b>MAO-WM-01</b>	Develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
<b>MA4-INT-C-01</b>	Compares, orders and calculates with integers to solve problems
<b>MA4-FRC-C-01</b>	Represents and operates with fractions, decimals and percentages to solve problems
<b>MA4-RAT-C-01</b>	Solves problems involving ratios and rates, and analyses distance–time graphs
<b>MA4-ALG-C-01</b>	Generalises number properties to operate with algebraic expressions including expansion and factorisation
<b>MA4-IND-C-01</b>	Operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws
<b>MA4-EQU-C-01</b>	Solves linear equations of up to 2 steps and quadratic equations of the form $ax^2=c$
<b>MA4-LIN-C-01</b>	Creates and displays number patterns and finds graphical solutions to problems involving linear relationships
<b>MA4-LEN-C-01</b>	Applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems
<b>MA4-PYT-C-01</b>	Applies Pythagoras' theorem to solve problems in various contexts
<b>MA4-ARE-C-01</b>	Applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems
<b>MA4-VOL-C-01</b>	Applies knowledge of volume and capacity to solve problems involving right prisms and cylinder
<b>MA4-ANG-C-01</b>	Applies angle relationships to solve problems, including those related to transversals on sets of parallel lines
<b>MA4-GEO-C-01</b>	Identifies and applies the properties of triangles and quadrilaterals to solve problems
<b>MA4-DAT-C-01</b>	Classifies and displays data using a variety of graphical representations
<b>MA4-DAT-C-02</b>	Analyses simple datasets using measures of centre, range and shape of the data Ma4-pro-c-01 solves problems involving the probabilities of simple chance experiments
<b>MA4-PRO-C-01</b>	Solves problems involving the probabilities of simple chance experiments

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### Personal Development, Health & Physical Education

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Practical	Party Safe Assessment Task	Creative Dance Assessment	Yearly Examination	
	Semester 1 & 2	Term: 1 Week: 9	Term: 3 Week: 5	Term: 4 Week: 4/5	
	Outcomes Assessed:				
	PD4-4, PD4-5, PD4-6, PD4-8, PD4-10, PD4-11	PD4-6, PD4-7	PD4-4, PD4-5, PD4-8, PD4-9, PD4-10, PD4-11	PD4-1, PD4-2, PD4-3, PD4-6, PD4-7, PD4-9, PD4-10	
Knowledge and Understanding	5	15	5	25	<b>50</b>
Skills	30	5	10	5	<b>50</b>
<b>Total %</b>	<b>35</b>	<b>20</b>	<b>15</b>	<b>30</b>	<b>100</b>
Outcomes:					
<b>PD4-1</b>	Examines and evaluates strategies to manage current and future challenges				
<b>PD4-2</b>	Examines and demonstrates the role help seeking strategies and behaviours play in supporting themselves				
<b>PD4-3</b>	Investigates effective strategies to promote inclusivity, equality and respectful relationships				
<b>PD4-4</b>	Refines, applies and transfers movement skills in a variety of dynamic physical activity contexts				
<b>PD4-5</b>	Transfers and adapts solutions to complex movement challenges				
<b>PD4-6</b>	Recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity				
<b>PD4-7</b>	Investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities				
<b>PD4-8</b>	Plans for and participates in activities that encourage health and a lifetime of physical activity				
<b>PD4-9</b>	Demonstrates self-management skills to effectively manage complex situations				
<b>PD4-10</b>	Applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts				
<b>PD4-11</b>	Demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences				

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## Science

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research task	Half Yearly Examination	Student Research Project	Yearly Examination	
	Term: 1 Week: 10	Term: 2 Week: 4/5	Term: 3 Week: 8	Term: 4 Week: 4/5	
	Outcomes Assessed:				
	SC4-4WS, SC4-5WS, SC4-7WS, SC4-9WS.	SC4-4WS, SC4-5WS, SC4-7WS, SC4-11PW, SC4-12ES, SC4-14LW, SC4-15LW SC4-16CW.	SC4-4WS, SC4-6WS, SC4-7WS, SC4-9WS.	SC4-4WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-11PW, SC4-13ES, SC4-16CW SC4-17CW.	
Knowledge		10	5	20	35
Skills	15	5	15	5	40
Book/Topic Tests/Practical		10		15	25
Total %	15	25	20	40	100
Outcomes:					
<b>SC4-4WS</b>	Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge.				
<b>SC4-5WS</b>	Collaboratively and individually produces a plan to investigate questions and problems				
<b>SC4- 6WS</b>	Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually				
<b>SC4- 7WS</b>	Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns, and relationships, and draw conclusions.				
<b>SC4-8WS</b>	Selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems				
<b>SC4-9WS</b>	Presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations				
<b>SC4-10PW</b>	Describes the action of unbalanced forces in everyday situations				
<b>SC4-11PW</b>	Discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations				
<b>SC4-12ES</b>	Describes the dynamic nature of models, theories and laws in developing scientific understanding of the earth and solar system				
<b>SC4-13ES</b>	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				
<b>SC4-14LW</b>	Relates the structure and function of living things to their classification, survival, and reproduction				
<b>SC4-15LW</b>	Explains how new biological evidence changes people's understanding of the world				
<b>SC4-16CW</b>	Describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles				
<b>SC4-17CW</b>	Explains how scientific understanding of, and discoveries about, the properties of elements compounds and mixtures relate to their uses in everyday life				

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### Technology Mandatory

Components	Task 1	Task 2	Task 3	Weighting %
	Practical Component and E-Folio	Practical Component and E-Folio	Practical Component and E-Folio	
	Term: 1 Week: 10	Term: 3 Week: 6	Term: 4 Week: 7	
	Outcomes Assessed:			
	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	
Total %	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>
Outcomes:				
<b>TE4-1DP</b>	Designs, communicates, and evaluates innovative and creative solutions to authentic problems or opportunities			
<b>TE4-2DP</b>	Plans and manages the production of designed solutions			
<b>TE4-3DP</b>	Selects and safely applies a broad range of tools, materials, and processes in the production of quality projects			
<b>TE4-4DP</b>	Designs algorithms for digital solutions and implements them in a general-purpose programming language			
<b>TE4-5AG</b>	Investigates how food and fibre are produced in managed environments			
<b>TE4-6FO</b>	Explains how the characteristics and properties of food determine preparation techniques for healthy eating			
<b>TE4-7DI</b>	Explains how data is represented in digital systems and transmitted in networks			
<b>TE4-8EN</b>	Explains how force, motion and energy are used in engineered systems			
<b>TE4-9MA</b>	Investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions			
<b>TE4-10TS</b>	Explains how people in technology related professions contribute to society now and into the future			
<b>TE4-13</b>	Evaluates the impact activities related to food on the individual, society, and the environment			

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### Visual Arts

Components	Task 1	Task 2	Task 3	Weighting %	
	Submit a series of individual 2D/3D/4D artworks with a visual art process diary for marking.  (VAPD and Theory)	Submit a series of individual 2D/3D/4D artworks with a visual art process diary for marking.  (VAPD and Theory)	Submit a series of individual 2D/3D/4D artworks with a visual art process diary for marking.  (VAPD and Exam)		
	<b>Term: 2</b> <b>Week: 2</b>	<b>Term: 3</b> <b>Week: 3</b>	<b>Term: 4</b> <b>Week: 4/5</b>		
	Outcomes Assessed:				
	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10		
<b>Art making</b>	20	20	20	<b>60</b>	
<b>Art Criticism and Art History</b>	10	15	15	<b>40</b>	
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>	
Outcomes:					
<b>4.1</b>	Uses a range of strategies to explore different artmaking conventions and procedures to make artworks				
<b>4.2</b>	Explores the function of and relationships between artist – artwork – world – audience				
<b>4.3</b>	Makes artworks that involve some understanding of the frames				
<b>4.4</b>	Recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts				
<b>4.5</b>	Investigates ways to develop meaning in their artworks				
<b>4.6</b>	Selects different materials and techniques to make artworks				
<b>4.7</b>	Explores aspects of practice in critical and historical interpretations of art				
<b>4.8</b>	Explores the function of and relationships between the artist – artwork – world – audience				
<b>4.9</b>	Begins to acknowledge that art can be interpreted from different points of view				
<b>4.10</b>	Recognises that art criticism and art history construct meanings				