



Dulwich High School
of Visual Arts & Design

Year 8

Assessment Information

2024

Welcome to Year 8

As a Year 8 student you are continuing your journey through school to develop your skills and understanding across a range of subjects.

The Dulwich High School of Visual Arts and Design assessment program is designed to provide feedback on your learning and progress to support your development through school.

This assessment program meets the NSW Educational Standards Authority (NESA) requirements, considering fairness to students and balance between subjects. In addition, to support your ongoing learning and growth as a student you must:

- Attend school regularly
- Actively participate in all lessons showing effort and dedication
- Complete all assessment tasks
- Satisfactorily complete all subjects
- Achieve some or all course outcomes.

Faculty assessment programs

Faculties have developed an assessment program for each course. This means the faculty has:

- Identified the assessment tasks which best measure each component
- Specified values to be applied to each of the tasks to maintain the relative importance of each of the components
- Scheduled the tasks throughout the course
- Prepared notifications to notify students of an assessment at least two weeks before an assessment task is due
- Provided an overview of the assessment requirements for each subject in this booklet

Information and advice about assessment

Advice about assessment tasks is available from:

- The class teacher
- The Head Teacher of the faculty concerned
- The Deputy Principal for information about school procedures
- The Learning Centre in the library for assistance

Technology and assessment tasks

Some assessment tasks will require students to use technology while others may require tasks to be submitted in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format. It is the responsibility of the student to ensure the handing in of a task by the due date.

Technology failure is NOT, in itself, a valid reason for failure to submit a task on time.

To minimise problems in when working with technology, students should continually back up all work on the hard drive of their computer, on an external storage device such as a flash drive or in online storage such as Google drive.

Illness or misadventure

If a student is sick or they have a significant reason why they cannot do their best in complete an assessment task, he or she can ask for an extension. This is called an illness/misadventure request.

An application form is available at the back of this booklet and is available from Head Teachers if a student needs to apply for an extension.

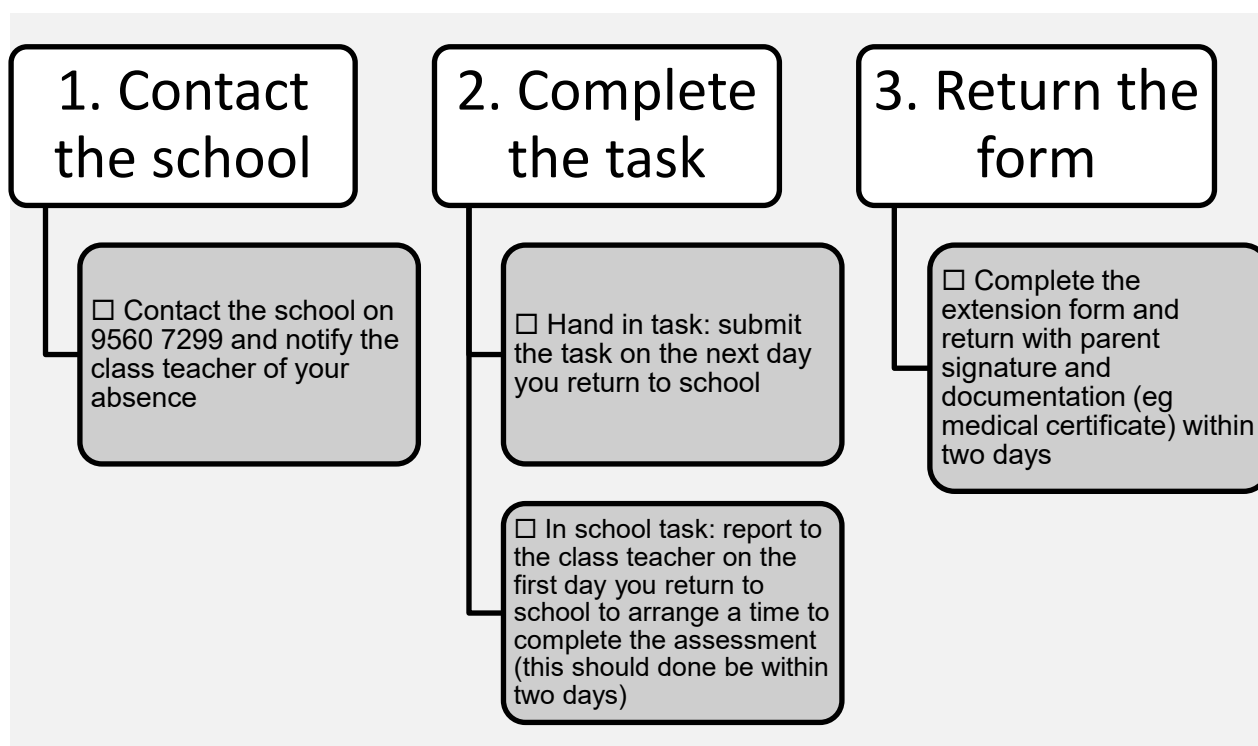
The application form asks students to provide a reason, parent endorsement and any relevant documentation. The student must return that documentation (e.g., medical certificate) to the Teacher of the subject on the first day of their return to school. The Head Teacher will determine the validity of each illness/misadventure application in consultation with the class teacher and the revised due date for the assessment task.

On the day the student returns to school the student must report to the class teacher to advise that they have returned to school so that the teacher can arrange an alternative time for the task.

Illness or misadventure protocols apply to all assessment tasks including oral presentations, take home tasks, exams, individual and group performances.

The Illness Misadventure Process Checklist

If you are absent due to illness/misadventure when a task is due:



Note:

- 1) It is the student's responsibility to follow these procedures and to complete all assessment tasks. The Head Teacher will retain the form and file in the subject folder for the course.
- 2) Students who do not follow these procedures and provide appropriate documentation will be penalised for lateness and may receive a zero mark
- 3) In some circumstances the Head Teacher will require students to complete an alternative equivalent task.
- 4) Technology failure or printer breakdown will not be accepted for late submission or absence.

Appeals

Students may request an appeal if they believe the school/faculty did not follow the procedures stated in the assessment program for that subject. Please note marks awarded by the teacher for assessment tasks will not be subject to review. The appeal should be made in writing to the Head Teacher of the subject.

Plagiarism and Malpractice

Students who attempt to gain unfair advantage over other students by actions such as plagiarism or cheating, or who abet such activities will be subject to disciplinary action. Plagiarism is the wrongful attempt to pass off another's work as one's own' or 'the act of copying without permission or acknowledgement. It is also considered an act of malpractice if a student cheats in an assessment.

As a consequence of plagiarism or malpractice actions may include:

- a written reprimand, providing the student does not gain any unfair advantage
- making alternative arrangements for assessment
- cancellation of the result in the component of the assessment concerned or the awarding of a zero mark.

Any student who feels that he/she has been wrongly accused of plagiarism or cheating may appeal against the zero-assessment allocated by writing a full account to the Deputy Principal, who will decide on the merits of the appeal.

Use of AI Technologies for Assessment

The use of AI software such as ChatGPT is a form of academic malpractice and severely limits students' personal engagement with course content and mastery of subject-specific skills.

Students that are found using AI technologies will receive a Curriculum Concern warning for the piece of work in question which also means they will receive a mark of 0 for that task.

Stage 4 Assessment Calendar

Week						TERM 1					
Weeks 1 to 5: No Assessment											
6		HSIE: History				NE8: Jewellery					
7		NE8: School of Rock		Music		PDHPE					
8		PDHPE									
9		Mathematics		NE8: Ceramics							
10		NE8: Drama		NE8: Cartooning		English		Visual Arts			
Week						TERM 2					
1											
2		Science		NE8: MakerSpace		NE8: Garden to Table					
3											
4		NE8: Jewellery						Technology Mandatory			
5											
6		NE8: Cartooning						Visual Arts			
7		Mathematics				English					
8											
9		NE8: Drama						PDHPE			
10		PDHPE									
Week						TERM 3					
1		NE8: Ceramics									
2											
3											
4		NE8: MakerSpace		NE8: Garden to Table							
5		Science		NE8: Cartooning		NE8: Jewellery					
6		NE8: School of Rock		Music							
7		NE8: Drama				English		Technology Mandatory			
8		PDHPE									
9		Mathematics				PDHPE					
10		NE8: Ceramics									
Week						TERM 4					
1											
2		Music		NE8: School of Rock		NE8: Jewellery		Visual Arts			
3		Science		Mathematics		NE8: Cartooning		PDHPE			
4		NE8: Garden to Table		NE8: MakerSpace		HSIE: Geography		PDHPE		Technology Mandatory	
Weeks 5 to 10: No Assessment											

Year 8

Assessment Program

2024

English

Component	Task 1	Task 2	Task 3	Weighting %
Timing	Term 1, Week 10	Term 2, Week 7	Term 3, Week 7	
Nature of Task	<p>Critical Essay Response Film Study</p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	<p>Critical Task In-Class Test Poetry Study</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Creative Writing Novel Study</p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	
Outcomes	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01	
Task Weighting %	35	30	35	100

English 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.

HSIE: History and Geography

Component	Task 1 History	Task 2 Geography	Weighting %
Timing	Term 1, Week 6	Term 4, Week 4	
Nature of Task	<p>Source Study The Western and Islamic World: Medieval Europe</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Geographical Inquiry Interconnections</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	HT4-3, HT4-5, HT4-7, HT4-9, HT4-10	GE4-2, GE4-3, GE4-5, GE4-7, GE4-8	
Task Weighting %	50	50	100

History Course Outcomes

A Student:

- 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 a 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.

Geography Course Outcomes

A Student:

- 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.

Mathematics

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Timing	Term 1, Week 9	Term 2, Week 7	Term 3, Week 9	Term 4, Week 3	
Nature of Task	<p>Open Book Task Financial Mathematics Ratio and Rates, Right Angle Triangles (Pythagoras)</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Take Home Task Data Collection and Representation II, Single Variable Data</p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	<p>In-Class Task Algebraic Techniques II, Linear Relationships, Equations</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Yearly Test All Topics</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	MA4-1WM, MA4-2WM, MA4-3WM, MA4-6NA, MA4-7NA, MA4-16MG	MA4-1WM, MA4-2WM, MA4-3WM, MA4-19SP, MA4-20SP	MA4-1WM, MA4-2WM, MA4-3WM, MA4-8NA, MA4-10NA, MA4-11NA	MA4-1WM, MA4-2WM, MA4-3WM, MA4-6NA, MA4-7NA, MA4-16MG, MA4-19SP, MA4-20SP, MA4-8NA, MA4-10NA, MA4-11NA	
Task Weighting %	30	20	30	20	100

**Note: Teachers regularly collect work samples of student work in class and collect workbooks for review to ascertain student understanding of course content to guide allocation of grades for each topic covered.*

Mathematics Course Outcomes

A Student:

MA4-1WM	communicates and connects mathematical ideas using appropriate terminology, diagrams, and symbols.
MA4-2WM	applies appropriate mathematical techniques to solve problems.
MA4-3WM	recognises and explains mathematical relationships using reasoning.
MA4-4NA	compares, orders, and calculates with integers, applying a range of strategies to aid computation.
MA4-5NA	operates with fractions, decimals, and percentages.
MA4-6NA	solves financial problems involving purchasing goods.
MA4-7NA	operates with ratios and rates and explores their graphical representation.
MA4-8NA	generalises number properties to operate with algebraic expressions.
MA4-9NA	operates with positive-integer and zero indices of numerical bases.
MA4-10NA	uses algebraic techniques to solve simple linear and quadratic equations.
MA4-11NA	creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane.
MA4-12MG	calculates the perimeters of plane shapes and the circumferences of circles.
MA4-13MG	uses formulas to calculate the areas of quadrilaterals and circles and converts between units of area.
MA4-14MG	uses formulas to calculate the volumes of prisms and cylinders and converts between units of volume.
MA4-15MG	performs calculations of time that involve mixed units and interprets time zones.
MA4-16MG	applies Pythagoras' Theorem to calculate side lengths in right-angled triangles and solves related problems.
MA4-17MG	classifies, describes, and uses the properties of triangles and quadrilaterals and determines congruent triangles to find unknown side lengths and angles.
MA4-18MG	Identifies and uses angle relationships, including those related to transversals on sets of parallel lines.
MA4-19SP	collects, represents, and interprets single sets of data, using appropriate statistical displays.
MA4-20SP	analyses single sets of data using measures of location and range.
MA4-21SP	represents probabilities of simple and compound event.

Music

Component	Task 1	Task 2	Task 3	Weighting %
Timing	Term 1, Week 7	Term 3, Week 6	Term 4, Week 2	
Nature of Task	<p>Performance: 'Lava' Popular Music: Contemporary</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Composition/Performance: African Group Performance Music of a Culture: African Music</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Aural Musicology: Portfolio Popular Music: Rock Music</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	4.1, 4.3, 4.6	4.2, 4.4, 4.5	4.7, 4.8, 4.9	
Task Weighting %	30	30	40	

Music Course Outcomes

Through activities in performance, composition and listening, a student:

- 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 experience.

Personal Development, Health, and Physical Education

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Timing	Term 1, Week 7/8	Term 2, Week 9/10	Term 3, Week 8/9	Term 4, Week 3/4	
Nature of Task	<p>Skills and Application Assessment PE: Games + Run, Jump, Throw</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>In-Class Task PDH: Be Smart, Don't Start</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Guided Inquiry Task PDH: Inside Out</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Skills and Application Assessment PE: Striking and Fielding</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	PD4-4, PD4-11	PD4-6, PD4-7, PD4-8	PD4-6, PD4-7, PD4-10	PD4-4, PD4-11	
Task Weighting %	25	25	25	25	100

PDHPE Course Outcomes

A Student:

- 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 context.
- PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences.

Science

Component	Task 1	Task 2	Task 3	Weighting %
Timing	Term 2, Week 2	Term 3, Week 5	Term 4, Week 3	
Nature of Task	<p>Term 1 Exam Elements, Compounds & Mixtures, Health & Human Body Systems</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Student Research Project Plants</p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>End of Course Exam Ecology, Plants, Electricity, Resources and Sustainability</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	SC4 - 6WS, SC4 - 7WS, SC4 - 14LW, SC4 - 16CW, SC4 - 17CW	SC4 - 7WS, SC4-5WS, SC4 - 8WS, SC4 - 9WS	SC4 - 8WS, SC4 - 11PW, SC4 - 14LW	
Task Weighting %	30	40	30	100

Science Course Outcomes

A Student:

- SC4-4WS Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge.
- SC4-5WS collaboratively and individually produces a plan to investigate questions and problems.
- SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually.
- SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns, and relationships, and draw conclusions.
- SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems.
- SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations.
- SC4-10PW describes the action of unbalanced forces in everyday situations.
- SC4-11PW discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations.
- SC4-12ES describes the dynamic nature of models, theories, and laws in developing scientific understanding of the Earth and solar system.
- SC4-13ES explains how advances in scientific understanding processes that occur within and on the Earth, influence the choices people make about resource use and management.
- SC4-14LW relates the structure and function of living things to their classification, survival, and reproduction.
- SC4-15LW explains how new biological evidence changes people's understanding of the world.
- SC4-16CW describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles.
- SC4-17CW explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in every day.

Technology Mandatory

Component	Task 1	Task 2	Task 3	Weighting %
Timing	Term 2, Week 4	Term 3, Week 7	Term 4, Week 4	
Nature of Task	<p>Design Project Material Technologies (Textiles)</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Design Project Material Technologies (Timber)</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Design Project Digital Technologies (Video Game Design)</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-7DI	
Task Weighting %	35	35	30	100

NB – Students may complete the tasks in a different order than stated above due to the rotational nature of the course; however, the weighting remains as shown for each term.

Technology Mandatory Course Outcomes

A Student:

- TE4-1DP designs, communicates, and evaluates innovative ideas and creative solutions to authentic problems or opportunities.
- TE4-2DP plans and manages the production of designed solutions.
- TE4-3DP selects and safely applies a broad range of tools, materials, and processes in the production of quality projects.
- TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose programming language.
- TE4-5AG investigates how food and fibre are produced in managed environments.
- TE4-6FO explains how the characteristics and properties of food determine preparation techniques for healthy eating.
- TE4-7DI explains how data is represented in digital systems and transmitted in networks.
- TE4-8EN explains how force, motion and energy are used in engineered systems.
- TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions.
- TE4-10TS explains how people in technology related professions contribute to society now and into the future.

Visual Arts

Component	Task 1	Task 2	Task 3	Weighting %
Timing	Term 1, Week 10	Term 2, Week 6	Term 4, Week 2	
Nature of Task	<p>Artmaking Perspectives on Place</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Art History and Criticism Creature Discomforts</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Artmaking Skateboard Design</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	4.4, 4.5, 4.6	4.7, 4.8, 4.9	4.1, 4.4	
Task Weighting %	30	40	30	100

Visual Arts Course Outcomes

A Student:

- 4.1 uses a range of strategies to explore different art making conventions and procedures to make artworks.
- 4.2 explores the function 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 that art can be interpreted from different points of view.
- 4.10 recognises that art criticism and art history construct meanings.

Year 8

New Educational Opportunities (NE8)

Assessment Program

2024

NE8: Cartooning

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Timing	Term 1, Week 10	Term 2, Week 6	Term 3, Week 5	Term 4, Week 3	
Nature of Task	Practical Zines <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	Practical Intro to Cartooning <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	Writing Research Task <input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task	Practical/Writing Collaborative Project <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
Outcomes	NE8C.1, NE8C.2, NE8C.3	N8C.2, N8C.4	N8C.1, N8C.2, N8C.4	N8C.2, N8C.5	
Task Weighting %	30	20	25	25	100

Course Outcomes

A Student:

- NE8C.1 uses a range of strategies to explore different cartooning conventions and procedures to make zines and cartoons.
- NE8C.2 recognises and uses aspects of the world as a source of ideas, concepts, and subject matter in making zines or cartoons.
- NE8C.3 selects different materials and techniques to make zines and cartoons.
- NE8C.4 explores aspects of practice in critical and historical interpretations of cartooning.
- NE8C.5 demonstrates creativity, organisational skills, and student engagement on an individual or small group project.

NE8: Ceramics

Component	Task 1	Task 2	Task 3	Weighting %
Timing	Term 1, Week 9	Term 3, Week 1	Term 3, Week 10	
Nature of Task	<p>Handbuilding Fundamental Skills</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Form and Decoration Coil Vessels</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Utilitarian Forms Handbuilding</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	N8CER4, N8CER5	N8CER1, N8CER2	N8CER3, N8CER4	
Task Weighting %	30	30	40	

Course Outcomes

A Student:

- N8CER 1 engages in the development of different techniques and aesthetic considerations suited to artistic intentions in the making of ceramic works.
- N8CER 2 explores ways of generating ideas as representations in the making of ceramic works.
- N8CER 3 develops entrepreneurial skills to identify problem or opportunities, plan and produce a product for an authentic purpose or event.
- N8CER 4 utilises a variety of hand-building techniques to create ceramic works.
- N8CER 5 utilises a variety of decorating techniques to enhance aesthetic qualities of ceramic works.

NE8: Drama

Component	Task 1	Task 2	Task 3	Weighting %
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Week 7	
Nature of Task	Group Performance and Evocation Actor's Toolkit <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	Improvised Scene Improvisation <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	Performance and Script Mask and Commedia <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
Outcomes	4.1.1, 4.2.2, 4.3.1	4.1.2, 4.1.3, 4.1.4	4.2.1, 4.2.3, 4.3.2	
Task Weighting %	35	35	30	100

Course Outcomes

A Student:

- 4.1.1 identifies and explores the elements of drama to develop belief and clarity in character, role, situation, and action.
- 4.1.2 improvises and play builds through group-devised processes.
- 4.1.3 devises and enacts drama using scripted and unscripted material or text.
- 4.1.4 explores a range of ways to structure dramatic work in collaboration with others.
- 4.2.1 uses performance skills to communicate dramatic meaning.
- 4.2.2 experiments with performance spaces and production elements appropriate to purpose and audience.
- 4.2.3 explores and uses aspects of dramatic forms, performance styles, theatrical conventions, and technologies to create dramatic meaning.
- 4.3.1 identifies and describes elements of drama, dramatic forms, performance styles, techniques, and conventions in drama.
- 4.3.2 recognises the function of drama and theatre in reflecting social and cultural aspects of human experience.
- 4.3.3 describes the contribution of individuals and groups in drama using relevant drama terminology.

NE8: Garden to Table

Component	Task 1	Task 2	Task 3	Weighting %
Timing	Term 2, Week 2	Term 3, Week 4	Term 4, Week 4	
Nature of Task	Design Project 1 Growing <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	Design Project 2 Designing and Producing <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	Design Project 3 Food Product Design <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
Outcomes	NE8 – GT 1, NE8 – GT 2, NE8 – GT 3, NE8 – GT 4	NE8 – GT 1, NE8 – GT 2, NE8 – GT 3, NE8 – GT 4	NE8 – GT 1, NE8 – GT 2, NE8 – GT 3, NE8 – GT 4	
Task Weighting %	40	40	20	100

Course Outcomes

A Student:

- NE8 – GT 1 develop entrepreneurial skills to identify a problem or opportunity, plan and produce a product for an authentic purpose or event.
- NE8 – GT 2 create innovative solutions to produce a breakthrough product.
- NE8 – GT 3 applies and justifies an appropriate process of design when developing design ideas and solutions.
- NE8 – GT 4 selects and uses a range of technologies competently in the development and management of quality design solutions.

NE8: Jewellery

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Timing	Term 1, Week 6	Term 2, Week 4	Term 3, Week 5	Term 4, Week 2	
Nature of Task	<p>Written Sci Fi Pendant Design</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Practical Lost Wax Casting</p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	<p>Practical Seedpots & Natural Elements</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Practical Independent Project</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	NJ3, NJ5, NJ6	NJ1, NJ2, NJ4	NJ2, NJ3, NJ7	NJ1, NJ3, NJ4	
Task Weighting %	30	20	30	20	100

Course Outcomes

A Student:

- NJ 1 develops autonomy in selecting and applying jewellery design conventions and procedures to make artworks.
- NJ 2 makes jewellery informed by their understanding of the function of and relationships between artist, artwork, world and audience.
- NJ 3 investigates and responds to the world as a source of ideas, concepts and subject matter for jewellery.
- NJ 4 selects appropriate procedures and techniques to make and refine jewellery.
- NJ 5 applies their understanding of aspects of practice to critically and historically interpret jewellery design.
- NJ 6 constructs different critical and historical accounts of jewellery design.
- NJ 7 develops entrepreneurial skills to identify a problem or opportunity, plan and produce a product for an authentic purpose event.

NE8: MakerSpace

Component	Task 1	Task 2	Task 3	Weighting %
Timing	Term 2, Week 2	Term 3, Week 4	Term 4, Week 4	
Nature of Task	<p>Design Project 1 Project 1 – Laser Cutting</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Design Project 2 Project 2 – 3D Printing</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p>Design Project 3 Project 3 – CNC</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
Outcomes	NE8–MKS1, NE8–MKS2, NE8–MKS3, NE8–MKS4	NE8–MKS1, NE8–MKS2, NE8–MKS3, NE8–MKS4	NE8–MKS1, NE8–MKS2, NE8–MKS3, NE8–MKS4	
Task Weighting %	40	40	20	100

Course Outcomes

A Student:

- NE8 – MKS 1 develop entrepreneurial skills to identify a problem or opportunity, plan and produce a product for an authentic purpose or event.
- NE8 – MKS 2 create innovative solutions to produce a breakthrough product.
- NE8 – MKS 3 applies and justifies an appropriate process of design when developing design ideas and solutions
- NE8 – MKS 4 selects and uses a range of technologies competently in the development and management of quality design solutions.

NE8: School of Rock

Component	Task 1	Task 2	Task 3	Weighting %
Timing	Term 1, Week 7	Term 3, Week 6	Term 4, Week 2	
Nature of Task	Project 1 Performance: Class Song Instrumental and Ensemble Skills <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	Project 2 Performance/Production: Performance & Reflection OR Production Portfolio The Production <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	Project 3 PBL: The Event The Gig <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
Outcomes	NEM1, NEM2	NEM1, NEO1	NEM2, NEO2	
Task Weighting %	30	30	40	

Course Outcomes

A Student:

- NEM1 performs music demonstrating solo and/or ensemble awareness.
- NEM2 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of musical concepts.
- NEO1 develop entrepreneurial skills to identify a problem or opportunity, plan and produce a product for an authentic purpose or event.

Dulwich High School of Visual Arts & Design

Illness/Misadventure Form

Name: _____ Course: _____ Year _____ Class _____

Name of Assessment Task: _____ *Nature of tasks (please circle) Examination,*

Performance, Assessment Task No _____ *Performance, Practical Task, Speaking Task,*

Task, weighting _____ *Written Tasks, Viewing Assignment, Research*

Date Due _____ *Activity, Portfolio, Field Work.*

Class Teacher _____



To be completed by the student

Section A

Outline reasons for this application for Illness/Misadventure and attach relevant documentation. (e.g., medical certificate)

Parent/Carer Signature _____ Student Signature _____

Date: _____ Date: _____



To be completed by the Head Teacher

Section B

Head Teacher's name: _____ Faculty _____ Course _____

Receipt date of illness/Misadventure form; _____

Task submitted/completed Yes No Date completed _____

Date of rescheduled task _____

Comments: _____

Resolution accepted

HT Signature _____



To be completed by Deputy Principal

Section C

Resolution accepted

Resolution rejected

Comments

Deputy Principal signature _____ Date: _____

