

Mosman High School



Year 8 Assessment Guidelines 2025

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ASSESSMENT GUIDELINES

GENERAL POLICY

1. Assessment period:

The assessment period begins at the start of term one and finishes at the end of Term 4, 2025.

2. Reporting to students and parents:

- As each assessment task is completed students will receive full and detailed information regarding their performance in the task.
- Parents will receive two written reports. The first at the end of semester one and the second at the end of semester two.

SCHOOL ASSESSMENT

The school's assessment is intended to provide an indication of a student's attainment which is based on:

1. a wider range of syllabus objectives than is measured by examinations
2. measures and observations obtained throughout the course.

The assessments are intended to measure students' progress relative to syllabus outcomes.

Students will be given a clear assessment outline in writing at least two weeks prior to an assessment task.

RULES AND PROCEDURES

1. No marks will be given for assessment tasks that are not received by the due date and time.
2. Anyone attempting to cheat will have their task cancelled and will be awarded zero.
3. Students found to be attempting to cheat will have their parents contacted by the Head Teacher concerned.
4. Assessments prepared at home will be due to the subject teacher during the subject period timetabled for that day.
5. Assessments submitted in periods after the scheduled subject period may be awarded zero.
6. **Illness/Misadventure** - If a student is ill, or owing to reasons of genuine misadventure, is unable to attend on the day of an in-class assessment task, parents are asked to notify the school by telephone **by 9am of that day**.
7. If a student fails to complete an assessment task by the due date through illness, then they must produce a note or medical certificate so as not to incur a penalty and to have an extension of time granted. In all other situations it will be up to the discretion of the Head Teacher to determine whether an extension of time will be granted.
8. The missed assessment task must be submitted or attempted on the day the student returns to school.

CONDUCT DURING ASSESSMENT TASKS

Assessment tasks completed during class hours involve the normal rules applicable to formal external examinations. Refer to "Conduct during the Examination" below. The completion of Year 8 is conditional upon satisfactory attendance, application and completion of course requirements.

EXAMINATION PROCEDURES

COMPLETION OF COURSE REQUIREMENTS

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

1. followed the course developed or endorsed by NSW Education Standards Authority (NESA); and
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
3. achieved some or all of the course outcomes.

Students who have not complied with the above requirements should be regarded as not having satisfactorily completed the course. An interview with the Principal may occur to discuss the student's progress.

EXAMINATION DATES AND TIMES

Students are expected to note the time of examinations and be ready to participate 15 minutes before the scheduled time.

EQUIPMENT FOR THE EXAMINATION

Before the examination, it is the student's responsibility to clarify:

- a) equipment that should be provided by the student
- b) items which will be provided by the exam supervisor

It is the responsibility of the student to make sure this information is obtained

The teacher may inspect any equipment brought into the examination room.

Only approved calculators may be used.

It is not permitted to borrow equipment during examinations.

CONDUCT DURING THE EXAMINATION

1. A student must follow the day-to-day rules of the school when sitting for examinations.
2. A student must follow the supervisor's instructions at all times and must behave in a polite and courteous manner towards the supervisors and other students.
3. A student must NOT:
 - a) eat in the examination room
 - b) speak to any person other than the teacher during an examination
 - c) behave in a way likely to disturb the work of any other students or upset the conduct of the examination
 - d) take a mobile phone or communications device into the examination room.
4. If these rules are not followed, or if a student cheats in the examinations in any way, they will be reported to the Principal and may be removed from the examination room and receive zero for the task.

Subject Listing (Alphabetical)

MANDATORY

ENGLISH

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1. Term 1 - Week 5	20	Imaginative writing	EN4-URA-01 EN4-ECA-01 EN4-ECB-01	Storytelling
2. Term 2 - Week 2	20	Imaginative and Reflective	EN4-URB-01 EN4-ECA-01 EN4-ECB-01	Poetry and Emotions
3. Term 3 – Week 2	30	Critical	EN4-RVL-01 EN4-URB-01 EN4-URC-01	Close study of text
4. Term 3 – Week 10	30	Critical	EN4-RVL-01 EN4-URC-01 EN4-ECA-01	Introduction to Shakespeare
5. Term 4 – Week 7	Formative	Persuasive		Non-fiction
Total	100			

<https://curriculum.nsw.edu.au/learning-areas/english-k-10-2022/outcomes>

ENGLISH – OBJECTIVES AND OUTCOMES

Reading, viewing and listening to texts:

EN4-RVL-01 Uses a range of personal, creative and critical strategies to read texts that are complex in their ideas

Understanding and responding to texts:

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

Expressing ideas and composing texts:

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

HISTORY

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed
1. Term 1 – Week 5	15	History Skills Task	HT4-1, HT4-2, HT4-5, HT4-4
2. Term 2 – Week 3	25	Ancient Egypt Travel Journal	HT4-2, HT4-3, HT4-6, HT4-9
3. Term 3 – Week 2	30	Ancient China Personality Study	HT4-3, HT4-4, HT4-7, HT4-8
4. Term 4 – Week 2	30	Medieval Europe Multimodal Task	HT4-6, HT4-8, HT4-9, HT4-10
Total	100		

HISTORY – OBJECTIVES AND 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 an historical inquiry

HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past

HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past.

LANGUAGES

CHINESE FRENCH ITALIAN JAPANESE SPANISH

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1. Term 1 - Week 8	20	Conversation/Presentation and/or Written Task	ML4-INT-01 ML4-UND-01 ML4-CRT-01	Interacting Understanding texts Creating texts
2. Term 2 - Week 3	25	Topic Test - based on language content and incorporating at least one skill	ML4-INT-01 ML4-UND-01 ML4-CRT-01	Interacting Understanding texts Creating texts
3. Term 3 - Week 7	30	Class Task - incorporating one or more skills	ML4-INT-01 ML4-UND-01 ML4-CRT-01	Interacting Understanding texts Creating texts
4. Term 4 - Week 3	25	Class Task - based on understanding, creating and/or interacting	ML4-INT-01 ML4-UND-01 ML4-CRT-01	Interacting Understanding texts Creating texts
Total	100			

LANGUAGES– OBJECTIVES AND OUTCOMES

A student:

- ML4-INT-01 exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
- ML4-UND-01 interprets and responds to information, opinions and ideas in texts to demonstrate understanding
- ML4-CRT-01 creates a range of texts for familiar communicative purposes by using culturally appropriate language

MATHEMATICS

The purpose of assessment is to gather valid, reliable and useful information about student learning in order to monitor student achievement, guide teaching and learning opportunities, and to provide ongoing feedback to students to improve learning.

In addition to the formal assessments outlined below, maths students will be provided with opportunities to demonstrate their learning through a variety of assessment activities, including assignments, as part of an ongoing process.

Teachers will use a range of assessment strategies, both formal and informal, to plan for, and to gather evidence of student learning. Examples include diagnostic tests, topic tests, mini quizzes, assignments etc. These may be used for semester reports.

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1. Term 1 – Week 9	10	Assignment	MAO-WM-01 MAO-ARE-C-01	Area
2. Term 2 – Week 2	30	Written Task	MAO-WM-01 MA4-PYT-C-01 MA4-ARE-C-01 MA4-ALG-C-01	Right-angled Triangles (Pythagoras' Theorem) Area Algebraic Techniques
3. Term 3 – Week 3	30	Written Task	MAO-WM-01 MA4-FRC-C-01 MA4-VOL-C-01 MA4-RAT-C-01	Fractions, Decimals and Percentages Volume Ratios and Rates
4. Term 4 – Week 4	30	Written Task	MAO-WM-01 MA4-EQU-C-01 MA4-DAT-C-02 MA4-LIN-C-01	Equations Data Analysis Linear Relationships
Total	100			

MATHEMATICS – OBJECTIVES AND OUTCOMES

The Stage 4 outcomes in the mathematics course are divided into the following strands:

- Working Mathematically
- Number and Algebra
- Measurement and Space
- Statistics and Probability

For more detailed information on the Stage 4 content and outcomes, refer to the NSW Education Standards Authority

<https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k10-2022/overview>

MUSIC

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1.Term 1 – Week 9 Composition	30	Students use technology to compose a piece of music	4.4, 4.6, 4.10	Music and Technology
2.Term 2 – Week 3 Musicology	20	Students complete a test linked to listening and music theory	4.7, 4.8, 4.9	Film Music
3.Term 3 – Week 6 Performance	20	Students develop an understanding of chords in music	4.1, 4.2	Blues Music
4.Term 4 – Week 3 Composition – 10% Performance – 20%	30	Students create their own chord charts and lead sheets to perform.	4.3, 4.5	Rock and Pop Music
Total	100			

Component	Term 1	Term 2	Term 3	Term 4
Performance			20	20
Composition	30			10
Listening		20		
Weighting %	30	20	20	30

MUSIC OBJECTIVES AND OUTCOMES

A student:

- 4.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of musical concepts
- 4.2 performs repertoire in a range of styles and genres demonstrating interpretations of musical notation and the application of technology
- 4.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 4.4 demonstrates an understanding of the musical concepts through improvising, arranging, and composing in styles or genres of music selected for study
- 4.5 notates own compositions, applying forms of notation appropriate to the music selected for study
- 4.6 uses different forms of technology in the composition process
- 4.7 demonstrates an understanding of musical concepts through the analysis, historical contexts
- 4.8 demonstrates an understanding of musical concepts through aural, discrimination, memorisation and notation of the music selected for study
- 4.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology and the interpretation and analysis of scored used in music selected for study
- 4.10 demonstrates an understanding of the influence and impact of technology in music.

PDHPE

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes
1. Term 1 – Week 9	25	PE Practical Skill and Tactics	PD4-5
2. Term 2 – Week 3	25	Individual Research Project (Nutrition)	PD4-7, PD4-9
3. Term 3 – Week 9	25	Exam – Decision Making	PD4-7, PD4-11
4. Term 4 – Week 4	25	PE Practical	PD 4-10
Total	100		

Note: Report 1 will be based on two (Dance) tasks and Report 2 will be based on two tasks.

PDHPE – OBJECTIVES AND 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 contexts
- PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences.

SCIENCE

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1. Term 1 - Week 7	20	Research	SC4-11PW, SC4-7WS, SC4-9WS	Energy Transformations - Diagrams constructed by students and handed in and on same day as description written in class using diagrams
2. Term 2 – Week 2	30	Common Test	SC4-16CW, SC4-17CW, SC4-4WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS	Energy & Electricity
3. Term 2 - Weeks 5-6	20	Group Student Research Project	SC4-17CW, SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS	Investigation and Experimental Report done in Class
4. Term 4 - Week 2	30	Common Test	SC4-14LW, SC4- 15LW, SC4- 13ES, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS	Ecosystems
Total	100			

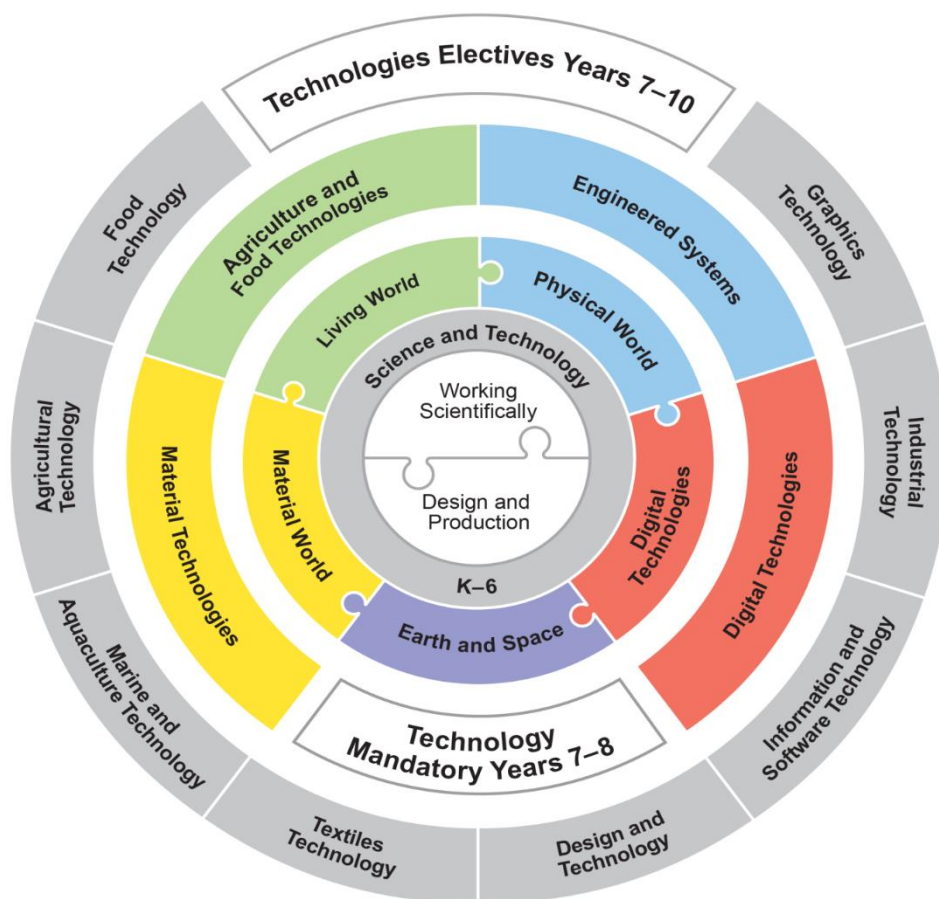
Note: Class tasks may be used to calculate estimates and rankings if necessary.

SCIENCE – OBJECTIVES AND 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 of 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 how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life.

TECHNOLOGY



DESIGN PROJECTS

Design Projects involve the design, production and evaluation of quality solutions that are functional and meet identified needs or opportunities. Students must undertake a minimum of four and a maximum of eight design projects.

For each design project students will develop a design folio as a document that provides ongoing evidence of the application of a design process and the specific technologies used in this process. This folio will document the students addressing the following:

1. In general, the design projects, presented to students by their teachers, are governed by the teacher's expertise and the classroom which the class is timetabled into for Technology. For example, the type of project attempted in a TAS kitchen will be very different from one presented in a Computer Learning Space and so on
2. Design projects consist of four main areas: research, planning and design development, producing and evaluation. As a guide, most teachers would expect the following timetable for the completion of the design project.

TECHNOLOGY Continued

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed	Components
1. Term 1 – Week 8	10	Design Research Task	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-9MA, TE4-6FO, TE4-10TS	Design Production, Agriculture and Food Technologies, Digital Technologies, Engineered Systems, Materials Technologies
2. Term 2 – Week 2	30	Project 1 and Folio	TE4-1DP, TE4-2DP, TE4-4DP, TE4-7DI, TE4-10TS	
3. Term 3 – Week 2	30	Project 2 and Folio	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN, TE4-10TS	
4. Term 4 – Week 2	30	Project 3 and Folio	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS	
Total	100			

- Throughout the year, students complete different design projects in 10-week cycle. Each project is based on a different focus area (Agriculture and Food Technologies, Digital Technologies, Engineered Systems, and Materials Technologies) and the order of projects will vary according to the class and teacher.
- Design projects involve students learning practical skills before the project is attempted. Students complete a written portfolio for each project, documenting their design process.

TECHNOLOGY OBJECTIVES AND OUTCOMES

Agriculture and Food Technologies

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
TE4-5AG	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
TE4-10TS	explains how people in technology related professions contribute to society now and into the future.

TECHNOLOGY OBJECTIVES AND OUTCOMES – Continued

Digital Technologies

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
TE4-4DP	designs algorithms for digital solutions and implements them in a general-purpose programming language
TE4-7DI	explains how data is represented in digital systems and transmitted in networks
TE4-10TS	explains how people in technology related professions contribute to society now and into the future.

Engineered Systems

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
TE4-8EN	explains how force, motion and energy are used in engineered systems
TE4-10TS	explains how people in technology related professions contribute to society now and into the future.

Material Technologies

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
TE4-9MA	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

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1. Term 1 – Week 10	10	Written Task (hand-in)	4.8, 4.9, 4.10 4.1, 4.2, 4.3, 4.4, 4.5	Art Criticism/Art History
	25	Body of Work VAPD (classwork)	4.6	Art Making
2. Term 2 – Week 10	10	Written Task (hand-in)	4.8 4.1, 4.3, 4.4, 4.5, 4.6	Art Criticism/Art History
	25	Body of Work VAPD (classwork)		Art Making
3. Term 3 – Week 10	10	Written Task (hand-in)	4.7, 4.9	Art Criticism/Art History
4. Term 4 – Week 2	20	Body of Work VAPD (classwork)	4.1, 4.3, 4.4, 4.5, 4.6	Art Making
Total	100			

Total made up of: 70% Art Making, 30% Art Criticism/Art History.

VISUAL ARTS – OBJECTIVES AND OUTCOMES

A student:

- 4.1 use a range of strategies to explore different art making conventions and procedures to make artworks
- 4.2 explores the function of and relationships between the artist-artwork-world-audience
- 4.3 makes artwork 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 visual arts
- 4.5 investigates ways to develop meaning in their artworks
- 4.6 select 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.

SPECIAL PROGRAMS

ACADEMIC EXTENSION

The following tasks will be used throughout the year to determine the satisfactory achievement of the outcomes.

Assessments 2025

Task number Date	Weighting	Task description	Outcomes assessed	Component
1. Term 1 - Week 9	25	Case Study Analysis	ACEXT-1 ACEXT-5	Investigation
2. Term 2 - Week 4	20	Journal Article	ACEXT-4 ACEXT-5	Research
3. Term 3 - Week 7	30	Exploratory Writing	ACEXT-2 ACEXT-3	Critical Inquiry
4. Term 4 - Week 3	25	Group Task	ACEXT-1 ACEXT-6	Presentation

Note: For each semester students in Academic Extension will receive a grade on the scale: A-E.

Projects may change as competitions and real-world opportunities arise.

ACADEMIC EXTENSION – OBJECTIVES AND OUTCOMES

- ACEXT -1** Apply knowledge and critical thinking to explore complex ideas in different contexts.
- ACEXT -2** Solve real-world problems by developing and refining solutions, drawing conclusions, and synthesising big ideas.
- ACEXT – 3** Reflect on learning to improve skills and apply ideas in new situations.
- ACEXT – 4** Evaluate arguments and ideas, identifying strengths, weaknesses, and logical flaws.
- ACEXT – 5** Investigate secondary research, synthesising information to build logical arguments and propose justified conclusions.
- ACEXT – 6** Design group projects, demonstrating initiative, fostering creativity, and ensuring shared responsibility through effective collaboration.

DANCE - SPECIAL PROGRAM

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1. Term 1 - Week 9	35	Group performance and portfolio	DA4-PER-01	What makes a successful Dance Company?
2. Term 2 - Week 9	35	Group/Individual performance/ composition	DA4-COM-01	Musical Theatre
3. Term 3 - Week 8	30	Class performance of <i>Revelations</i> and individual written component.	DA4-APP-01	Revelations
4. Term 4		Integrated Study		Integrated Study
Total	100			

DANCE SP – OBJECTIVES AND OUTCOMES

A student:

DA4-PER-01 performs dance works, demonstrating safe dance practice, dance technique and performance quality

DA4-COM-01 creates movements using the elements of dance to communicate an idea and intent

DA4-APP-01 describes dance works from a range of contexts using the elements of dance

DRAMA - SPECIAL PROGRAM

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1. Term 1 - Week 7	30	Documentary theatre Group performance	4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.2, 4.3.1	Performing Making
2. Term 2 - Week 4	25	Performance of monologue and Logbook	4.1.1, 4.1.3, 4.1.4, 4.2.1, 4.2.2	Performing Making Critically appreciating
3. Term 3 - Week 9	25	Costume design project Melodrama	4.1.1, 4.2.2, 4.3.1	Making Critically appreciating
4. Term 4 - Week 4	20	Production and performance of a melodrama play	4.1.1, 4.1.2, 4.1.4, 4.2.1, 4.2.2	Performing Making
Total	100			

DRAMA SP – OBJECTIVES AND OUTCOMES

A student:

- 4.1.1 identifies and explores the elements of drama to develop belief and clarity in role, situation and action
- 4.1.2 improvises and playbuilds through group devised processes
- 4.1.3 devises and enacts drama using scripted and unscripted material
- 4.1.4 uses performance skills to communicate dramatic meaning
- 4.2.1 experiments with performance spaces and production elements appropriate to purpose and audience
- 4.2.2 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 form performance styles techniques and conventions in drama.

MATHEMATICS - ACCELERATED

Assessments 2025

Task number Date	Weighting\ %	Task description	Outcomes assessed	Component
1. Term 1 – Week 9	10	Assignment	MAO-WM—01 MA5-PRO-P-01	Probability
2. Term 2 – Week 4	30	Written Task	MAO-WM—01 MA5-MAG-C-01 MA5-PRO-P-01 MA5-ALG-C-01 MA5-ALG-P-01 MA5-ALG-P-02	Numbers of any magnitude Probability Algebraic techniques A, B, C
3. Term 3 – Week 4	30	Written Task	MAO-WM—01 MA5-DAT-P-01 MA5-DAT-C-01 MA5-FIN-C-01 MA5-EQU-C-01	Data analysis A and C Financial mathematics A Equations A
4. Term 4 – Week 3	30	Written Task	MAO-WM—01 MA5-EQU-C-01 MA5-ARE-C-01 MA5-LIN-C-01 MA5-LIN-C-02 MA5-IND-P-01 MA5-IND-C-01	Equations A Area and surface area A Linear relationships A and B Indices A and B
Total	100			

MATHEMATICS ACCELERATED – OBJECTIVES AND OUTCOMES

The purpose of assessment is to gather valid, reliable and useful information about student learning in order to monitor student achievement, guide teaching and learning opportunities, and to provide ongoing feedback to students to improve learning.

In addition to the formal assessments outlined below, maths students will be provided with opportunities to demonstrate their learning through a variety of assessment activities, including assignments, as part of an ongoing process. Teachers will use a range of assessment strategies, both formal and informal, to plan for and to gather evidence of student learning. Examples include diagnostic tests, topic tests, mini quizzes, assignments etc.

The Stage 5 outcomes in the mathematics course are divided into the following strands:

- Working Mathematically
- Number and Algebra
- Measurement and Space
- Statistics and Probability.

For more detailed information on the Stage 5 content and outcomes refer to the NESA of Studies website:

<https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k-10-2022/outcomes>

MUSIC - SPECIAL PROGRAM

Special Music provides a platform for continuous development of traditional and contemporary performance, composition and listening skills using the opportunities, resources and experienced staff of Mosman High.

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1. Term 1 - Week 7	25	Instrument recording and research podcast	4.7, 4.8, 4.10	Musicology
2. Term 2 - Week 4	25	Small ensemble performance	4.1, 4.2, 4.4	Performance
3. Term 3 - Week 5	25	Composition task	4.5, 4.6, 4.9	Performance
4. Term 4 - Week 3	25	Solo performance	4.1, 4.2, 4.3	Performance
Total	100			

MUSIC SP – OBJECTIVES AND OUTCOMES

A student:

- 4.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of musical concepts
- 4.2 performs repertoire in a range of styles and genres demonstrating interpretations of musical notation and the application of technology
- 4.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 4.4 demonstrates an understanding of the musical concepts through improvising, arranging, and composing in styles or genres of music selected for study
- 4.5 notates own compositions, applying forms of notation appropriate to the music selected for study
- 4.6 uses different forms of technology in the composition process
- 4.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social cultural and historical contexts
- 4.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation of the music selected for study
- 4.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology and the interpretation and analysis of scores used in music selected for study
- 4.10 demonstrates an understanding of the influence and impact of technology in music.

VISUAL ARTS – SPECIAL PROGRAM

These units of work may vary when responding to the nature and needs of the class. These students should participate in art competitions and exhibitions in and outside the school. Students will be notified as dates are known.

Units:

1. **Daily Ritual:** Lino print
2. **Shells, fossils and bones:** Drawing and Assemblage
3. **Figure composition:** 3D forms

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed	Component
1. Term 1 – Week 10	Practical ► 25 Theory ► 10	Practical Descriptive - Drawing, Photography, Printmaking Critical and Historical Studies Image Research and Written Assignment/Oral Presentation.	4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 4.8	Art Making Art Criticism Art History
2. Term 2 – Week 10	Practical ► 30 Theory ► 10	Practical Construction of - Figures using ceramics and armature Practical - Drawing, Painting and Assemblage Environment Theme Technical Quiz Narrative Writing	4.3, 4.5, 4.6 4.7, 4.8, 4.10	Art Making Art Criticism Art History
3. Term 3 – Week 10	Practical ► 15	Critical and Historical Studies	4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9	Art Making Art Criticism Art History
4. Term 4 – Week 2	Theory ► 10	Research Task	4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9	Art Making Art Criticism Art History
Total	100			

For all units of work the practical/theory ratio is 70:30

VISUAL ARTS SP– OBJECTIVES AND OUTCOMES

A student:

- 4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks
- 4.2 explores the function of and relationships between the artist-artwork-world-audience
- 4.3 makes artwork that involves some understanding of the frames
- 4.4 recognise and uses aspects of the world as a source of ideas, concepts and subject matter in visual arts
- 4.5 investigates ways to develop meaning in their artworks
- 4.6 selects different materials and techniques to make artworks

Critical and historical studies

- 4.7 explores aspects of practice in critical and historical interpretations of art
- 4.8 explores the function and relationships between artist/artwork/artworld/audience
- 4.9 begins to interpret how art can be interpreted from different points of view
- 4.10 recognises how art criticism and art history construct meanings.

YEAR 8 ASSESSMENT TIMELINE 2025

Term 1

Week	Weighting %	Subject	Task
5	15	History	History Skill Task
	20	English	Imaginative Writing
7	30	Drama SP	Documentary theatre, Group performance.
	25	Music SP	Instrument recording and research podcast
	20	Science	Research: Energy Transformations – Diagrams constructed by students and handed in and on same day as description written in class using diagrams
8	20	Languages	Conversation/Presentation and/or Written Task
	10	Technology	Design Research Task
9	25	Academic Ext	Case Study Analysis
	10	Mathematics	Assignment: Area
	10	Mathematics Acc	Assignment: Probability
	30	Music	Composition
	35	Dance SP	Group performance and portfolio
	25	PDHPE	PE Practical Skills and Tactics
10	35	Visual Arts	Written Task (hand-in): Art Criticism/Art History (10%) and Body of Work VAPD (classwork): Art Making (25%)
	35	Visual Arts SP	Practical (25%) and Theory (10%)

Term 2

Week	Weighting	Subject	Task
2	20	English	Imaginative and reflective
	30	Mathematics	Written Task (Pythagoras' Theorem; Area; Algebraic Techniques)
	30	Science	Common Test: Energy and Electricity
	30	Technology	Project 1 and Folio
3	25	History	Ancient Egypt Travel Journal
	25	Languages	Topic Test – based on language content & incorporating at least one skill
	20	Music	Musicology
	25	PDHPE	Individual Research Project (Nutrition)
4	20	Academic Ext	Journal Article
	25	Drama SP	Performance of monologue and Logbook
	30	Mathematics Acc	Written task
	25	Music SP	Small ensemble performance
5-6	20	Science	Group Student Research Project: Investigation & Experimental Report done in class
9	35	Dance SP	Group/Individual performance/composition
10	35	Visual Arts	Written Task (hand-in): Art Criticism/Art History (10%) and Body of Work - VAPD (classwork): Art Making (25%)
	40	Visual Arts SP	Practical (30%) and Theory (10%)

Term 3

Week	Weighting	Subject	Task
2	30	History	Ancient China Personality Study
	30	English	Critical
	30	Technology	Project 2 and Folio
3	30	Mathematics	Written Task (Fractions, Decimals and Percentages; Volume; Ratios and Rates)
4	30	Mathematics Acc	Written task
5	25	Music SP	Composition task
6	20	Music	Performance
7	30	Academic Ext.	Exploratory Writing
	30	Languages	Class Task – incorporating one or more skills
8	30	Dance SP	Class performance of <i>Revelations</i> and individual written component
9	25	Drama SP	Costume design project, Melodrama
	25	PDHPE	Exam: Decision Making
10	30	English	Critical
	10	Visual Arts	Written Task (hand-in): Art Criticism/Art History
	15	Visual Arts SP	Practical

Term 4

Week	Weighting	Subject	Task
Term 4	N/A	Dance SP	Integrated Study
2	30	History	Medieval Europe Multimodal Task
	30	Science	Common Test: Ecosystems
	30	Technology	Project 3 and Folio
	20	Visual Arts	Body of work VAPD (classwork) – Artmaking
	10	Visual Arts SP	Theory
3	25	Academic Ext	Group Task
	25	Languages	Class Task – based on understanding & interpreting information
	30	Mathematics Acc	Written task
	30	Music	Composition (10%), Performance (20%)
	25	Music SP	Solo performance
4	20	Drama SP	Production and performance of a melodrama play
	30	Mathematics	Written Task (Equations, Data Analysis, Linear Relationships)
	25	PDHPE	PE Practical
7	Formative	English	Persuasive