

ST CATHERINE'S CATHOLIC COLLEGE
SINGLETON



Year 8
2019

ASSESSMENT POLICY
AND
HANDBOOK

Issued to students via Compass 18/02/2019

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Year 8 – What it is and why it's important!

Students in Year 8 at St Catherine's Catholic College study the following curriculum. The lessons are 51 minutes in length, and shown in the table below is the number of periods per course over the 10 day timetable used at the College.

English	8
Mathematics	8
Science	8
History and Geography (AHG)	8
Personal Development, Health, Physical Education (PDHPE)	6
Music	6
Technology	6
Religion Studies	6
Sport	2
Welfare	2
CAPA (Visual Art/Music)	6
TOTAL	60

In a study entitled, Characteristics of Effective HSC Teachers and Teaching Programs, Australian academic Steve Dinham made the observation that “.....there was a strong consensus that the foundations for HSC success were laid in Years 7 to 10.” At St Catherine's Catholic College, there is a firm belief in this philosophy, from a K – 12 perspective.

As a consequence, we place great emphasis on Year 7 students developing the foundations for further study across a number of areas:

- **Content** – while much of the material covered in Years 7 and 8 is not directly examined in the Higher School Certificate, it does form the basis for later content. Without a firm factual and conceptual basis from Year 7, most students will find later years extremely demanding and frustrating.
- **Skills** – perhaps in some ways these are even more crucial. Many of the techniques to do with reading, interpreting, synthesising, and presenting information and ideas are strongly developed in Year 7, and these form the foundation of skills needed for further successful study.
- **Attitudes** – developing a realistic and positive attitude toward the demands of school and study can be a crucial factor in later success. We all do best when we see some value in what we are doing, and we all need encouragement that this is in fact the case – particularly when faced with more attractive options than “study”!

- **Routines** – a pattern of school life which involves a recognition of the need to set aside time and a place for quality work on homework and other set tasks, as well as some provision for daily revision and study, will be easier to develop, if it becomes an accepted and expected routine, supported by the school and home.
- **Assessment** – the demands of Assessment Tasks in Year 7 can become significant, and Assessments can be of a style which is new to many Year 7 students. Becoming familiar with styles and requirements of the Assessment scheme is crucial.

Consideration of the above would also indicate the need for a certain amount of “common sense” with regard to balancing time and commitments. School is extremely important, but there are other aspects of life that need to be developed: family life, sporting and leisure interests, and so on. With a little thought, planning and a realistic outlook, all these things can be kept in perspective.

Some Tips for Students!

- Work steadily: this will avoid a lot of stress and tension. See “routine” above!
- Be organised: now is a great time to start and the diary is a great tool to help you!
- Remember that homework has a purpose: revision and reinforcement of the day’s work. It is not a punishment!
- Develop your ability to be “self”-disciplined: don’t rely on parents and teachers to organise you.
- Stay focused on your “job” by developing and working toward short and long term goals.
- Seek help as soon as you need it, and from wherever you can get it, particularly teachers and parents!

And for Parents...

How to help your child at school – some suggestions

- Remember that if your child is having difficulties with a task, encourage them to see their teacher.
- Offer assistance if you feel able or confident, even if it is simply to proof read and offer suggestions for improvement
- Keep the Assessment calendar handy. Perhaps make up a family calendar and specifically ask “Have you received your Religious Studies Task yet?”
- Have your son/daughter explain in his/her own words what a specific task is asking. This may help them to clarify the main points of the task
- Encourage your child to make up a checklist for a task. This will ensure that all components are completed. Substantial marks may be lost if sections of the task are incomplete
- Encourage regular study / homework time by perhaps having a ‘quiet time’ for all the family where individual members can read, work or study
- Encourage your child to value what is being taught at school. The “where are we going to use this?” syndrome is easily dismissed when we can involve our children in using their knowledge in every day tasks. For example: budgeting; measurement; cooking; designing a home; reading clocks, timetables, maps, house plans; completing puzzles from the newspaper or watching and discussing documentaries on TV.

STAGE 4 (YEAR 7 & 8) - SCHOOL ASSESSMENT POLICY

A. What is “Assessment”?

1. The Assessments for a particular course are intended to measure the students' achievement relative to defined standards.
2. The use of achievement measures throughout the course is seen as serving three purposes:
 - (a) It enables consideration to be given to aspects of the course, the attainment of which can best be demonstrated over time, e.g. practical skills
 - (b) It caters for any 'self-contained' elements such as fieldwork, which occur as an isolated part of the course.
 - (c) It increases the accuracy of the final Assessment of the students' achievement by utilising multiple measures.
3. Assessment is to encompass syllabus objectives only.
4. Students who fail to complete Assessment or homework Tasks will have a Non-Submission Form sent home. These will be filed by class teachers and copies handed to the Studies Co-ordinator and Assistant Principal, to enable monitoring of performance.
5. Unless otherwise specified, student will have until 3.30pm on the due date to submit Assessment Tasks.

B. Responsibilities

1. It is the **responsibility of the College** to:

- a) Conduct sound Assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding
- b) Develop quality Assessment Tasks and well-constructed marking guidelines
- c) Provide effective feedback to students in relation to their strengths and weaknesses and areas for improvement
- d) Develop an Assessment schedule for each subject and to inform students of which essays, assignments, tests, Examinations, field studies, tutorials, etc. or parts thereof, will contribute to the Assessment grade submitted to the NSW Education Standards Authority (NESA) for each subject. This schedule identifies the term and week of a task, but it is not a calendar of events. Teachers give notice of specific dates two weeks prior to when a task is due.
- e) Schedule the various Assessment Tasks throughout the course and ensure that such tasks cover the range of components specified by NESA.
- f) Collate such information as is necessary to provide a comprehensive guide for students of the College's requirements for Assessment in each subject.

2. It is the **responsibility of each student** to:

- a) Be aware of the various Assessment instruments (essays, presentations etc.). This will involve reading this booklet carefully, and managing their own schedule.
- b) Know the date on which Assessments are due. For all Assessment Tasks, students will be supplied with an Assessment schedule at the beginning of the course. Their teacher must give at least two weeks prior to the task of any changes to these dates to students, in writing.
- c) Ensure that all work is submitted by the due date. Failure to submit required work must be accompanied by an **ACCEPTABLE** reason and be submitted **in writing** to the relevant Studies Co-ordinator. Poor organisation of time and/or social events is **NOT** considered acceptable. IT hardware problems, such as printers running out of ink, will not be accepted as an excuse. Students **are required to back up all work onto a USB stick so that work can be printed if necessary at school**.
- d) Notify class teachers if other College commitments e.g. sport, debating, clash with assessable dates by completing the appropriate form - **Application to complete Assessment Task on alternative date. (Form B)**
- e) If absent on the day an Assessment Task is given, ensure he / she collect a copy of the task from the appropriate teacher on return. Students cannot assume an automatic extension – application must be made.
- f) **HOLIDAYS may not be** considered a valid reason for failure to complete Assessment Tasks, particularly during the End of Year Examination period. Determinations regarding holidays as a reason will be made by the College Assessment Committee.
- g) Use the feedback from teachers as the basis for improvement; this may mean that a student needs to discuss their progress individually with the teacher.

C. Reporting / Feedback

Students will be given their raw mark for each Assessment Task. Any queries about raw marks may only be made **at this time**. These raw marks are combined in accordance with the weightings given later in this booklet.

The Semester 1 and Semester 2 School Report will indicate a student's progress to date with an A to E rating.

D. Absence and Misadventure Policy

1. Students absent from an Assessment Task, Examinations, during the period of a long-term task, or the day a task is due **MUST PRODUCE** a suitable written explanation for the absence. This written explanation must be an acceptable reason. Students or parents **MUST** contact the school office indicating absence on the days of Assessment.

The following are acceptable reasons:

a) **Absent due to illness**

For all absences due to illness a medical certificate is required covering the period of absence.
(**FORM A** – Absence from Assessment Task.)

The following conditions apply:

- (i) The doctor must sight the condition **ON, OR** prior to the day of Assessment or date the Assessment is due. (see note below)
- (ii) The certificate must cover the period of Assessment (dates must appear on the certificate.)
- (iii) Post-dated certificates **WILL NOT** be accepted.
- (iv) The task must be completed immediately on return to school.
- (v) If you are absent on and after the due date of the Assessment the medical certificate must indicate what day you are fit to return to College.

NOTE: *The College recognises that with the shortage of Doctors it may be that a student cannot obtain an appointment on the day of the Assessment Task. If this phenomenon occurs then a parental note will be accepted (provided the reason is deemed reasonable). However, if a second incident of illness occurs a Doctor's Certificate is required.*

b) **Absent due to an acceptable unforeseen circumstances (e.g. funeral)**

A letter addressed to the Assistant Principal Secondary explaining the circumstances will be required. The Assistant Principal is the sole arbiter of the acceptability of the reason.

c) **Absent due to an acceptable school activities (e.g. Representative sport, debating etc)**

The Assistant Principal Secondary determines that the activity warrants a change of circumstance for an approved College Representation. The student will need to submit the appropriate form (Form B) to the subject teacher **PRIOR** to the day of Assessment.

d) **Absent due to other acceptable reasons (e.g. granted leave see ACE 11.5.1.1)**

All other circumstances must be applied in writing to the Assistant Principal Secondary who will determine if the reason is to be accepted. If the reason is considered acceptable then **Form B** must be submitted to the subject teachers(s) for each missed task **PRIOR** to the Assessment.

N.B. FAMILY HOLIDAYS, PARTICULARLY DURING SCHEDULED EXAMINATION WEEK IN TERM 4, MAY NOT BE ACCEPTED AS A SUITABLE REASON FOR BEING ABSENT. STUDENTS ARE STRONGLY DISCOURAGED FROM TAKING HOLIDAYS DURING THIS TIME.

2. If the reason is **NOT** accepted, the procedure for late submission will apply.

- | |
|---|
| <ol style="list-style-type: none">3. Late Submissions – students are expected to submit the task on the due date, however, penalties will apply if a valid reason for non-submission is not forthcoming – these are as follows – 20% for each of the first two days late, then a score of Zero. |
|---|

4. If an **acceptable** absence occurs during the period of an extended Assessment Task (e.g. project, assignment etc) an extension of the due date can be applied for. Extensions are not automatic. If granted, the extension may be pro-rata, that is, three school days sickness may warrant three school days extension. The granting of an extension will be communicated to the student in writing on FORM B.
5. **Students returning after absence with an acceptable reason**
The subject teacher and Studies Co-ordinator will advise the Assistant Principal Secondary who will determine whether:
 - a) to allow you to complete the original task;
 - b) complete a substitute task; or
 - c) an estimate based on appropriate evidence will be given (this will only occur in exceptional circumstances).
6. **Misadventure**
Students may lodge an illness/misadventure appeal if they believe that circumstances occurring immediately before or during a formal school Assessment Task, and which were beyond their control, diminished their assessment performance.
7. **Cheating and dishonesty**
Cheating during Examination type tasks will usually result in the cancellation of the paper in whole or part and a zero mark awarded for the paper or part. Likewise, proven dishonesty in relation to other Assessment Tasks will result in a zero mark.
8. **Plagiarism is a form of proven dishonesty**
Directly or indirectly copying information from a text, internet or other source, including a classmate, is plagiarism. All Assessment work – assignment, research, multimedia presentation, etc, must be referenced appropriately. Acceptable referencing procedures can be found in the College Diary. If unsure, students should check with their teacher. Proven dishonesty in relation to Assessment Tasks will result in a zero mark.

E. Submission of Assessment Tasks

- 1 Date/Lesson of Submission. The written Assessment Notice provided by a subject teacher to students will identify the due date for submission of a particular task. If a task is due during a particular lesson, this will be indicated on the initial Assessment Task Notice.

Unless specified otherwise, all tasks will be due by 3.30 pm on the due date.

- 2 Method of Submission. In the first instance Assessment Tasks should be handed in to the subject teacher who will sign off that the task has been received.

If a task is to be submitted to the office, IT IS THE STUDENT'S RESPONSIBILITY to ensure that the task is handed to the Student Services Officer and signed off by both the Student Services Officer and the student

No responsibility will be taken for tasks which are not signed off by Student Services.

IN ALL INSTANCES STUDENTS SHOULD ENSURE THAT A BACK UP COPY IS KEPT ON A USB STICK OR AS A HARD COPY.

UNLESS SPECIFICALLY INSTRUCTED BY THE TEACHER, STUDENTS SHOULD NOT EMAIL ASSESSMENT TASKS.

FAILURE OF EMAIL OR ANY OTHER FORM OF TECHNOLOGY, IS NOT ACCEPTED AS A REASON FOR LATE SUBMISSION.

SPECIAL NOTES

Any failure to hand in a task on the due date calls for submitting either:

- **FORM A: Absence from Assessment Task.**
- **FORM B: Application to complete on an Alternate Date**
(regardless of whether or not you believe the reason will be accepted).
- **Students or parents must contact the College Office on the day of a task if the student is absent.**
- **Extensions are applied for in writing and the result will be communicated back to the student in writing also on FORM B.**

F. Appeals Policy

INTERNAL APPEAL following the handing back of an Assessment Task

Disagreement over a teacher's Assessment of a task should be resolved promptly when the task result is advised. Where the matter cannot be resolved, it should be brought quickly to the attention of the appropriate Studies Co-ordinator. Note that a teacher's judgement of a student's performance cannot be the subject of appeal. The Management Committee of the College (Principal, Assistant Principal and Co-ordinators) will be the final arbiter of appeals.

SCHOOL REVIEW OF ASSESSMENTS

Students who consider that their placement in the rank order for any course is not correct on the basis of feedback on their performance during the course may seek a school review.

Students are not entitled to seek a review of teachers' judgments of the worth of individual performance in assessment tasks. The marks or grades awarded for individual tasks will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time the task is returned to the student.

In conducting an Assessment review it is necessary for the school to ascertain whether:

- (a) the weightings specified by the school in its Assessment program conform with the Board's requirements as detailed in the syllabus packages;
- (b) the procedures used by the school for determining the final Assessment mark conform with its stated assessment program – in particular, the weightings used for the various Assessment Tasks should be consistent with those specified in the Assessment program;
- (c) there are no computational or other clerical errors in the determination of the Assessment mark.

Provided the school is satisfied that these conditions have been met, no change to the Assessment will be made.

G. Unreliable or Invalid Tasks

If a task is given and is found to be non-discriminating between students, being invalid or having problems associated with its administration, it may be discarded and an alternative task set. In these circumstances, the Studies Co-ordinator, in consultation with the Assessment Committee, may determine that another task be done, and/or adjust the weightings accordingly. If it is decided that the original task be still used, it could have a reduced weighting, with the additional task added to the assessment weightings for the course.

The Studies Co-ordinator, in consultation with the Assessment Committee, may decide to discard the original task completely and a replacement task will be organised. If an alternative task is to be given students will be notified in writing and be given sufficient notice.

H. Further Information

Further information on aspects of the Assessment process may be obtained from the NSW Education Standards Authority (NESA), Mrs Kristen Southwell (Assistant Principal Secondary), or, for specific queries, from the Studies Co-ordinator.

Students may also access the NESA website: <http://educationstandards.nsw.edu.au>

Students at St Catherine's Catholic College **MUST** have **ALL** official College letters regarding **leave, absence, permission notes and forms** signed by either parent /guardians.

I. What Happens When

1) YOU ARE ABSENT DUE TO ILLNESS

- (a) **Notify the College office on the day of the task for which you will be absent.**
- (b) Obtain **Form A** from Student Services at the College upon the first day of your return.
- (c) Complete **Form A** and **attach the Medical Certificate** (where possible).
- (d) Submit this to your subject teacher within two days of return.
- (e) Notify your subject teacher at the beginning of the day you return, to arrange when you will complete the task.

2) YOU ARE ABSENT DUE TO ACCEPTABLE UNFORESEEN CIRCUMSTANCES

- (a) **Notify the College office on the day of the task that you will be absent.**
- (b) Obtain **Form A** from Student Services at the College upon the first day of your return.
- (c) Complete **Form A** and **attach the letter addressed to the Assistant Principal explaining the circumstances in detail.**
- (d) Submit this to your subject teacher within two days of return.
- (e) Notify your subject teacher at the beginning of the day you return to arrange when you will complete the task.

3) ALL OTHER ABSENCES - as these will be known prior to the event.

- (a) Obtain **Form B** from Student Services at the College.
- (b) Complete **Form B** and **attach the letter addressed to the Assistant Principal Secondary, explaining the circumstances in detail.**
- (c) Submit this to your subject teacher **prior** to the due date of the task.

4) YOU FAIL TO SUBMIT AN ASSESSMENT TASK

If you –

- (a) fail to submit an Assessment Task; or,
- (b) do not have an acceptable reason to not complete an Assessment Task by the due date,

Then, your teacher will complete a **FAILURE TO SUBMIT AN ASSESSMENT TASK (Form C)**, to notify you and your parents.

5) YOU SUBMIT AN ASSESSMENT TASK JUDGED TO BE A NON-SERIOUS ATTEMPT

If your Assessment Task is determined to not be of an acceptable standard, your teacher will complete a **'NON-SERIOUS ATTEMPT' (Form D)**, to notify you and your parents.



ST CATHERINE'S CATHOLIC COLLEGE SINGLETON

ABSENCE FROM ASSESSMENT TASK**NB: a new form is required for each subject requiring attention****SECTION ONE: To be completed by student immediately upon returning to school. Form MUST be handed in on second day back**

NAME: _____ PASTORAL GROUP: _____

SUBJECT: _____ TEACHER: _____

TASK NUMBER: _____

NATURE OF TASK: _____

(e.g. Exam, research activity, topic test, practical, fieldwork, etc)

REASON FOR ABSENCE:

(Copy of medical certificate should be attached, if possible, and student is absent due to illness)

Parent's/Guardian's signature: _____

Student's signature: _____ Date: _____

SECTION TWO: To be completed by Teacher

ACTION TAKEN: _____

Teacher's signature _____

Studies Coordinator's signature _____

Date: _____

Comment: _____

**ST CATHERINE'S CATHOLIC COLLEGE SINGLETON**

APPLICATION TO COMPLETE AN ASSESSMENT TASK ON ALTERNATE DATE

NB: a new form is required for each subject requiring attention

SECTION ONE: To be completed by student prior to due date

NAME: _____ PASTORAL GROUP: _____

SUBJECT: _____ TEACHER: _____

TASK NUMBER: _____

NATURE OF TASK: _____
(e.g. Exam, research activity, topic test, practical, fieldwork, etc)

ORIGINAL DATE DUE: _____

REASON FOR CHANGE:

Parent's/Guardian's signature: _____

Student's signature: _____ Date: _____

SECTION TWO: To be completed by Teacher

DETAILS OF ALTERNATE ARRANGEMENT/ DATE PROPOSED: _____

RECOMMENDATIONS/APPROVAL/CONDITIONS: _____

Teacher's signature _____

Studies Co-ordinator's signature _____

Assistant Principal Secondary Signature _____ Date: _____

Comment: _____

Copy to be kept on file by Studies Co-ordinator.

Copy to Assistant Principal – Curriculum



St Catherine's Catholic College Singleton

CONCERN WITH COURSEWORK

STAGE 4

6 February 2016

Dear Charles & Isabelle Scott

This letter is to inform you that Bon Scott is not meeting the course requirements in the Year 3 course Music.

Bon has not satisfactorily completed the following class work / homework / other work:

Details:

To meet the required outcomes of the course, **Bon** must make a genuine and satisfactory attempt on all set tasks.

Please discuss this important issue with your child and acknowledge receipt of this letter by signing the slip below and returning it to the Class Teacher.

If you require further information, or wish to discuss this matter, please contact the Class Teacher.

Yours sincerely

Mr Black Adder

Class Teacher

Mr John Smith

Studies Co-ordinator



St Catherine's Catholic College Singleton
CONCERN WITH ASSESSMENT TASK
STAGE 4 ASSESSMENT PROGRAM

6 February 2016

Dear Charles & Isabelle Scott

This letter is to inform you that Bon Scott is not meeting the course requirements in the Year 3 course Music.

There are concerns with the following **Formal Assessment Task**:

Name of Task:

Original Due Date:

Concern with Assessment Task:

Mark awarded:

Issue/s which must be addressed:

Date Task must be completed and given to class teacher:

To meet the required outcomes of the course, **Bon** must satisfactorily attempt all Assessment Tasks.

Please discuss this important issue with your child and acknowledge receipt of this letter by signing the slip below and returning it to the Class Teacher.

If you require further information, or wish to discuss this matter, please contact the Class Teacher.

Yours sincerely

Mr Black Adder

Class Teacher

Mr John Smith

Studies Co-ordinator



St Catherine's Catholic College Singleton

CONCERN WITH PLAGIARISM / MALPRACTICE

STAGE 4

6 February 2016

Concern - Plagiarism / Malpractice on a Stage 4 Course Assessment Task

Dear Charles & Isabelle Scott

I am writing to advise that your son Bon Scott is not meeting the Course Completion Criteria for the Stage 4 Course Music

Bon has been given an Adjusted Mark / a Reduced Mark / a Zero Mark in an Assessment Task because:

Detail:

NB. Plagiarism and malpractice includes:

- copying, buying, stealing or borrowing part or all of someone else's work and presenting it as their own
- using material directly from books, journals, CDs or the internet without acknowledging the source
- submitting work that contains a large and unacknowledged contribution from another person such as a parent, tutor, coach or author
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs or journals.

From BOSTES

All students are expected to ensure all submitted work is their own or appropriately acknowledge the contribution of others.

Please discuss this matter with Bon and contact the Class Teacher if further information or clarification is needed.

Yours sincerely

Mr Black Adder

Class Teacher

Mr John Smith

Studies Co-ordinator

INDIVIDUAL COURSE DETAILS

Each semester, you will receive a report which contains outcomes explicit to that semester, as well as a Semester Grade.

We hope this new structure better allows you to see your successes and areas for improvement.

SUBJECT:	AUSTRALIAN HISTORY & GEOGRAPHY
	YEAR 8 ASSESSMENT RECORD for 2019
Teachers:	Ms C McBurney, Mr D Thomas, Mr T Edwards
Co-ordinator:	Mrs T Holstein

OVERVIEW

In these subject areas, students gain an appreciation and enjoyment of the past, as well as developing an interest in the interaction of the physical and human environments.

Each subject is studied as a discrete unit. History is covered in Semester 1 and Geography in Semester 2.

CORE TOPICS COVERED

History

Depth Study 4: The Western and Islamic World
 Depth Study 5: The Asia-Pacific World
 Depth Study 6: Expanding Contacts

Geography

Focus Area 4G3: Global Change
 Focus Area 4G4: Global Issues and the role of Citizenship

SKILLS TO BE DEVELOPED

History

- Comprehension
- Analysis and use of sources
- Perspectives and interpretations
- Empathetic understanding
- Research
- Communication

Geography

- Acquiring Geographical information
- Processing geographical information
- Communicating Geographical information
- Participating as active and informed citizens.

Semester 1 - History

Course Component DATE	Weight %	Task 1	Task 2
		Term 1 Week 6	Term 2 Week 5
Inquiry skills & research	40	20	20
Knowledge & Understanding	50	30	20
Communication	10		10
TOTAL	100%	50%	50%
Type of Task		Research task	Test
Outcomes		HT4.2, 4.3, 4.7, 4.8, 4.10	HT4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.9, 4.10

Semester 2 - Geography

Course Component DATE	Weight %	Task 1	Task 2
		Term 3 Week 7	Term 4 Week 3
Tools & skills	40	20	20
Knowledge	50	30	20
Communication	10	10	
TOTAL	100%	60	40
Type of Task		Research - Global inequality	Test
Outcomes		4.3, 4.4, 4.8, 4.9, 4.10	4.1, 4.2, 4.3, 4.4, 4.9

SUBJECT:	ENGLISH
ASSESSMENT RECORD for 2019	
Teachers:	Miss C Carver, Mrs S Yardley, Mrs R Price and Mr M Daley
Co-ordinator:	Ms A Partridge

OVERVIEW

The course provides students with a wide range of literature. Students will study mandatory texts (fiction, non-fiction, poetry, drama, film, multimedia and internet sites). Students will also study texts which provide insights into Aboriginal and multicultural groups. Everyday and workplace texts will be read, as well as texts that provide social, gender and cultural perspectives.

SKILLS TO BE DEVELOPED

Students will develop skills, knowledge and understanding in order to:

- speak, listen, read, write, view and represent effectively
- use language and communicate appropriately and effectively
- think in ways that are imaginative, interpretive and critical
- express themselves and their relationships with others and the world
- learn and reflect on their learning through their study of English.

Semester 1 – 50% of final overall result.

Course Component DATE	Weight %	Task 1	Task 2
		Term 1 Week 10	Term 2 Week 6
Seeking Justice	40	40	
Respect Your Elders	60		60
TOTAL	100%	40	60
Type of Task		Persuasive Pitch	Listening Task
Outcomes		1, 4, 5, 9	2, 3, 8

Semester 2 – 50% of final overall result.

Course Component DATE	Weight %	Task 3	Task 4
		Term 3 Week 8	Term 4 Week 5
The Tale End	60	60	
Anything is Possible	40		40
TOTAL	100%	60	40
Type of Task		In class Essay	Examination
Outcomes		3, 5, 6	1, 3, 4,7

SUBJECT:	MATHEMATICS
ASSESSMENT RECORD for 2019	
Teachers:	Mrs L Horsburgh, Ms N Woods, Miss J Murray
Co-ordinator:	Mrs R Collins

OVERVIEW

The Stage 4 Mathematics Course aims to develop students' knowledge, skills and understanding of three Strands: Number and Algebra, Measurement and Geometry, Statistics and Probability.

Students are encouraged to continue to develop an appreciation and understanding of:

- The importance of mathematics as an essential and relevant part of life
- The links between mathematical ideas from varying context areas
- The use of mathematical language and terminology
- The use of technology in relation to mathematical ideas and applications.

All classes are studying Stage 4 units of work, which build upon knowledge and skills developed in Year 7 Mathematics. The rate of progress through Stage 4 may vary according to the needs of individual students.

TOPICS COVERED

Pythagoras' Theorem
Algebra Techniques
Coordinate Geometry
Ratios and Rates
Graphs

Probability
Measurement
Percentages
Statistics
Circles and Cylinders

Number and Algebra
Equations
Reasoning in Geometry
Congruence
Working Mathematically

Semester 1 – 50% of final overall result.

Course Component DATE	Weight %	Task 1	Task 2
		Term 1 Week 7	Term 2 Week 5
Understanding, fluency and communication	60	24	36
Problem solving, reasoning and justification	40	16	24
TOTAL	100	40	60
Type of Task/Context Area		Open Book Test	Progress Test
Outcomes		MA4-1WM, MA4-2WM, MA4-3WM MA4-16MG, MA4-19SP, MA4-20SP	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA, MA4-8NA, MA4-9NA, MA4-10NA

Semester 2 – 50% of final overall result.

Course Component DATE	Weight %	Task 3	Task 4
		Term 3 Week 9	Term 4 Week 5
Understanding, fluency and communication	60	12	48
Problem solving, reasoning and justification	40	18	22
TOTAL	100	30	70
Type of Task/Context Area		Investigative Assignment	Semester Two Examination
Outcomes		MA4-1WM, MA4-2WM, MA4-3WM, MA4-7NA, MA4-12MG, MA4-13MG, MA4-14MG	MA4-1WM, MA4-2WM, MA4-3WM, MA4-7NA, MA4-11NA, MA4-12MG, MA4-13MG, MA4-14MG

SUBJECT:	8 MUSIC Students will study Music for two trimesters and Visual Arts for one trimester
ASSESSMENT RECORD for 2019	
Teacher:	Mrs D Smith, Mrs S Manthey
Coordinator:	Mrs N Marzol

OVERVIEW

All students should have the opportunity to develop their musical abilities and potential. As an art form, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. It uses a unique symbol system that uses sound to imply meaning and convey information, and has the capacity to cross cultural and societal boundaries.

The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences. The study of music fosters knowledge, understanding and skills that contribute to lifelong processes of learning and to the appreciation and enjoyment of music.

TOPICS

- | | | |
|---------------------------------|--|---------------|
| 1. Instruments of the Orchestra | 2. Music for Film, TV,
Radio & Multimedia | 3. Rock Music |
|---------------------------------|--|---------------|

SKILLS TO BE DEVELOPED

- | | |
|--------------|--|
| • Listening | • Interpreting music and notation |
| • Performing | • Improvising, composing and arranging music |

Trimester 1 - 8-1 Music; 8-3 Music

Course Component DATE	Weight %	Task 1	Task 2
		Term 1 Week 7	Term 2 Week 2
Performance – Solo or ensemble mode	14	-	14
Listening – responses to musical stimulus	33	33	-
Composition	-	-	-
TOTAL	47	33	14
Context Area		Instruments of the Orchestra	Music for Film, TV, Radio & Multimedia
		4.7, 4.8, 4.9	4.1, 4.2, 4.3

Trimester 2 - 8-2 Music; 8-3 Music

Course Component DATE	Weight %	Task 1 (8-2)	Task 2 (8-2)	Task 1 (8-3)	Task 2 (8-3)
		Term 2 Week 9	Term 3 Week 5	Term 2 Week 10	Term 3 Week 5
Performance – Solo or ensemble mode	34	-	14		20
Listening – responses to musical stimulus	33	33	-		
Composition	33	-	-	33	
TOTAL	100	33	14	33	20
Context Area		Instruments of the Orchestra	Music for Film, TV, Radio & Multimedia	Rock Music	Rock Music
		4.7, 4.8, 4.9	4.1, 4.2, 4.3	4.4, 4.5, 4.6	4.1, 4.2, 4.3

Trimester 3 - 8-1 Music; 8-2 Music

Course Component DATE	Weight %	Task 1	Task 2
		Term 4 Week 3	Term 4 Week 7
Performance – Solo or ensemble mode	20	-	20
Listening – responses to musical stimulus	-	-	-
Composition	33	33	-
TOTAL	53	33	20
Context Area		Rock Music	Rock Music
		4.4, 4.5, 4.6	4.1, 4.2, 4.3

SUBJECT:	PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION
	ASSESSMENT RECORD for 2019
Teachers:	Mrs Sponberg, Mr T Rohr, Mr M Edwards
Co-ordinator:	Mr T Edwards, Mrs L Sponberg

OVERVIEW

The aim of the *PDHPE Years 7–10 Syllabus* is to develop students' capacity to enhance personal health and wellbeing, enjoy an active lifestyle, maximise movement potential and advocate lifelong health and physical activity.

Personal Development, Health and Physical Education (PDHPE) contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practise ways of, adopting and maintaining a healthy, productive and active life. It also involves students learning through movement experiences that are both challenging and enjoyable, and improving their capacity to move with skill and confidence in a variety of contexts. It promotes the value of physical activity in their lives.

TOPICS COVERED

Theory

- Health matters
- Risky Business
- Belonging
- Fit for life
- Safety in the sun

Practical

- Fitness
- Softball
- Social Dance
- Athletics
- Invasion Games
- Summer Games

SKILLS TO BE DEVELOPED

PDHPE develops students' capacity to enhance personal health and wellbeing. It promotes their enjoyment of and commitment to an active lifestyle and helps them to achieve confidence and competence in a wide range of activities.

Through PDHPE, students develop knowledge, understanding, skills, values and attitudes that enable them to advocate lifelong health and physical activity.

Semester 1 – 50% of final overall result.

Course Component DATE	Weight %	Task 1	Task 2 (cumulative)
		Term 1 Week 9	Term 2 Week 7
Practical	50		50
Theory	50	50	
TOTAL	100%	50	50
Type of Task		Persuasive Writing	Practical: participation, skill development and game play
Outcomes		4.1, 4.2, 4.6	4.4; 4.5; 4.11

Semester 2 – 50% of final overall result.

Course Component DATE	Weight %	Task 3	Task 4 (cumulative)
		Term 4 Week 3	Term 4 Week 7
Practical	50		50
Theory	50	50	
TOTAL	100%	50	50
Type of Task		Examination – Semester Two topics	Practical: participation, skill development and game play
Outcomes		4.1, 4.2, 4.3 4.6, 4.7, 4.9	4.4; 4.5; 4.10, 4.11

SUBJECT:	RELIGIOUS STUDIES
	ASSESSMENT RECORD for 2019
Teachers:	Mr M Edwards, Mr P O'Toole, Mrs R Dawber, Ms J Towers
Co-ordinator:	Mr D Thomas

OVERVIEW

The classroom teaching of Religion aims at promoting knowledge and understanding of the traditions of the Catholic Community: its story, its experience and its teachings.

CORE TOPICS

- The Christian Scriptures
- Catholic Prayer and Spirituality
- The Sacraments
- Called to Act Justly
- The Church: past, present and future

SKILLS TO BE DEVELOPED

- Skills in reading, writing, talking, listening and viewing

Semester 1 – 50% of final overall result.

Course Component DATE	Weight %	Task 1	Task 2
		Term 1 Week 8	Term 2 Week 6
The Christian Scriptures	50	50	
Past present Future	50		50
TOTAL	100%	50	50
Type of Task		A Guide to the Christian Scriptures	Literacy Testing Past Present Future
Outcomes		JS4.1	CP 4.2. CP 4.3

Semester 2 – 50% of final overall result.

Course Component DATE	Weight %	Task 3	Task 4
		Term 3 Week 6	Term 4 Week 5
Called to Act Justly			
Catholic prayer and Spirituality			
Sacraments	34	34	
Called to Act Justly	66		66
TOTAL	100%	34	66
Type of Task		Oral and Presentation	Examination
Outcomes		JS4.4, HB4.2 , HB4.3, HB4.4	ALL

SUBJECT:	SCIENCE
ASSESSMENT RECORD for 2019	
Teachers:	Mrs C Barker, Mr C Barker Mrs R Dawber, Ms A Jenkins
Co-ordinator:	Mr R Angeli

OVERVIEW

Science provides a distinctive view and way of thinking about the world. The study of science has led to an evolving body of knowledge organised as an interrelated set of models, theories, laws, systems, structures and interactions.

As an important part of their science education students examine the historical and ongoing contributions of Australian scientists to international scientific research.

The study of science provides opportunities for students to develop the skills of working scientifically by engaging them in thinking critically and creatively in problem-solving processes. Students work individually and in teams in planning and conducting investigations.

Assessment in Science is Semester-based. Knowledge and understanding are assessed each semester, whilst skills are developed and assessed across the whole year.

TOPICS COVERED

1. Living systems
2. Earth and Natural resources
3. Chemistry 101
4. Forces
5. Ecology

Skills to be developed:

Students will develop skills in working scientifically through:

- Questioning and predicting
- Planning and conducting investigations
- Processing data and analysing information
- Problem-solving
- Communicating information

Semester 1 – 50% of final overall result.

Course Component DATE	Weight %	Task 1	Task 2
		Term 1 Week 9	Term 2 Week 5
Knowledge	50	5	30
Skills	50	45	20
TOTAL	100	50	50
Type of Task		Student Research Project	Semester One Examination
Outcomes		WS4 – 7, WS9	WS7, LW14

Semester 2 – 50% of final overall result.

Course Component DATE	Weight %	Task 3	Task 4
		Term 3 Week 8	Term 4 Week 5
Knowledge	50	15	35
Skills	50	25	25
TOTAL	100	40	60
Type of Task		Skill and Practical Test	Semester Two Examination
Outcomes		WS4, WS6, WS7, WS9, 16 – 17CW	WS7 – 9, 10PW, 12 – 13ES

SUBJECT:	TECHNOLOGY (MANDATORY)
	ASSESSMENT RECORD for 2019
Teachers:	Mrs F Sidney, Ms N Woods, Mr R Turnbull
Co-ordinator:	Mr R Turnbull

OVERVIEW

An understanding of technology and design enables people to improve their quality of life.

In Technology (Mandatory) students identify needs that have personal relevance and apply design theory and use design processes to produce quality solutions.

TOPICS COVERED

Three design situations will be outlined. Students then apply a design process and production techniques to develop solutions.

Students will design in the areas of:

1. The Built Environment
2. Products
3. Information and Communication.

SKILLS, KNOWLEDGE AND UNDERSTANDING TO BE DEVELOPED

Students will learn about:

- the work of designers
- the design process and design theory
- experimenting, generating and communicating design ideas and solutions
- the responsible selection and safe use of materials, tools and techniques
- the impact of design and technology on the individual, society and the environment
- managing resources to successfully complete design projects
- evaluating their own and others' design activities

Assessment Per rotation

Course Component DATE	Weight %	Task 1	Task 2	Task 3
		Term 2 Week 2	Term 4 Week 3	Term 4 Week 5
Skills	60	25	25	10
Knowledge and Understanding	40	5	10	25
TOTAL	100	30	35	35
Type of Task		Design Project	Design Project	Written Examination
Outcomes		TBA Outcomes assessed will depend on the Design Project	TBA Outcomes assessed will depend on the Design Project	Aspects of all outcomes could be assessed

SUBJECT:	VISUAL ARTS Students will complete Art for 1 x 13 week rotation in 2019
ASSESSMENT RECORD for 2019	
Teachers:	Mr E Bennetts, Mrs F Sidney, Ms T Peachey
Co-ordinator:	Mrs N Marzol

OUTLINE

In Year 8, students will complete a structural and cultural exploration of the procedures and conventions of clay sculpture to make artworks representing and reconstructing animals and their environments. A study of beliefs about and meanings relating to the representation of animals in a range of cultures and artists and designers who make 3D works based on animals and imagined creatures. They will **create** a piece of artwork utilising building skills of claywork.

Skills to be developed:

- Collecting, analysing and organising information
- Communicating ideas and information
- Planning and organising activities
- Working with others and in teams
- Using technology
- Solving problems

Assessment Per rotation

Course Component DATE	Weight %	Task 1	Task 2
		Week 8 of rotation	Week 12 of rotation
Art Making	60%		60
Art History Criticism	40%	40	
TOTAL	100%	40	60
Type of Task		Class test or Case Study	Major work
Outcomes		4.7 – 4.10	4.1 – 4.6