



**YEAR 8 2022**

## **ASSESSMENT AND REPORTING PROCEDURES**

### **Pennant Hills High School**

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**\*Courses run for a period of eight (8) weeks per course**

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## YEAR 8 ASSESSMENT PROCEDURES

### The purpose of assessment

Assessment is the process of identifying, gathering and interpreting information about student learning. It is designed to provide information on student achievement and progress in each subject in relation to syllabus standards, and to report on the standard of performance reached.

Assessment measures performance throughout the whole course in each subject, including knowledge, understanding, skills and processes. Students are assessed on what they understand, know and can do.

This booklet lists formal assessment items that are common to all students in that course. Students will also be given tasks that do not appear in this booklet and are required to complete these. These tasks also contribute to students' ability to develop their knowledge, skills and understanding. The Years 7–10 syllabuses advocate assessment *for* learning and these tasks are important to the development of student awareness about their progress.

The evidence teachers gather about student achievement is used for assessment *of* learning, which takes place at key points in the assessment cycle, such as at the end of each semester, when students receive academic reports indicating their levels of achievement.

### How will assessment be undertaken?

The NSW Education Standards Authority [NESA] has provided a syllabus and a set of performance descriptors for each subject. Syllabuses are available on the NESA website, and can be accessed at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

The syllabus contains a statement of outcomes and content for each course.

Each subject will require a different number of assessment tasks to adequately assess the course. Assessment tasks may include tests, assignments, projects, research tasks, class presentations, practical tests, class exercises and examinations.

# Responsibility

## Submission of tasks

### Assessment tasks that are completed outside of the classroom

Tasks completed outside the classroom are to be submitted by the designated day and time as specified on the task notification sheet. They may be submitted early.

Any task submitted after the designated day and time will be deemed to be late, unless the student has been granted an extension, or is absent on the day due to illness or other acceptable reason, as indicated in **a letter from a parent / caregiver**.

### Assessment tasks that are completed in class

Assessments completed in class, such as tests and examinations, practicals, performances, speeches, presentations and so on, must be completed on the designated day. Failure to do so, without the provision of documentary evidence, will result in zero marks being awarded.

## General comments on assessment

- 1 Information is provided in this booklet about the types of tasks that will be set in each subject. There may be variation in the number of tasks set or in the description of the task, but students will always be given notice of any change, in advance.
- 2 Two weeks **WRITTEN** notice will be given of the date for a set task. Read carefully the information on LATE tasks and MISSED tasks.
- 3 Remember, work done in assignments, etc., must be the student's efforts. It easily becomes apparent to teachers if this is not so. If work is proven to be other than the student's efforts, a zero mark may be awarded. Ignorance of the rules regarding plagiarism is not an excuse: it is the student's responsibility to read **all** information provided.
- 4 Please note that not all tasks are weighted equally and a poor level of achievement in a major task can have significant consequences. At the same time, it should be recognised that significant variation in a student's rank may occur as a consequence of relatively small mark differences.
- 5 If a student is suspended when an assessment task is due/taking place the student must not attend school for the duration of the suspension. Assessment tasks are to be submitted on time, either by email or by delivery to the Administration Office or to the respective faculty Head Teacher.
- 6 Finally, learn to organise your time and efforts, so that deadlines and other aspects of the assessment scheme do not cause unnecessary stress. If problems seem insurmountable, there are people in the school who will be available to provide advice and guidance - ask for help!

## Examinations

Towards the end of Year 8, students will sit Yearly Examinations in certain subjects. In 2021, these examinations will be held in **Weeks 3 and 4 of Term 4**.

### Absence from assessment tasks / examinations

It is the student's responsibility to submit/complete all formal assessment tasks at the specified time.

Unless prior application for an extension has been approved by the relevant Head Teacher, late submission will result in a deduction of marks. If an extension has been granted, and the task is submitted / completed on the new date, no penalty applies.

When students are absent on the day of a formal examination, the same procedures are to be followed as for missed assessment tasks: i.e. in Year 8, a **letter from a parent/caregiver** is to be provided. This documentation is to be brought to the **Head Teacher** on the **first day of return to school**, irrespective of whether the student has a timetabled period in that subject that day.

If a student is aware of an upcoming absence that clashes with an assessment task, for any reason other than illness, the student must inform the class teacher prior to this absence, where practicable (e.g. if the student is to represent the school in a curriculum enrichment event such as sport, debating or music, etc. on that day) to make alternative arrangements. In the event of an unexpected issue (e.g. family illness), contact should be made with the school as soon as conveniently possible given the particular circumstance.

The Head Teacher of the subject concerned may:

- allow the student to undertake the same task; or
- allow the student to undertake a suitable replacement task; or
- give an estimate for that task only, based on the quality of the student's work in the components being assessed, if the Principal permits.

Students are advised that **no adjustment of assessment marks is possible** if a task has been attempted. If you are sick and have a medical certificate covering the period of the task, you are advised to stay at home and attempt the task upon your return to school.

If a student will miss an assessment task due to going on vacation, approval must be given by the Principal prior to the event.

# Integrity

## Failure to submit a task on time

If late submission of a task is due to sickness, a **letter from a parent/caregiver** will be required. Lateness beyond the period of illness or lateness for which a student does not seek approval before the due date will lead to a mark deduction.

Failure to submit a task on time will result in a mark deduction as follows:

<b>One day late:</b>	<b>25 % of total marks</b>
<b>Two days late</b>	<b>50 % of total marks</b>
<b>Three days or more late:</b>	<b>100 % of total marks</b>

In Year 8, a Notice of Concern or other similar letter will be sent home no later than the third day that the task is late.

Late tasks must still be completed and submitted in order to meet course outcomes.

**NOTE:** For tasks that have not been given approval for extension over a weekend or holiday period, **non-school days do accumulate towards percentage penalties imposed.**

e.g. lateness after a weekend will accumulate a 3-day penalty.

Head Teachers may accept tasks submitted late as long as the student requests consideration in writing **BEFORE** the date that the task is due. This also includes circumstances that occur on the evening prior to the submission date where prior written application cannot be made. Any extension time will only be granted in **exceptional circumstances.**

**Failure of computer equipment is NOT an acceptable reason.** Students should develop a pattern of regularly backing up work on a transportable storage device and in an internet-based location which can be accessed at school in the event of any computer failure e.g. printer out of ink.

### **Non-completion of assessment tasks**

Students must complete all assessment tasks. If tasks are not completed, the Principal may determine that the course has not been studied satisfactorily.

## Attendance before a task is due

Where an assessment task is to be held in class or submitted on a due date students **MUST** attend **ALL** prior lessons on that day to be eligible to sit for or submit the task. If students are to be absent from an assessment task for any reason, they must explain the situation to the Head Teacher prior to the event.

## Mobile phones and electronic equipment

Mobile phones and smart watches must be switched off and kept in the student's bag before the start of an assessment task, including examinations.

Other than NESAs-approved calculators (when required), no other electronic equipment will be permitted in examinations, or during in-class assessment tasks. Essential medical appliances need **prior approval** before the examination/assessment.

## Malpractice

Malpractice or cheating is **dishonest behaviour** by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating. Please note that any malpractice in any task may result in zero being awarded for the task in its entirety.

Examples of behaviour considered to be cheating include, but are not limited to:

- copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as your own;
- using material directly from books, journals, newspapers, CDs or the internet without acknowledging the source;
- submitting work that contains a large contribution from another person, such as a parent, tutor, coach or subject expert, that is not acknowledged.

The examples above are generally referred to as **plagiarism**.

## Consequences of malpractice

All assessment tasks done at school or at home **must be the student's own work**. If any malpractice is proven, the **task concerned scores zero**. Allegations of malpractice will be investigated by the Head Teacher of the faculty concerned.

**NESA** treats malpractice in written tasks, examinations and practical work very seriously and takes measures to deal with students who are caught. Depending on the circumstances of the case, one or more of the following may apply:

- zero marks will be awarded for the examination/task in its entirety;
- You may be required to have an interview with a 'malpractice' panel.

*Note: the act of bringing notes, etc. into a task/examination will attract a 100% penalty, irrespective of whether those notes were used.*

# Achievement

## Steps to manage assessment tasks

- Start tasks **early** so that you can ask for help if you need it.
- Read the **task notification sheet** carefully, so you are aware of all requirements.
- Be aware of **due dates**. Keep your school diary up-to-date with all assessment activities and other commitments.
- Break tasks into a series of smaller steps and **set deadlines** for completing each step.
- Record the **sources of information** you use as you find them so that acknowledgements do not become a major task at the end.
- **Frequently save, back up** and print any work completed on a computer. The failure of technology is **NOT** an acceptable reason for the late submission of work.
- Keep all your earlier drafts and copies of your resources.
- Keep a copy of any work you submit for marking

## Information to be provided to students

Each school has the responsibility to tell the students the following information:

- what aspects of the course will be assessed;
- how they will be assessed (the criteria for marking the task), e.g. what essays, tests, practical will be used;
- the marks and the weighting given to each task; and
- When they are going to be assessed.

Your class teacher will hand out written details of each assessment task at least **two weeks** before the date that the task is due.

A sample notification is shown on the following page of this booklet.

The notification sheet must contain the following:

- Topic/s being assessed
- Outcomes being assessed
- Assessment criteria

# SAMPLE ASSESSMENT TASK NOTIFICATION



Pennant Hills High School

Course: Stage: 4 Year: 8  
Areas of study:  
Date issued: Task date: Task number:  
Weighting:

**Task type:**

For example: *research project, performance, test in class, practical, etc.*

**Task description:**

*Any information that helps students understand what is expected of them. For example: a formal examination of 60 minutes duration, made up of multiple choice questions, short answer questions, and an extended response.*

**Outcomes being assessed by this task:**

For example:

*5.1 explains social, political and cultural developments and events and evaluates their impact on Australian life*

*5.3 explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia*

**Criteria for assessment:**

For example: *marking guidelines, where appropriate*

**Additional information:**

This is a formal assessment item. Absence due to illness must be supported by a letter from a parent, presented to the Head Teacher on the **first** day of your return to school, irrespective of your timetable for this subject. You must be prepared to attempt/submit the task on the first day of your return to school.

If you are going to be absent for a legitimate reason known in advance, (such as representing the school in a curriculum enrichment event) you must discuss this with your teacher as soon as possible, and provide the Head Teacher with a letter from your parent.

*This section will also contain any relevant details about submission, equipment needed, how the presentation order will be determined for speeches, etc.*

## Examination rules

- 1** Students are to follow all instructions given regarding examination times and venues, report to the venue at least five minutes before the examination starts, and wait for instructions about entry to the examination centre.
- 2** Students are to remain in the examination room until time has expired for the examination, all papers have been collected, and the examination supervisor dismisses students from the examination room.
- 3** Students must check with their subject teachers in advance to ensure they take the necessary equipment to each examination.
- 4** Students must not:
  - speak to any person other than a supervisor after entering the examination room;
  - take any electronic device into the examination, unless approved;
  - behave in any way likely to disturb the work of any other student or upset the conduct of the examination;
  - take into the examination room, or refer to during the examination, any books or notes, any paper, or any equipment other than the equipment approved for the specific examination;
  - wear a cap; or
  - take any food or drinks (other than water) into the examination room, unless you have been granted special provisions. Water in a clear bottle only may be taken into the examination room.
- 5** Only equipment necessary for the examination are to be placed on the examination desk. Pencil cases and other equipment must be placed on the floor under your chair. You must remove your watch and place it in clear view on the examination desk.
- 6** **Mobile phones** and **smart watches** must be turned **OFF** and kept in the student's bag.
- 7** If you need to leave the examination room to use the bathroom, you must raise your hand and wait until a teacher allows you to leave. Bathroom breaks are NOT permitted during the **first 30 minutes** OR the **last 30 minutes** of the examination. Exceptions will be made ONLY in the case of an emergency.
- 8** Full school uniform must be worn throughout the examination period. This includes school shoes.
- 9** If a student is to miss an examination due to illness or misadventure, the school is to be advised before the examination is held. You are to ring the school on **9473 5000** and leave a message for the relevant Head Teacher.
- 10** Students who miss an examination due to illness, misadventure or absence from school should see the appropriate subject Head Teacher immediately they return to school. Upon acceptance of a document of explanation, provision will be made for the student to sit the examination paper at an appropriate time, or other arrangements will be made.

## Reporting on student progress

Student progress reports are issued twice each year in Semesters 1 and 2.

Achievement levels are recorded for each course outcome by a grade scale using achievement descriptions. The standard of achievement corresponding to each level of the grade scale is shown in the table below.

<b>GRADE</b>	<b>ACHIEVEMENT</b>	<b>DESCRIPTION</b>
A	Outstanding	The student has extensive knowledge and understanding of content and can apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	High	The student has a thorough knowledge and understanding of content and can apply this knowledge 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.
C	Sound	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.
D	Basic	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	Limited	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.

Progress reports also include achievement levels in general outcomes applicable to all courses.

These outcomes include:

- Completion of set tasks
- Ability to work independently
- Ability to effectively work with others
- Being prepared for lessons
- Demonstrates appropriate behaviour

## COURSE ASSESSMENT SCHEDULES

The following pages outline the common assessment items for each Year 8 course. Your teacher will set other class-based tasks which do not appear in this booklet.

The dates listed in the schedules are **APPROXIMATE** and are subject to change.

Students will be informed by their teacher of the **ACTUAL** date and details of the assessment task at least TWO WEEKS before the task

### NOTE 1

Three courses – Geography, History and Technology – are semesterised.

This means that students study *Geography* for half the year and *History* for the other half, rather than both subjects throughout the whole year.

Technology is semesterised in Year 8:

Students study '*Food & Textiles*' and '*Materials*' for one semester (two terms) each.

### NOTE 2

Taster courses are studied for a period of 8 weeks each. Students will rotate through Agriculture Technology, Digital Technologies, Drama, Music and Visual Arts

## ENGLISH

### Areas of Assessment

- Speaking
- Reading
- Writing
- Creative and Imaginative Thinking
- Critical and interpretive Thinking
- Knowledge and understanding
- Information and Communication Technology
- Viewing
- Listening
- Representing

<b>Task Number</b>	<b>Description</b>	<b>Topic</b>	<b>Weighting</b>	<b>Timing</b>
1	Essay	Novel Study	25%	Term 1, Week 9
2	Portfolio Presentation	Digital Citizenship	25%	Term 2, Week 5
3	Creative Writing & Reflection	Voice in Texts	25%	Term 3, Week 4
4	Viewing and Listening	Indigenous Perspectives on Film	25%	Term 4, Week 3

# GEOGRAPHY

## Proportion of Marks

Task Type	Weighting %
Skills and Knowledge	40
Extended response	40
Class-based Assessment	20

## Semester 1

Task Number	Description	Topic	Timing
1	Skills and Knowledge test	Geographical skills and fieldwork – Water in the World	Term 1, Week 8
2	Extended response	Geographical skills – Interconnections	Term 2, Week 4
3	Class Assessment	Class assessment will include a range of smaller tasks based on the interests and ability of the students.	Ongoing

## Semester 2

Task Number	Description	Topic	Timing
1	Skills and Knowledge test	Geographical skills and fieldwork – Water in the World	Term 3, Week 8
2	Extended response	Geographical skills – Interconnections	Term 4, Week 4
3	Class Assessment	Class assessment will include a range of smaller tasks based on the interests and ability of the students.	Ongoing

# HISTORY

## Areas of Assessment

- Research
- Sequencing
- Source Analysis
- Investigation
- Interpretation of Data
- Knowledge and Understanding
- Empathy
- Communication Skills

## Proportion of Marks

Task Type	Weighting %
Extended response – research/knowledge based	40
Skills and knowledge examination	40
Class Assessment	20

## Semester 1

Task Number	Description	Topic	Timing
1	Extended response task	Medieval European Society	Term 1, Week 7
2	Skills and Knowledge Examination	Knowledge and Understanding of: <ul style="list-style-type: none"> <li>• The Medieval World</li> <li>• The Spanish Conquest of the Americas</li> </ul>	Term 2, Week 6
3	Class Assessment	Research, communication skills, knowledge of: <ul style="list-style-type: none"> <li>• Medieval Europe</li> <li>• The Spanish Conquest of the Americas</li> <li>• Shogunate Japan, including evaluation of Sources.</li> </ul>	Ongoing

## Semester 2

Task Number	Description	Topic	Timing
1	Extended response task	Medieval European Society	Term 3, Week 7
2	Skills and Knowledge Examination	Knowledge and Understanding of: <ul style="list-style-type: none"> <li>• The Medieval World</li> <li>• The Spanish Conquest of the Americas</li> </ul>	Term 4, Week 6
3	Class Assessment	Research, communication skills, knowledge of: <ul style="list-style-type: none"> <li>• Medieval Europe</li> <li>• The Spanish Conquest of the Americas</li> <li>• Shogunate Japan, including evaluation of Sources.</li> </ul>	Ongoing

## LANGUAGES OTHER THAN ENGLISH CHINESE – FRENCH – JAPANESE

The study of a language other than English for 100 hours is mandatory in Year 8. Students at Pennant Hills High School choose from French, Chinese and Japanese to study across the whole year.

### Areas of Assessment

- **Interacting** - exchanging information, ideas and opinions, and socialising, planning and negotiating.
- **Accessing and responding** - obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts.
- **Composing** - creating spoken, written, bilingual, digital and/or multimodal texts.
- **Systems of language** - understanding the language system including sound, writing, grammar, text structure; and how language changes over time and place.
- **The role of language and culture** - understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity

Task Number	Chinese	French	Japanese	%	Timing
1	Reading and Writing Test: Chinese characters	Research Assignment: Culture and History	Reading and Writing Test: Hiragana characters	25	Term 1, Week 8
2	Speaking Presentation: Family and Occupations	Speaking Presentation: Family and Pets	Speaking Presentation: Family and Pets	25	Term 2, Week 5
3	Video Assignment: Food Preparation	Listening, Reading, Writing Test: Nationalities and previous topics	Video Assignment: Food Preparation	25	Term 3, Week 7
4	Listening, Reading, Writing Test: Nationalities and previous topics	Presentation: Food	Listening, Reading, Writing Test: Nationalities and previous topics	25	Term 4, Week 3

# MATHEMATICS

## Areas of Assessment

### Working Mathematically

- Communicating
- Problem Solving
- Reasoning

### Measurement and Geometry

- Length
- Area
- Volume
- Time
- Right-Angled Triangles (Pythagoras)
- Properties of Geometrical Figures
- Angle Relationships

### Number and Algebra

- Fractions, Decimals and Percentages
- Financial Mathematics
- Ratios and Rates
- Algebraic Techniques
- Indices
- Equations
- Linear Relationships

### Statistics and Probability

- Data Collection and Representation
- Single Variable Data Analysis

## Proportion of Marks

Task Type	Weighting %
Term 1 Test	22
Term 2 Test	22
Term 3 Test	22
Yearly Examination	34

Task Number	Topic	Timing
1	Algebraic Techniques, Indices, Data Collection and Representation, Single Variable Data Analysis, Communicating, Problem Solving and Reasoning	Term 1, Week 7/8
2	Equations, Length, Area, Volume, Time, Right-Angled Triangles (Pythagoras), Communicating, Problem Solving and Reasoning	Term 2, Week 7/8
3	Fractions, Decimals and Percentages, Ratios and Rates, Properties of Geometrical Figures, Angle Relationships, Communicating, Problem Solving and Reasoning	Term 3, Week 7/8
4	All topics covered to date this year	Term 4, Week 4

PERSONAL DEVELOPMENT, HEALTH AND  
PHYSICAL EDUCATION (PDHPE)

**Areas of Assessment**

- Welcoming Difference
- Building Positive Relationship
- Risk Taking
- Let's Get Physical
- Creative Dance/Cross Country
- Athletics/Team Games
- Net/Court Games
- Invasion Games

**Proportion of Marks**

<b>Task Type</b>	<b>Weighting %</b>
Theory Tasks	40
Practical Skills	60

<b>Task Number</b>	<b>Description</b>	<b>Topic</b>	<b>Timing</b>
1	Theory	Paired Research Task and Presentation	Term 1
2	Practical	Movement Competencies/ Dance Routines Cross Country Carnival	
3	Theory	Informal Assessment Task - Differences	Term 2
4	Practical	Athletics Carnival	
5	Theory	Letter to my future self	Term 3
6	Practical	Skills Checklist	
7	Theory	Let's Get Physical	Term 4
8	Practical	Skills Checklist	

# SCIENCE

## Areas of Assessment

- Knowledge and Understanding
- First Hand Investigations
- Data Processing and Critical thinking
- Second Hand Investigation & Communication Skills

## Proportion of Marks

Task Type	Weighting %
Working Scientifically – Data Processing, Graphical Analysis, Critical Thinking Experimental Design	20
Practical Task-First hand Investigation	30
Project - Research	30
Yearly Examination	20

Task Number	Description	Topic	Timing
1	Working Scientifically	Data Processing; Knowledge and Understanding	Term 1, Week 7
2	Practical Task- First-hand Investigation	First-Hand Investigations	Term 2, Week 5
3	Research – in class	Second-Hand Investigation & Communication Skills	Term 3, Week 8
4	Yearly Examination	(All topics and Skills)	Term 4, Week 3

## TECHNOLOGY MANDATORY - FOOD AND TEXTILES

### Areas of Assessment

- Knowledge and Understanding
- Design and Production Skills

### Proportion of Marks

<b>Task Type</b>	<b>Weighting %</b>
Practical	40
Classwork	20
Research task	20
Test	20

<b>Task Number</b>	<b>Description</b>	<b>Areas of Learning</b>	<b>Timing</b>
1	Semester research task	Knowledge and Understanding Design and Production Skills	Term 1/ Term 3
2	Semester test	Knowledge and Understanding	Term 2/ Term 4
3	Semester practical	Practical skills	Ongoing
4	Semester classwork	Knowledge and Understanding Design and Production Skills	Ongoing

## TECHNOLOGY MANDATORY - MATERIALS

### Areas of Assessment

- Knowledge and understanding
- Development of practical skills
- Application of the design process
- Research, presentation and communication skills
- Effective time and resource management

### Proportion of Marks

Task Type	Weighting %
Research Exercises	15
CAD Drawings	10
Practical Marks	60
Project Portfolio	15

Task Number	Task Type	Description	Timing	
<b>Semester 1</b>	1	Practical Mark (Minor Project)	Initial practical exercise	Term 1, Week 6
	2	Research Exercises	Project Based Learning Tasks: tools and materials, inventions and innovation, Australian designers.	Term 2, Week 3
	3	CAD Drawings	Creation of a 3D model using CAD software.	Term 2, Week 3
	4	Portfolio of work	Research, presentation and communication skills	Term 2, Week 4
	5	Practical Mark - Progressive	Mark for the major practical exercise.	Term 2, Week 5

Task Number	Task Type	Description	Timing	
<b>Semester 2</b>	1	Practical Mark (Minor Project)	Initial practical exercise	Term 3, Week 6
	2	Research Exercises	Project Based Learning Tasks: tools and materials, inventions and innovation, Australian designers.	Term 4, Week 3
	3	CAD Drawings	Creation of a 3D model using CAD software.	Term 4, Week 3
	4	Portfolio of work	Research, presentation and communication skills	Term 4, Week 4
	5	Practical Mark - Progressive	Mark for the major practical exercise.	Term 4, Week 5

## TASTER COUSE INFORMATION

Taster courses – Agriculture Technology, Digital Technologies, Drama, Music, and Visual Arts – are taught over an eight week rotation.

**The tasks details are the same for each rotation.**

### AGRICULTURE TECHNOLOGY

#### Areas of Assessment

- Knowledge and Understanding
- Practical Skills

Task Number	Description	Topic	Weighting %
1	Bookwork and Class Tasks	Knowledge and Understanding, Written/ ICT and Oral Skills	50
2	Practical Assessment – Farm Skills	Knowledge and Understanding, Practical Skills	50

### DIGITAL TECHNOLOGIES

The Digital Technologies taster encourages students to develop an empowered attitude towards digital technologies, use abstractions to represent and decompose real-world problems, and implement and evaluate digital solutions.

Students have the opportunity to become innovative creators of digital technologies in addition to effective users of digital systems and critical consumers of the information they convey.

Students are provided with opportunities to develop fluency in a general-purpose programming language (coding) and use these skills to solve information problems and to automate repetitive tasks.

Students will

- designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
- plans and manages the production of designed solutions
- designs algorithms for digital solutions and implements them in a general-purpose programming language

## DRAMA

### Areas of Assessment

- Making
- Performing
- Appreciating
- Knowledge and understanding
- Aural Skills
- Investigation
- Movement Skills
- Speaking Skills

### Proportion of Marks

Task Type	Weighting %
Elements of Drama - Improvisation	50
Elements of Drama - Characterisation	50

Task Number	Description	Topic	Timing
1	Elements of Drama - Improvisation	Making	Week 3
2	Elements of Drama - Characterisation	Performing	Week 6
3	Ongoing Vlog Reflections	Appreciating	Weeks 1 – 8

## MUSIC

### Areas of Assessment

- Knowledge and Understanding
- Analysis
- Research
- Performance
- Aural Skills
- Written Skills
- Presentation

### Proportion of Marks

Task Type	Weighting %
Performing	50
Bookwork	50

Task Number	Description	Topic	Timing
1	Ukulele Piece No 1	Performing	Week 3
2	Ukulele Piece No 2	Performing	Week 7
3	Open Book Test	Musicology	Weeks 3 & 7

## VISUAL ARTS

### Areas of Assessment

- Practical Skills
- Written Skills
- Knowledge and Understanding
- Problem-Solving
- Research and Investigation

### Proportion of Marks

Task Type	Weighting %
Body of Work (BOW)	80
Process Diary (VAPD)	20

Task Number	Description	Topic	Timing
1	Body of Work	Practical Component	Week 4
2	Body of Work	Practical Component	Week 8
3	Process Diary	Critical and Historical Studies Component	Week 8