



# YEAR 8 2021

ASSESSMENT OVERVIEW

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Assessment is an inevitable part of school life, but it can also be an avenue for students to engage deeply with their learning as they demonstrate what they know, understand and can do. When assessment is approached this way, as opportunity rather than imposed task, students can step deliberately into the challenges assessment offers, exhibit growth and be proud of their achievements. At Trinity we believe high quality assessment drives high quality teaching and learning experiences. We have clearly defined the purpose of assessment as identifying where students are in their learning, so we can show their growth and achievement and design future learning. We have articulated the Assessment Principles that guide teams of teachers in designing an appropriate assessment programme for each Course offered<sup>1</sup>. The core of these principles is that assessment is learner-centred: an assessment programme should offer students varied and meaningful ways for them to develop their knowledge, understanding and skills, and it should provide appropriate choice and challenge for diverse learners.

As you peruse the assessment overview offered for each subject you will find the Learning Outcomes to which the students are working. These Learning Outcomes will appear on both the Semester 1 and Semester 2 Reports and each assessment opportunity offered to students will be mapped to one or more of these Outcomes.

The subject overview also identifies the course based assessment tasks all students in a cohort will complete, as well as the kinds of class based learning evidence that will support student growth within the Learning Outcomes. Both course and class based evidence will be assessed against the Common Grade Scale<sup>2</sup> as teachers make a professional judgement to assign a Report Grade to each student<sup>3</sup>.

Finally, this assessment resource contains a term by term calendar scheduling the course based assessment tasks for each subject. These tasks require significant synthesis and preparation, and the schedule allows families to plan effectively, supporting the development of sound learning habits. Students should expect, in addition to these course based tasks, to be completing and receiving feedback on smaller class based tasks throughout each unit of work. All assessment notifications for course based tasks will be received by students through Canvas, the Learning Management System used by the School. Students will also have access to the results (marks and / or grades) of these assessment tasks as they are released by their teachers through the Canvas markbook.

I wish each boy success in his learning throughout 2021. I am confident that if he steps deliberately into the assessment opportunities contained here, he will find areas of passion, areas of challenge, and genuine satisfaction in the growth he experiences.

**Deborah Williams**  
Academic Dean

<sup>1</sup> The TGS Assessment Principles can be found on page 3

<sup>2</sup> The Common Grade Scale is mandated by the New South Wales Educational Standards Authority as the standard against which all student work is measured in NSW. It can be found on page 4

<sup>3</sup> At Trinity we will continue to expand the Common Grade Scale for Reports using a 15 point scale from A+ to E-

# ASSESSMENT PRINCIPLES

The main purpose of assessment at Trinity is to identify where students are in their learning so we can show their growth and achievement and design future learning.



At Trinity, assessment opportunities are:

## LEARNER-CENTRED

Learner-centred assessment allows all students genuine opportunity to successfully demonstrate what they know, understand, and can do. Assessment is differentiated for both support and extension so all students are challenged.



## GROWTH-FOCUSSED

Growth-focused assessment provides specific feedback and identifies areas for improvement, giving students clear next steps. Specific data will inform teachers' planning. Students are assessed, and given opportunities to improve, within clearly described standards.



## MEANINGFUL

Meaningful assessment allows discipline specific knowledge and skills to be assessed alongside Trinity transdisciplinary learning skills. Students are encouraged to demonstrate learning in diverse ways that include student voice, choice and real-world applications.



## SELF-REFLECTIVE

Self-reflective assessment encourages reflection on personal growth and achievement. Students work with their teachers to negotiate goals, identify strengths and accept increasing responsibility for their learning growth.



## TRANSPARENT

Transparent assessment ensures expectations are communicated to students by outlining learning intentions, success criteria and curriculum connections.



## THE COMMON GRADE SCALE

The Common Grade Scale shown below can be used to report student achievement in both primary and junior secondary years in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

### A

The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

### B

The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

### C

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

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

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.

# CHINESE

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## LEARNING OUTCOMES

### Listening for Comprehension

- Listens to spoken Chinese and understands information, ideas and opinions

### Speaking to Communicate

- Speaks Chinese to exchange and respond to information, ideas and opinions

### Reading for Comprehension

- Reads texts of Chinese and understands information, ideas and opinions

### Writing to Communicate

- Writes texts of Chinese to exchange and respond to information, ideas and opinions

## ASSESSMENT OPPORTUNITIES

Unit of Work	Course Based Assessment	Term and Week	Examples of class based learning evidence
Hi, how are you? Family, Pets and Home	N/A	Ongoing	Aural / Reading Comprehension Tasks; Speaking Tasks; Vocabulary Quiz, Book Work. Translation/Open-ended Writing Tasks (paper and online)
Hobbies	Written Test in class	Term 1 Week 6	Reading Tasks Listening Tasks Translation Tasks Writing Tasks
School	N/A	Ongoing	Aural / Reading Comprehension Tasks; Speaking Tasks; Vocabulary Quiz, Book Work. Translation/Open-ended Writing Tasks (paper and online)
Food and Drink	Written Test in class	Term 3 Week 6	Listening Tasks Translation Tasks Writing Tasks including Cultural knowledge

# CHRISTIAN STUDIES

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## LEARNING OUTCOMES

### Biblical literacy

- Reads and comprehends Biblical texts in their context

### Theological and philosophical understanding

- Analyses connections between Biblical texts and demonstrates understanding of Christian teaching

### Application of Christian thought

- Identifies and reflects on the implications of Christian teaching for themselves and others

## ASSESSMENT OPPORTUNITIES

Unit of Work	Course Based Assessment	Term and Week	Examples of class based learning evidence
Character of God	In-class group presentation	Term 1 Week 3 in timetabled classes	Terms and definitions quiz Multiple choice questions Infographic
Wisdom for Living	Wisdom topical analysis	Term 2 Week 4 in timetabled classes	Blog Lotus diagram
Life in the Kingdom	Semon on the Mount Analysis	Term 3 Week 4 in timetabled classes	Analytical paragraph

# CLASSICAL GREEK

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## LEARNING OUTCOMES

### Reading for comprehension

- Reads texts of Classical Greek and understands information, ideas and opinions

### Words, structures and meaning

- Explains how meaning is conveyed through the words and structures of Classical Greek

### Language and Society

- Encounters and reflects on history and culture through texts of Classical Greek and English

## ASSESSMENT OPPORTUNITIES

Unit of Work	Course Based Assessment	Term and Week	Examples of class based learning evidence
The ancient Greek farmer	N/A	Ongoing	Translation, grammar analysis, exercises and manipulation of forms, tables, vocabulary in different contexts, identifying parts of speech
Slaves and politics	Written Test in class	Term 1 Week 7	Translation, grammar analysis, exercises and manipulation of forms, tables, vocabulary in different contexts, identifying parts of speech, discussion of history and culture
Women and Mythos	N/A	Ongoing	Translation, grammar analysis, exercises and manipulation of forms, tables, vocabulary in different contexts, identifying parts of speech
Homer	Written Test in class	Term 3 Week 6	Translation, grammar analysis, exercises and manipulation of forms, tables, vocabulary in different contexts, identifying parts of speech, discussion of history and culture

# ENGLISH

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## LEARNING OUTCOMES

### Knowledge and Understanding

- Comprehends texts and demonstrates understanding of ideas expressed within them

### Analysis

- Identifies the choices composers make and explains their effect

### Communication and Composition

- Makes informed choices about language and structure to express personal ideas

### Critical Thinking

- Considers the ways in which texts influence our understanding of ourselves and the world

### Reflection

- Reflects on their own thinking, learning processes and learning artefacts in order to improve understanding of themselves as a learner

## ASSESSMENT OPPORTUNITIES

Unit of Work	Course Based Assessment	Term and Week	Examples of class based learning evidence
Auteur Study Hitchcock	Oral Presentation of their own new Hitchcock film storyboard	Term 4 Week 6	Oral presentation Auteur Theory research task Storyboarding
Shakespearean Comedy	Performance task and reflection	Term 1 Week 8	Analytical Paragraphs Group performance
A Taste of Poetry	Comparative analytical response	Term 2 Week 4	Composition of a poem and reflection Analytical Paragraphs
Novel Study - Understanding the world of Trash	Portfolio Task (submission of three best pieces of work)	Term 3 Week 4	Creative composition Analytical Paragraphs
Speculative or Crime Fiction Genre	Multimodal Presentation	Term 3 Weeks 5 - 10	Multimodal Task Analytical Paragraphs



# FRENCH

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## LEARNING OUTCOMES

### Listening for Comprehension

- Listens to spoken French and understands information, ideas and opinions

### Speaking to Communicate

- Speaks French to exchange and respond to information, ideas and opinions

### Reading for Comprehension

- Reads texts of French and understands information, ideas and opinions

### Writing to Communicate

- Writes texts of French to exchange and respond to information, ideas and opinions

## ASSESSMENT OPPORTUNITIES

Unit of Work	Course Based Assessment	Term and Week	Examples of class based learning evidence
Talking about families and describing people	N/A	Term 4 2020 Ongoing	Reading Tasks Listening Tasks Translation Tasks Writing Tasks Spoken production
Talking about animals and health	Written Test in class	Term 1 Week 6	Reading Tasks Listening Tasks Translation Tasks Writing Tasks
Daily routines	N/A	Ongoing	Reading Tasks Listening Tasks Translation Tasks Writing Tasks Spoken production
School life	Written Test in class	Term 3 Week 6	Reading Tasks Listening Tasks Translation Tasks Writing Tasks

# GERMAN

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## LEARNING OUTCOMES

### Listening for Comprehension

- Listens to spoken German and understands information, ideas and opinions

### Speaking to Communicate

- Speaks German to exchange and respond to information, ideas and opinions

### Reading for Comprehension

- Reads texts of German and understands information, ideas and opinions

### Writing to Communicate

- Writes texts of German to exchange and respond to information, ideas and opinions

## ASSESSMENT OPPORTUNITIES

Unit of Work	Course Based Assessment	Term and Week	Examples of class based learning evidence
Friends and School	N/A	Term 4 2020 Ongoing	Aural / Reading Comprehension Tasks; Speaking Tasks; Translation/Open-ended Writing Tasks (paper and online)
Family and Leisure	Written Test in class	Term 1 Week 6	Reading Tasks Listening Tasks Translation Tasks Writing Tasks
Clothes and Descriptions	N/A	Ongoing	Aural / Reading Comprehension Tasks; Speaking Tasks; Translation/Open-ended Writing Tasks (paper and online)
Food and Holidays	Written Test in class	Term 3 Week 6	Listening Tasks Translation Tasks Writing Tasks including Culture knowledge

# HISTORY

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## LEARNING OUTCOMES

### Knowledge and Understanding

- Understands the nature of History, including societies, events and people of the past

### Interpreting Sources

- Understands the message, purpose and context of a variety of sources

### Historical Inquiry

- Locates, selects and draws evidence from sources to investigate the past

### Communicating

- Uses written, oral, visual and digital forms to communicate ideas and information about the past

## ASSESSMENT OPPORTUNITIES

Unit of Work	Course Based Assessment	Term and Week	Examples of class based learning evidence
The Ancient World Depth Study 1: <i>Investigating the Ancient Past</i> (including ancient Australia) + The Ancient World Depth Study 2: <i>The Mediterranean World</i>	Assessment 1: Virtual Site Study (hand in)	Term 4 Week 5 Thursday 12 November by 8:00am	Source captions; Image bank; Canvas quiz; Report plan
The Ancient World Depth Study 3: <i>The Asian World</i>	Assessment 2: Source-based Oral Presentations (in-class) - presentations will take place over several lessons	Term 1 Week 7 Tuesday 9 March to Thursday 11 March	Annotated sources; practice podcast; presentation plan; class discussion
The Ancient to Modern World Depth Study 4: <i>The Western &amp; Islamic World</i>	Assessment 3: Research Report (hand-in by electronic upload to Canvas)	Term 2 Week 7	Report plan; planned paragraph; sample bibliography; Canvas survey; Canvas discussion board
The Ancient to Modern World Depth Study 5: <i>The Asia-Pacific World</i>	Assessment 4: Source-based Extended Response (in-class) - the task will run during the second History lesson of the week	Term 3 Week 6 Starting 16 August	Note-taking scaffold; thesis statement; topic sentences; source annotations; practice questions

## LEARNING OUTCOMES

### Reading for Comprehension

- Reads texts of Latin and understands information, ideas and opinions

### Words, structures and meaning

- Explains how meaning is conveyed through the words and structures of Latin

### Language and society

- Describes and reflects on history and culture through texts of Latin and English

## ASSESSMENT OPPORTUNITIES

Unit of Work	Course Based Assessment	Term and Week	Examples of class based learning evidence
Family Life	N/A	Term 4 2020 Ongoing	Translation, grammar analysis, exercises and manipulation of forms, tables, vocabulary in different contexts, identifying parts of speech
Life and Education	Written Test in class	Term 1 Week 6	Translation, grammar analysis, exercises and manipulation of forms, tables, vocabulary in different contexts, identifying parts of speech, discussion of history and culture
The Trojan War	N/A	Ongoing	Translation, grammar analysis, exercises and manipulation of forms, tables, vocabulary in different contexts, identifying parts of speech
Dido and Aeneas	Written Test in class	Term 3 Week 6	Translation, grammar analysis, exercises and manipulation of forms, tables, vocabulary in different contexts, identifying parts of speech, discussion of history and culture

# MANDARIN FOR LIFE

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## LEARNING OUTCOMES

### Reading for Comprehension

- Reads simple Chinese texts and understands information, ideas and opinion

### Words, structures and meaning

- Explains how meaning is conveyed through the words and structures of texts

### Language and society

- Describes and reflects on culture through texts of Chinese and English

## ASSESSMENT OPPORTUNITIES

Unit of Work	Course Based Assessment	Term and Week	Date and Period	Examples of class based learning evidence
Mandarin for Life	Learning evidence is collected through ongoing class and homework tasks	N/A	N/A	Vocabulary building, producing and editing English translations, vocabulary in different contexts, research into historical contexts, application and discussion of language into appropriate contexts and researching and presenting aspects of Chinese Culture using a range of information and communication technologies. Speaking activities

# MATHEMATICS

## LEARNING OUTCOMES

### Working Mathematically

- Demonstrates fluency in working mathematically by choosing and applying problem-solving skills and mathematical reasoning

### Number and Algebra

- Demonstrates efficient strategies for numerical calculation and applies algebraic techniques

### Measurement and Geometry

- Identifies properties of shapes and objects; applies geometric reasoning and measurement concepts

### Statistics and Probability

- Collects, represents, analyses, interprets and evaluates data and uses probabilities to make sound judgements

## ASSESSMENT OPPORTUNITIES

Unit of Work	Course Based Assessment	Term and Week	Examples of class based learning evidence
Data collection and representation, single variable data analysis	Common in-class written task (open book)	Term 4 Week 7	Collects, represents and interprets single sets of data, using appropriate statistical displays. Analyses single sets of data using measures of location, and range; communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols; recognises and explains mathematical relationships using reasoning, represents probabilities of simple and compound events
Financial Mathematics: Rates and Ratios	Project and Online Quiz - take home	Issued: Term 1 Week 5  Term 1 Week 7	Applies appropriate mathematical techniques to solve problems; Solves financial problems involving purchasing goods; operates with ratios and rates, and explores their graphical representation
Measurement (area, volume, surface area), Pythagoras' Theorem	Common in class written test	Term 2 Week 7	Uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area; uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume; applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems; applies appropriate mathematical techniques to solve problems
Equations, Algebraic Techniques and Indices; Linear Relationships	Common in class written test	Term 3 Week 5	Operates with positive-integer and zero indices of numerical bases; generalises number properties to operate with algebraic expressions; uses algebraic techniques to solve simple linear equations, creates and displays number patterns, graphs and analyses linear relationships; and performs transformations on the Cartesian plan

# MUSIC

## LEARNING OUTCOMES

### Literacy, Understanding and Interpretation

- Demonstrates an understanding of the concepts of music

### Creativity and Risk-Taking

- Experiments in order to create, present and interpret new musical ideas

### Technical Proficiency (in performance, technology and composition)

- Demonstrates increasing proficiency in performance, technology and composition

### Collaboration

- Works collaboratively with peers to make music in a meaningful way

## ASSESSMENT OPPORTUNITIES

Unit of Work	Course Based Assessment	Term and Week	Examples of class based learning evidence
Music for Media (Technology focus)	Composition Creation of an original TV jingle and voiceover in the style of students own choice using composition software. Along with their final musical work, students will submit a written reflection on their musical choices for the composition.	Term 1 Week 6 During timetabled class lessons	Composition and arrangement both individually and in groups using various applications and software Reflections on the impact on technology on music Analysis of the musical features of a range of repertoire relating to the topic
Australian Popular Music	Performance and Analysis Working in groups, arrange and perform an example of popular music considering the instruments and abilities available to within the group. (Students will complete self and peer assessment of their effectiveness in this collaborative learning task.) A written, concept-based analysis of the work performed will also be submitted. This work should include discussion of how all the concepts of music are used in their chosen work	Term 3 Week 5 During timetabled class lessons	Singing and playing examples of Australian Popular Music Comparison of different versions of the same song in relation to the concepts of music Arrangement and/or notation of their creative ideas inspired by an existing Australian Popular piece Research and analysis into various styles within the culture of Popular Music.

**LEARNING OUTCOMES**

**Health, Wellbeing and Relationships**

- Demonstrates understanding of factors that enable health, wellbeing and positive relationships

**Movement Skill and Performance**

- Applies skills to enhance participation and performance in lifelong physical activity

**Health, safe and active lifestyles**

- Demonstrates skills in making healthy and safe choices that promote the wellbeing of communities

**ASSESSMENT OPPORTUNITIES**

Unit of Work	Course Based Assessment	Term and Week	Examples of class based learning evidence
Managing Safety and Risk	Survival Skills in an aquatic environment	Term 4 Weeks 6 and 7 In Practical lessons	Practical Demonstration Critical Feedback Sessions Collaboration Skills
Eat Right, Live Strong	Eat Right, Live Strong	Term 1 Week 8 due on Canvas (online) by Friday at 4pm	Literacy Tasks Numeracy Tasks Quizzes and Questionnaires Critical Thinking Tasks
Movement Skills and Performance	Object Manipulation Skills	Term 2 Weeks 6 and 7 In Practical lessons	Practical Demonstration Critical Feedback Sessions Collaboration Skills
Celebrating Diversity	Celebrating Diversity	Term 3 Week 6 due on Canvas (online) by Friday at 4pm	Literacy Tasks Critical Thinking Tasks Quizzes and Questionnaires Reflection Tasks



# SCIENCE

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## LEARNING OUTCOMES

### Scientific Knowledge and Understanding

- Comprehends what it means to work scientifically, links related scientific concepts and applies knowledge to real world situations

### Scientific Inquiry Skills

- Poses focussed questions, then designs and conducts valid, reliable and safe experiments to collect data relevant to a question

### Scientific Analysis Skills

- Processes and interprets scientific data using critical thinking and problem-solving skills in order to answer a question

### Scientific Communication Skills

- Presents and reports findings to communicate a question, methodology, results and conclusion using a variety of methods (including tables and graphs)

## ASSESSMENT OPPORTUNITIES

Unit of Work	Course Based Assessment	Term and Week	Examples of class based learning evidence
Energy	Written task	Term 4 Week 7 During timetabled class lessons	Construction of a classification key  Drawing of a labelled diagram of cells with scale
Chemical World	Practical skills test	Term 1 Week 6 During timetabled class lessons	Constructs a table and a graph/interprets data Use of Laboratory equipment
Body Systems	Modelling task	Term 2 Week 8 During timetabled class lessons	Conduct a dissection and draws a labelled diagram Creation of a model of structure and function for a named organ system
Natural Resources	Written task	Term 3 Week 4 During timetabled class lessons	Answers to online quiz questions Interpretation of data

# TECHNOLOGICAL AND APPLIED STUDIES

## LEARNING OUTCOMES

### Design process: Investigating and Planning

- Researches to understand problems and designs appropriate solutions

### Design process: Skill development and Realisation

- Applies understanding and skills related to the use of materials, tools and techniques
- Demonstrates innovation and creativity to complete a quality project

### Design Process: Communicating and Evaluating

- Communicates and evaluates design ideas, solutions and projects

## ASSESSMENT OPPORTUNITIES - THREE ROTATIONS (FOOD, CLOCK AND DIGITAL TECHNOLOGIES)

FOOD Unit of Work	Course Based Assessment	Rotation 1 Term and Week	Rotation 2 Term and Week	Rotation 3 Term and Week	Examples of class based learning evidence
Food in Australia	Inquiry into indigenous food	Term 4 Week 5	Term 1 Week 9	Term 2 Week 9	Research tasks Analysing data Reporting
Community Garden Food	Inquiry and design of a sustainable community garden for a specific market	Term 1 Week 3	Term 2 Week 4	Term 3 Week 6	Illustrating, modelling, costing, presenting and evaluating Planning and recipe creation

DESIGN Unit of Work	Course Based Assessment	Rotation 1 Term and Week	Rotation 2 Term and Week	Rotation 3 Term and Week	Examples of class based learning evidence
Design Research Task	Inquiry into design styles, elements and principles of design. Form and function debate.	Term 4 Week 5	Term 1 Week 9	Term 2 Week 9	Research Task Analysing data Reporting
Product - Design Thinking Folio	Inquiry and design to communicate the development of a personalised designer product	Term 1 Week 3	Term 2 Week 4	Term 3 Week 6	Development of product designs. Use of desktop publishing software to present documentation
Product - Design, Production and Market Response	Design development and construction designer prototype to suit a market	Term 1 Week 3	Term 2 Week 4	Term 3 Week 6	Safe use of tools and machinery in the lab and workshop to develop and construct a product

DIGITAL TECHNOLOGIES Unit of Work	Course Based Assessment	Rotation 1 Term and Week	Rotation 2 Term and Week	Rotation 3 Term and Week	Examples of class based learning evidence
My Future - Computational Thinking - Research Task	Inquiry into general purpose programming and related theory	Term 4 Week 5	Term 1 Week 9	Term 2 Week 9	Research Task Analysing data Reporting
Exploration Journal	Inquiry and design tasks	Term 1 Week 3	Term 2 Week 4	Term 3 Week 6	Microbit activities Presentation of work through digital story-telling techniques

# VISUAL ARTS

## LEARNING OUTCOMES

### Investigations of art making practice

- Demonstrates ability to manipulate a variety of media

### Conceptual practice - where art comes from

- Demonstrates an understanding of how meaning is constructed and artists develop their ideas from the world

### Understanding art (terminology)

- Demonstrates understanding that artists and audiences have different intentions and employ different points of view

### Interpretations of artwork

- Responds to and writes about how artworks function in critical and / or historical contexts

### Engagement and reflection

- Enjoyment of making art and reflect on the purpose of artworks as a means of communicating ideas

## ASSESSMENT OPPORTUNITIES \*

Unit of Work	Course Based Assessment	Term and Week	Examples of class based learning evidence
Perspective Drawing	Drawing skills. Artist study and point of view.	Term 4 Week 8 During timetabled class lessons	Visual Diary Resolved scale drawing Reflection
Camera Hunt	Where ideas come from. Artists point of view. Artist study	Term 1 Week 7 During timetabled class lessons	Artist worksheet. Class discussion on content
Hybrid Creatures	Design skills. Where ideas come from. Composition development.	Term 2 Week 7 During timetabled class lessons	Resolved design Visual diary Class discussion on where ideas come from
Class Test	Artist study. Art terminology / content	Term 3 Week 5 During timetabled class lessons	Interpret artists intentions Respond to artworks
Indigenous Art	Mixed media skills. Understand where ideas come from. Artist study	Term 3 Week 6 During timetabled class lessons	Resolved artwork. Class Discussion on where ideas come from

\* The first three units of work can be done in any order depending on a room rotation due to material used

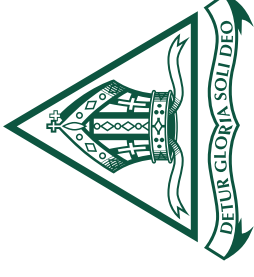
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# 8

2020  
TERM 4

## YEAR 8 | ASSESSMENT SCHEDULE



WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
12 Oct - 16 Oct	19 Oct - 23 Oct	26 Oct - 30 Oct	2 - 6 November	9 - 13 November	16 - 20 November	23 - 27 November	30 Nov - 4 Dec
				TAS Task 1 - Rotation 1	PDHPE - In Practical classes throughout the week	PDHPE - In Practical classes throughout the week	Visual Arts In Timetabled classes throughout the week
				History Task (online submission)	English Task 1	Mathematics Task 1	
						Science Task 1 In Timetabled classes throughout the week	

# 8

2021  
TERM 1

## YEAR 8 | ASSESSMENT SCHEDULE

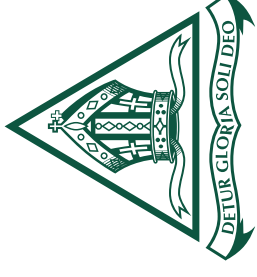


WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
25 - 29 Jan	1 Feb - 5 Feb	8 Feb - 12 Feb	15 Feb - 19 Feb	22 Feb - 26 Feb	1 Mar - 5 Mar	8 Mar - 12 Mar	15 Mar - 19 Mar	22 Mar - 26 Mar	29 Mar - 2 Apr
		<b>Christian Studies</b> In Timetabled classes throughout the week  <b>TAS</b> Task 2 - Rotation 1			<b>Science</b> Task 2 In Timetabled classes throughout the week  <b>Chinese/French/German/Latin</b> Task 2	<b>Mathematics</b> Task 2 - Hand In  <b>Music In</b> Timetabled classes throughout the week  <b>History</b> In Timetabled classes throughout the week Oral Presentations  <b>Classical Greek</b> Task  <b>Visual Arts</b> Task 2 In Timetabled classes throughout the week	<b>PDHPE - Theory - Hand in</b>  <b>English</b> Task 2	<b>TAS</b> Task 2 - Rotation 2	

# 8

2021  
TERM 2

## YEAR 8 | ASSESSMENT SCHEDULE



WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9
19 Apr - 23 Apr	26 Apr - 30 Apr	3 May - 7 May	10 May - 14 May	17 May - 21 May	24 May - 28 May	31 May - 4 Jun	7 Jun - 11 Jun	14 Jun - 18 Jun
			<b>Christian Studies</b> In Timetabled classes throughout the week  <b>TAS</b> Task 2 - Rotation 2  <b>English</b> Task 3		<b>PDHPE -</b> In Practical classes throughout the week	<b>PDHPE -</b> In Practical classes throughout the week  <b>Visual Arts</b> In Timetabled classes throughout the week  <b>History</b> Task 3 (online submission)  <b>Mathematics</b> Task 3	<b>Science</b> Task 3 in Timetabled classes throughout the week	<b>TAS</b> Task 1 - Rotation 3

# 8

2021  
TERM 3

## YEAR 8 | ASSESSMENT SCHEDULE



WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
12 Jul - 16 Jul	19 Jul - 23 Jul	26 July- 30 July	2 Aug - 6 Aug	9 Aug - 13 Aug	16 Aug - 20 Aug	23 Aug - 27 Aug	30 Aug - 3 Sep	6 Sep - 10 Sep	13 Sep - 17 Sep
			<b>Science</b> Task 4 In Timetabled classes throughout the week  <b>English</b> Task 4  <b>Christian Studies</b> In Timetabled classes throughout the week	<b>Mathematics</b> Task 4  <b>Music</b> In Timetabled classes throughout the week  <b>Visual Arts</b> In Timetabled classes throughout the week	<b>PDHPE</b> - Theory - Hand in  <b>Visual Arts</b> In Timetabled classes throughout the week  <b>TAS</b> Task 2 - Rotation 3  <b>Chinese/French/German/Latin</b> Task 4  <b>History</b> In Timetabled classes throughout the week  <b>Classical Greek</b> Task 4				





