

Dulwich High School of Visual Arts and Design

Stage 4

Year 8 Assessment Policy and Assessment Schedules



Dulwich High School
of Visual Arts & Design

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What is the Purpose of this Booklet ?

This booklet sets out the ways in which you will be assessed throughout Year 8 in all subjects.

The first pages are the school's policy on assessment in Year 8. The remaining pages are the assessment schedules for each subject:

- the assessment tasks
- when they will be held
- what percentage the task comprises in comparison to the total year's mark
- which outcomes are being assessed by the task.

These tasks are the **only** means by which students can gain marks throughout Year 8. The grade on your half yearly and yearly report will be based on your success on these tasks.

It is recommended that you take note of the dates when the tasks for each subject will be held and transfer them to your diary.

What Do I Need to Meet Year 8 Requirements?

To meet Year 8 requirements, students must have satisfactorily completed Board of Studies* approved courses of study:

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- *followed the course developed or endorsed by the Board;*
- *applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;*
and;
- *achieved some or all of the course outcomes.*

The NSW Board of Studies provides the syllabus (what is to be taught) for all subjects from Kindergarten to Year 12 as well as organising the two major examinations: the School Certificate and the Higher School Certificate. All schools in NSW, both private and government, must teach the syllabuses provided by the Board of Studies.

B. ASSESSMENT PROCEDURES

How Will I Know about Assessment Tasks?

Students will be given at least two weeks written notice of the Assessment Tasks and the outcomes to be assessed by the Task.

It is the student's responsibility to be alert to the notification of tasks. In case of absence from school, students will need to check with their teachers on the first day of their return regarding the issuing of tasks.

How are my Final Grades Achieved at DHSVAD?

- Students are set assessment tasks across the course which incorporate the knowledge, skills, objectives and outcomes of the specific syllabus.
- Teachers accumulate assessment information (cumulative assessment) from their assessment tasks.
- Student performance on set tasks is marked, monitored, tracked and recorded.
- Teachers then use individual Course Performance Descriptors (CPD's) to make professional judgments on student performance across the course. They equate student performance across the course against the most relevant CPD for each student.
- A division of students according to the CPD's is then determined. This provides a division of grades in so doing. Grades are then allocated according to this professional judgment.
- Head Teachers oversee this process in their Faculties and are responsible for the final Board of Studies grades.

What are Course Performance Descriptors (CPD) ?

A set of Course Performance Descriptors is an assessment and reporting tool to assist teachers across the State in making sound and consistent judgments about overall student achievement at the end of a course.

Course Performance Descriptors are a series of positive statements which summarise observable and measurable features of student achievement and assist teachers to award Final (Board of Studies) Grades to students based on descriptions of typical achievement from elementary to excellent.

Course Performance Descriptors describe the main features of a typical students' performance at the end of Stage 5 studies. The Areas of Assessment (at the top of the page on each set of performance descriptors) consist of the knowledge and skills objectives from the syllabus. In the School Certificate context, attitudes and values are not assessed for grading purposes.

The five vertical columns in the descriptors describe different levels of student performance.

The corresponding grade for that descriptor is then awarded to the student.

Copies of all Course Performance Descriptors are available on the Board of Studies' website www.boardofstudies.nsw.edu.au.

An example of generic Course Performance Descriptors is found below. This pattern is modified and supplemented to develop Course Performance descriptors for each course.

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.

Do I Have to Complete All Assessment Tasks?

1. The Board of Studies expects students to attempt all Assessment Tasks
2. Students must make a genuine attempt at Assessment Tasks which contribute to in excess of 50% of the available marks. If this requirement is not met, the course will not be deemed satisfactorily completed.

What Will Happen if a Task is not Completed or Submitted Late?

When a Task has not been completed or is submitted late, the following procedures will be implemented in all courses in all subjects:

Where there is no valid reason for non-completion of an Assessment Task/Examination, a zero will be recorded for that task and a Curriculum Warning Letter will be issued.

Where there is no valid reason for late submission of an Assessment Task, students will receive zero.

The Principal and relevant Head Teacher will require the following in order to decide whether the student's reason is valid:

- PRIOR NOTIFICATION of absence from the task. Other than exceptional cases (e.g. accident on the way to school) the school/ class teacher must be contacted BEFORE the task takes place, in person, by phone, letter or email.

OR

- AWRITTEN STATEMENT from the student's parent/carer explaining the absence and A DOCTOR'S CERTIFICATE where illness is involved.

OR

- A STATUTORY DECLARATION from the parent/guardian in the case of misadventure. These forms can be purchased from a Newsagency and must be signed by a Justice of the Peace. (JP)

NOTE: A Parental statement and a Doctor's Certificate/ Statutory Declaration must be received at school on the first day back after the missed task.

This documentation will be handed to the Head Teacher of the course involved.
All cases will be considered on their merits.

Provided the Principal and Head Teacher considers that a student has a valid reason for non-completion of an Assessment Task, then the following may be considered:

- an extension of time; or
- the awarding of a mark based on completion of the original task or a substitute task; or
- where neither is feasible, the Principal may authorise the use of an estimate for that task

What about Malpractice?

Malpractice is dishonest behaviour by a student which provides an unfair advantage over others.

a. Examinations

A zero mark will be recorded for malpractice in those examinations which are Assessment Tasks.

Malpractice is defined as failure to comply with examination requirements:

- failure to follow a supervisor's instructions
- communicating with other students during the examination
- disturbing the work of other students or the examination itself
- cheating by reference to other's work or to prepared work brought into the examination

No books, papers, notes, MP3 players, mobile phones or equipment other than that permitted by the Supervisor may be taken into the examination room. Approved electronic translators for specifically identified students will be allowed.

b. Assessment Tasks

Examples of malpractice in Assessment Tasks are:

- Copying, buying, stealing or borrowing someone else's work in part or whole and presenting it as your own.
- Using materials from books, journals, CD's or the internet without acknowledging the source
- Submitting work that contains a large contribution from another person, such as a parent, a coach or subject expert, that is not acknowledged
- Paying someone to write or prepare material that is associated with a task, such as process diaries, logs or journals.

What do I have to do to Satisfactorily Complete a Course?

The satisfactory completion of a course requires the Principal to have sufficient evidence that a student has:

- followed the course developed or endorsed by the Board of Studies
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved some or all of the course outcomes

Indicators of possible failure to apply yourself with 'diligence and sustained effort' or possible failure to fulfil course requirements to the school's satisfaction include:

- An excessive number of absences or lateness to school, particularly if these are unexplained.
- An excessive rate of absences from or lateness to classes in one or more courses.
- A recurring pattern of lateness or absences.
- Poor achievement in class tests, assignments etc *caused by lack of application*.
- Poor classroom behaviour (this inhibits your own, and others' learning).

- Failure to submit assessment items.
- Failure to complete class-work and homework.
- Proven case of copying, plagiarism or cheating.

If at any stage during the course it appears that a student will not achieve a sufficient number of course outcomes, a Curriculum Warning Letter will be sent. The purpose of such letters is

- (i) to give students a warning in time for them to correct the problem, and/or
- (ii) to clarify their current status regarding an unsatisfactory designation.

If students receive two or more Curriculum Warning Letters and do not address the issues concerned, they may not be regarded as having satisfactorily satisfied the course. The Principal will then give an N (Non Completion) Determination for that course. This course will then not be included on your Year 8 Report and it may mean you have to repeat the year.

Can I Redeem a Particular Curriculum Warning Letter?

If the missed assessment task is completed by the due date recorded on the Curriculum Warning Letter, a student will receive zero marks for the task but the Warning will be withdrawn. Curriculum Warning Letters caused by poor attendance or lack of diligence and sustained effort cannot, however, be redeemed.

How Will My Progress be Monitored?

The Principal and appropriate Student Adviser will review the warning documentation and attendance for Years 7 and 8 every 5 weeks.

Typically, three Curriculum Warning Letters are the minimum to result in a Review coupled with attendance rates and behaviour notifications.

Student interviews are conducted and students are supported, parents are notified by letter, explanation of issues is provided, advice is given and students are alerted to the consequences. Support, counselling and guidance is offered in an ongoing manner by Student Advisers.

Students are informed their progress and application will be reviewed again in 5 weeks.

If students ignore Curriculum Warning Letters, it could mean repeating Year 8.

ASSESSMENT SCHEDULES

ENGLISH

Component/ Unit						
	Term 1	Term 2	Term 2	Term 3	Term 3	Term 3
Composer Study	Program Director's Portfolio Week 7 Thurs 12/3					
Novel Study		Book Review/ Critical Response Week 1 Thurs 30/4				
Advertising			Visual Advert/ Radio Advert Week 9 Thurs 25/6			
Transformation				Week 3 Thurs 13/8 Writing	Week 5 Thurs 27/8 Film Questions	
Australian Poetry						Week 10 Thurs 1/10
Listening Task		Week 2 Thurs 7/5				

NB: Due dates may change because of unforeseen circumstances.

ENGLISH OUTCOMES

A student:
1 responds to and composes texts for understanding, interpretation, critical analysis and pleasure
2 uses a range of processes for responding to and composing texts
3 responds to and composes texts in different technologies
4 uses and describes language forms and features, and structures of texts appropriate to different purposes, audiences and contexts
5 makes informed language choices to shape meaning with accuracy, clarity and coherence
6 draws on experience, information and ideas to imaginatively and interpretively respond to and compose texts
7 thinks critically and interpretively about information, ideas and arguments to respond to and compose texts
8 makes connections between and among texts
9 demonstrates understanding that texts express views of their broadening world and their relationships within it
10 identifies, considers and appreciates cultural expression in texts
11 uses, reflects on and assesses individual and collaborative skills for learning.

GEOGRAPHY

Faculty : HSIE

COURSE: Global Change & Global Issues and Citizenship Stage 4 G3 & 4 G4

YEAR: 8

Learn Abouts & Outcomes assessed	Sequence	Task 1	Task 2	Task 3	Value
Global Inequalities Outcomes; 4.1, 4.2, 4.3, 4.4, 4.6, 4.8, 4.10	Term 3 Wk 5	Global Inequality Assignment			30 %
Global Change & Citizenship Outcomes; 4.1, 4.2, 4.3, 4.4, 4.7, 4.8, 4.9, 4.10	Term 3 Wk 10		Global Organisations Report		
	Term 4 Wk 6			Global Citizenship case study	70 %
Total		30%	30%	40%	100%

GEOGRAPHY OUTCOMES

- 4.1 identifies and gathers geographical information
- 4.2 organises and interprets geographical information
- 4.3 uses a range of written, oral and graphic forms to communicate geographical information
- 4.4 uses a range of geographical tools
- 4.5 demonstrates a sense of place about global environments
- 4.6 describes the geographical processes that form and transform environments
- 4.7 identifies and discusses geographical issues from a range of perspectives
- 4.8 describes the interrelationships between people and environments
- 4.9 describes differences in life opportunities throughout the world
- 4.10 explains how geographical knowledge, understanding and skills combine with knowledge of civics to contribute to informed citizenship

HISTORY

<i>Aboriginal & Indigenous Peoples, Colonisation & Contact History</i>	Sequence	Task 1	Task 2	Task 3	Value
<p>TOPIC 1: Medieval Society Outcomes: 4.1 : Describe and explain the nature of history, the main features of past societies.. and their legacy. 4.5 : Identify the meaning purpose and context of historical sources 4.7 : Identify different contexts, perspectives and interpretations of the past. 4.8 : Locate, select & organize relevant information from a number of sources, inc. ICT to conduct historical research 4.9 : Use historical terms and concepts in appropriate contexts 4.10 : Select & use appropriate, oral, written and other forms, incl ICT to communicate effectively about the past. OR</p>	Term 1 Week 5	P. P Research sociopolitical positions of the Middle Ages Or Legacy			1.30%
<p>TOPIC 1: One Early Modern Society (Islam) 4.1,4.5, 4.7, 4.8, 4.9, 4.10</p>	Term 1 Week 5	PP Research legacy			1.30%
<p>TOPIC 2: Aboriginal Peoples Outcomes: 4.7, 4.9, 4.10 4.2 : Describe significant features of aboriginal/ indigenous cultures prior to colonization 4.3 : Explain the way indigenous and non indigenous cultures.. have responded to contact with each other AND</p>	Term 1 Week 8 PT Night Wk11 T1		Myall Creek Massacre. Exposition: perspectives		2.30%
<p>TOPIC 3:An Indigenous People Outcomes: 4.2, 4.3, 4.7, 4.9, 4.10</p>	Term 2 Week 4			Inca Research and oral	3.40 %

MATHEMATICS

Year 8 Mathematics will be assessed using Topic Tests at the end of each topic. The tests will be given in class and usually within one week of the end of each topic.

At least one week's notice of the date of the test will be given.

The topics to be covered in the anticipated order will be

- Pythagoras
- Algebra
- Circles and Cylinders
- Collecting and Organising Data
- Linear Equations and Inequalities
- Data Analysis and Evaluation
- Number Planes and Straight Lines
- Surface Area and Volume
- Ratio and Rates
- Triangles and Quadrilaterals
- Similarity and Congruence

MUSIC 8

Dates	Task 1	Task 2	Task 3	Task 4	Task 5	Weightings
Term 1, Week 6	Improvisation: Pentatonic improvisation					15%
Term 1, Week 10		Performance: Group performance of African song arrangement				20%
Term 2, Week 7			Musicology/Listening: Aural test			25%
Term 3, Week 5				Performance: “Spiritual” with chordal 1,v, accompaniment		15%
Term 4, Week 2					Musicology/Listening: Yearly test	25%
Outcomes	4.4	4.1, 4.3	4.8	4.1, 4.2, 4.3, 4.10		100%

MUSIC OUTCOMES

4.1	performs in a range of musical styles demonstrating an understanding of musical concepts
4.2	performs music using different forms of notation and different types of technology across a broad range of musical styles
4.3	performs music demonstrating solo and/or ensemble awareness
4.4	demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
4.5	notates compositions using traditional and/or non-traditional notation
4.6	experiments with different forms of technology in the composition process
4.7	demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
4.8	demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
4.9	demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
4.10	identifies the use of technology in the music selected for study, appropriate to the musical context
4.11	demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
4.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

PDHPE

Component		Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Component
	Outcomes	Term 1 Week 10	Term 1 Week 10	Term 2 Week 9	Term 3 Week 2	Term 3 Week 8	Term 4 Week 4	
Mental Health	4.1, 4.2, 4.3, 4.13	Mental Health Promotion Poster						Mental Health
Athletics	4.4, 4.5, 4.14		Athletics Skills					Athletics
Dully Critics Choice	4.6, 4.7, 4.12			Consequences of Drugs Advertisement				Dully Critics Choice
Let's Get Physical	4.6, 4.15				Practical/ Theory Task Fitness Program			Let's Get Physical
Lets Talk About Sex	4.8, 4.9, 4.10					STI Awareness Letter		Lets Talk About Sex

PDHPE OUTCOMES

Strand 1: Self and relationships

Stage 4 outcomes

A student:

4.1 describes and analyses the influences on a sense of self

4.2 identifies and selects strategies that enhance their ability to cope and feel supported

4.3 describes the qualities of positive relationships and strategies to address the abuse of power

Strand 2: Movement skill and performance

4.4 demonstrates and refines movement skills in a range of contexts and environments

4.5 combines the features and elements of movement composition to perform in a range of contexts and environments

Strand 3: Individual and community health

4.6 describes the nature of health and analyses how health issues may impact on young people

4.7 identifies the consequences of risk behaviours and describes strategies to minimise harm

4.8 describes how to access and assess health information, products and services

Strand 4: Lifelong physical activity

4.9 describes the benefits of a balanced lifestyle and participation in physical activity

4.10 explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity

Skills that enhance learning in PDHPE

Stage 4 outcomes

Communicating

4.11 selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situations

Decision-making

4.12 assesses risk and social influences and reflects on personal experience to make informed decisions

Interacting

4.13 demonstrates cooperation and support of others in social, recreational and other group contexts

Moving

4.14 engages successfully in a wide range of movement situations that displays an understanding of how and why people move

Planning

4.15 devises, applies and monitors plans to achieve short-term and long-term goals

Problem-solving

4.16 clarifies the source and nature of problems and draws on personal skills and support networks to resolve them

SCIENCE

Topic & Outcomes Assessed	Date	Task 1	Task 2	Task 3	Task 4	Task 5	Value
4.6, 4.7	Term 2 Week 3	Half Yearly Exam					20%
4.17, 4.19, 4.20	Term 2 Week 5		Skills Test				20%
4.1, 4.3, 4.5, 4.14, 4.16, 4.17,	Term 3 Week 7			Student Research Project:			20%
4.6 - 4.22	Term 4 Week 2				Yearly Exam		20%
4.6 – 4.22	Terms 1-4					Spelling Tests	10%
TOTAL							100%

SCIENCE OUTCOMES

4.1	identifies historical examples of how scientific knowledge has changed people's understanding of the world
4.2	uses examples to illustrate how models, theories and laws contribute to an understanding of phenomena
4.3	identifies areas of everyday life that have been affected by scientific developments
4.4	identifies choices made by people with regard to scientific developments
4.5	describes areas of current scientific research
4.6	identifies and describes energy changes and the action of forces in common situations
4.7	describes observed properties of substances using scientific models and theories
4.8	describes features of living things
4.9	describes the dynamic structure of Earth and its relationship to other parts of our solar system and the universe
4.10	identifies factors affecting survival of organisms in an ecosystem
4.11	identifies where resources are found, and describes ways in which they are used by humans
4.12	identifies, using examples, common simple devices and explains why they are used
4.13	clarifies the purpose of an investigation and, with guidance, produces a plan to investigate a problem
4.14	follows a sequence of instructions to undertake a first-hand investigation
4.15	uses given criteria to gather first-hand data
4.16	accesses information from identified secondary sources
4.17	evaluates the relevance of data and information
4.18	with guidance, presents information to an audience to achieve a particular purpose
4.19	draws conclusions based on information available
4.20	uses an identified strategy to solve problems
4.21	uses creativity and imagination to suggest plausible solutions to familiar problems
4.22	undertakes a variety of individual and team tasks with guidance

Course: TECHNOLOGY	Mandatory: 2nd 100hrs of 200hrs
Course Description:	
<p>The Technology (Mandatory) Year 8 develops student’s knowledge, understanding, skills and values through designing and making quality solutions to design challenges using a variety of technologies in a range of safe working environments. The syllabus encourages creative thinking and practical problem solving through student centred practical experiences. Folio work will be developed to document the student’s design process of each unit of work.</p> <p>The Technology (Mandatory) syllabus must be studied for at least 200 hours. This is a requirement for eligibility for the award of the School Certificate. Technology (Mandatory) is the foundation course for a range of elective courses in the Technology learning area.</p> <p>Students are offered extension components in all areas of study, and are encouraged to participate in ‘out of classroom’ activities, such as the Young Minister’s Design Awards</p>	
Areas of Study covered:	
<ol style="list-style-type: none"> 1. Food Technology 2. Textiles Technology 3. Industrial Design 4. Built environment <p><i>N.B. Projects within these areas of study may be delivered in a different sequence depending upon timetabling of teachers.</i></p>	
Course Outcomes	
<p>A student:</p> <ul style="list-style-type: none"> • applies design processes that respond to needs and opportunities in each design project • describes factors influencing design in the areas of study of Built Environments, Products, and Information and Communications • identifies the roles of designers and their contribution to the improvement of the quality of life • generates and communicates creative design ideas and solutions • selects, analyses, presents and applies research and experimentation from a variety of sources • applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects • demonstrates responsible and safe use of a range of tools, materials and techniques in each design project • explains the impact of innovation and emerging technologies on society and the environment • applies management processes to successfully complete design projects • produces quality solutions that respond to identified needs and opportunities in each design project • applies appropriate evaluation techniques throughout each design project • identifies and explains ethical, social, environmental and sustainability considerations related to design projects 	

Particular Course Requirements:		
Students will, at all times will follow safe practices using personal protective equipment when deemed necessary. Students will not use tools or machine tools without permission. When permission is given it will follow strict safety instruction. It is also mandatory that students wear leather shoes and aprons in the practical environments. There is a fee attached to this course of \$60.		
Assessment		
Components		Weighting
Semester 1		
Practical Project 1 & Folio Presentation	Term 1 Week 10	70%
Research Task	Term 2 Week 6	30%
		Total 100%
Semester 2		
Practical Project 3 & Folio Presentation	Term 3 Week 8	70%
Research Task	Term 4 Week 4	30%
		Total 100%

VISUAL ARTS

Outcomes Assessed	Component/Unit	Making	Critical & Historical study	Making	Critical & historical	Making	Critical & historical	Syllabus Weight
		Approx Wk5 Term 2 2009	Approx Wk6 Term 2 2009	Approx Wk10 Term 3 2009	Approx Wk10 Term 3 2009	Approx Wk5Term 4 2009	Approx Wk5Term4 2009	
4.1 – 4.5	Landscape	BOW15% VAPD 5%						20%
4.6 - 4.10			15%					15%
4.1 – 4.5	Technology			BOW15% VAPD5%				20%
4.6 - 4.10					10%			10%
4.1 – 4.5	Animals					BOW15% VAPD5%		20%
4.6 – 4.10							15%	15%
Total Task Weight		20%	15%	20%	10%	20%	15%	100%

VISUAL ART OUTCOMES

4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks	4.6 selects different materials and techniques to make artworks.
4.2 explores the function and relationships between artist-artwork-world-audience	4.7 explores aspects of practice in critical and historical interpretations of art.
4.3 makes artworks that involve some understanding of the frames.	4.8 explores the function of and relationships between artist -artwork-world- audience
4.4 recognizes and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts	4.9 begins to acknowledge that art can be interpreted from different points of view
4.5 investigates ways to develop meaning in their artworks	4.10 recognizes that art criticism and art history construct meanings

VISUAL ARTS ARTSTREAM EXTENSION

Task: Self Directed Project

Outcomes Assessed	Component/Unit	Self Directed Project				Syllabus Weight
		Week 9 Term 1	Week 6 Term 2	Week 4 Term 3	Week 3 Term 4	
4.4, 4.5, 4.6	Statement of Intent	10				10
4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9	Visual Arts process diary/ initial research for project		20			20
4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9	Progress of project/ ongoing research and evaluation in Visual Arts Process Diary			20		20
4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9	Completed project submitted for exhibition/ assessment Visual Arts process diary with final evaluation				50	50
Total Task Weight		10	20	20	50	100

VISUAL ART EXTENSION OUTCOMES

4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks.
4.2 explores the function and relationships between artist-artwork-world-audience
4.3 makes artworks that involve some understanding of the frames.
4.4 recognizes and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
4.5 investigates ways to develop meaning in their artworks
4.6 selects different materials and techniques to make artworks.
4.7 explores aspects of practice in critical and historical interpretations of art.
4.8 explores the function of and relationships between artist -artwork-world- audience
4.9 begins to acknowledge that art can be interpreted from different points of view
4.10 recognizes that art criticism and art history construct meanings

My Assessment Schedule

Subject	English					
February						
March						
April						
May						
June						
July						
August						
September						
October						
November						
December						



Request for an Extension of Time for an Assessment Task

To Head Teacher _____

I request an extension of time for the Assessment Task _____ (title of task) due on
_____ (date task is due)

The reasons for this extension are _____

Attached is a:
Medical Certificate
Statutory Declaration
to support this request.

Student's Name _____
Student's Signature _____
Parent/Carer Signature _____



Dulwich High School
of Visual Arts & Design

SUBJECT NAME:

YEAR

Assessment Task No.

Due Date: Period	Day/date	Term No.	Week No.
Time Allowed:			
Semester Weighting:		Assessment Weighting:	
Outcomes to be assessed:			
Components to be assessed:			
Assessment Rubric			
The Task			
Technical and/or Procedural Requirements:			
Warning: Late Submissions will constitute a zero. See Assessment Policy.			
Marking Guidelines			