



STAGE 4

YEAR 8

ASSESSMENT HANDBOOK

2021

CONTENTS

INTRODUCTION

SCHOOL ASSESSMENT POLICY

A. What is “Assessment”?	5
B. Responsibilities	6
C. Reporting / Feedback	6
D. Absence, Non-Completion and Misadventure Policy	7
E. Submission of Assessment Tasks	9
F. Appeals Policy	10
G. Unreliable and Invalid tasks	10
H. Further Information	10
I. What Happens When?	11

FORMS

Absence from an Assessment Task (Form A)	12
Application to Complete an Assessment Task on an Alternate Date (Form B)	13

INDIVIDUAL COURSE DETAILS

Australian History and Geography	18
English	19
Mathematics	20
Music	21
Personal Development, Health and Physical Education	22
Religious Studies	23
Science	24
Technology (Mandatory)	25

INTRODUCTION

The purpose of this Assessment Handbook is to provide information to parents / carers and students regarding their studies in Stage 4. Students who satisfactorily complete Stages 4 and 5 are awarded the Record of Achievement (RoSA).

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

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.

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 at 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 Leader of Learning. 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.

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.

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.

3. **LATE SUBMISSION PENALTY**

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 Leader of Learning 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.

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 BACKUP 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 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.**

SCHOOL REVIEW OF ASSESSMENTS

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 NESA'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.

Further Information

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

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 /guardian.

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.

FORM A

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: _____

FORM B

**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 _____

Leader of Learning's signature _____

Assistant Principal Secondary Signature _____ Date: _____

Comment: _____

INDIVIDUAL

COURSE

DETAILS

SUBJECT:	AUSTRALIAN HISTORY & GEOGRAPHY
	YEAR 8 ASSESSMENT RECORD for 2021
Teachers:	Mrs M O'Nions, Mrs D Lucas, Mrs T Holstein
Co-ordinator:	Mrs F Feeney

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. Geography is covered in Semester 1 and History in Semester 2.

CORE TOPICS COVERED

History

Depth Study 5: The Asia-Pacific World
 Depth Study 2: The Mediterranean World
 Depth Study 3: The Asian World

Geography

Water in the World
 Interconnections

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	Ongoing
		Term 2 Week 3	
Inquiry skills & research	40	20	20
Knowledge & Understanding	50	30	20
Communication	10		10
TOTAL	100%	50%	50%
Type of Task		Research task	In class activities
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	Ongoing
		Term 3 Week 10	
Tools & skills	40	20	20
Knowledge	50	30	20
Communication	10	10	
TOTAL	100%	50	50
Type of Task		Research	In class activities
Outcomes		GE4-1, 4-2, 4-3, 4-3, 4-4, 4-5, 4-7, 4-8	GE4-1, 4-2, 4-3, 4-4, 4-5, 4-7,4-8

SUBJECT:	ENGLISH
ASSESSMENT RECORD for 2021	
Teachers:	Ms A Partridge, Ms A Burns, Miss J Allen
Co-ordinator:	Ms A Partridge and Mrs R Price

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.

Course Component	Syllabus weighting %	Task 1	Task 2	Task 3	Task 4
DATE		Term 1 Week 10	Term 2 Week 10	Term 3 Week 8	Term 4 Week 5
The Tale End	25	25			
Novel Study	25		25		
Conformity	25			25	
Anything is Possible	25				25
TOTAL	100	25	25	25	25
Outcomes assessed		2, 3, 6, 9	1, 3, 7, 5	2, 4, 5, 6	1, 4, 7, 9
Type of Task		Multimodal Group Work & Individual Reflection	Analytical Essay Writing	Discursive Blog	Examination Imaginative Science Fiction Writing and Reflective Justification

ASSESSMENT RECORD for 2021

Teachers: Mrs R Collins, Ms L Donoghue

Co-ordinator: Miss J Murray

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

Course Component DATE	Weight %	Task 1	Task 2	Task 3	Task 4
		Term 1 Summative Task Week 9	Term 2 Formative Task Week 2-9	Term 3 Summative Task Week 8	Term 4 Formative Tasks Weeks 2-9
Understanding, fluency and communication	60	5	15	25	15
Problem solving, reasoning and justification	40	10	10	10	10
TOTAL	100	15	25	35	25
Type of Task/Context Area		Investigation Assignment	Class Work	Examination	Class Work
Outcomes		MA42WM, MA43WM, MA4-5NA, MA4-6NA, MA4-7NA, MA4-19SP, MA4-20SP	MA4-1WM, MA4-2WM, MA4-4NA, MA4-8NA, MA4-9NA, MA4-10NA, MA4- 12MG, MA4- 13MG, MA4- 14MG, MA4- 15, MA4- 16MG, MA4-21SP	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA, MA4-8NA, MA4-9NA, MA4-10NA, MA4-21SP	MA4-1WM, MA4-10NA, MA4-11NA, MA4-17MG, MA4-18MG

SUBJECT:	MUSIC
ASSESSMENT RECORD for 2021	
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. Introduction to Music | 2. Instruments of the Orchestra | 3. Rock Music | 4. Music for Film, Multimedia, TV & Radio |
|--------------------------|---------------------------------|---------------|---|

SKILLS TO BE DEVELOPED

- | | |
|---|---|
| <ul style="list-style-type: none"> • Listening • Performing | <ul style="list-style-type: none"> • Interpreting music and notation • Improvising, composing and arranging music |
|---|---|

Course Component DATE	Weight %	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 7	Term 2 Week 7	Term 3 Week 8	Term 4 Week 5
Performance – Solo or ensemble mode	14	14			20
Listening – responses to musical stimulus	33		20		13
Composition	33			33	
TOTAL	100	14	20	33	33
Context Area		Introduction to Music	Instruments of the Orchestra	Rock Music	Music for Film, TV, Radio & Multimedia
Outcomes		4.1, 4.2, 4.3, 4.4, 4.5, 4.6	4.7, 4.8, 4.9, 4.10	4.4, 4.5, 4.6, 4.9, 4.10	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.9, 4.10

SUBJECT:	PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION
	ASSESSMENT RECORD for 2021
Teachers:	Mr Eveleigh, Mrs L Sponberg
Co-ordinator:	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
- Social Dance
- On court sports
- Invasion Games
- Summer Games

Course Component DATE	Weight %	Term 1	Term 2	Term 3	Term 4
		Term 1 Week 9 Formative	Term 2 Week 4 Summative	Term 3 Week 7 Summative	Term 3-4 Practical Formative
Practical	50		25		25
Theory	50	25		25	
TOTAL	100%	25	25	25	25
Type of Task		Persuasive Writing and ongoing classwork	Practical: participation, skill development and game play	Relationships Task	Invasion Games: Practical Skills And Dance
Outcomes		PD4.1, PD4.2, PD4.6	PD4.4; PD4.5; PD4.11	PD4.3, PD4.7	PD4.4, PD4.5

SUBJECT:	RELIGIOUS STUDIES
ASSESSMENT RECORD for 2021	
Teachers:	L Hall, A Burns/P O'Toole, P O'Toole/R Price
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
- Prayer and Spirituality
- The Sacraments
- Called to Act Justly
- The Church

SKILLS TO BE DEVELOPED

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

Course Component DATE	Weight %	Task 1	Task 2	Task 3	Task 4
		Term 1 Week 8	Term 2 Week 6	Term 3 Week 7	Term 4 Week 5
The Christian Scriptures	10	10			
Past present Future	20		20		
TOTAL	30			30	
	40				40
Total	100	10	20	30	40
Type of Task		A Guide to the Christian Scriptures	Literacy Testing Past Present Future	Oral	Topic Test
Outcomes		JS4.1	CP 4.2. CP 4.3	JS4.4, HB4.2, HB4.3,HB4.4	

SUBJECT:	SCIENCE
ASSESSMENT RECORD for 2021	
Teachers:	Mr M Guest, Ms A Jenkins
Co-ordinator:	Mrs J Arrowsmith

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

Course Component DATE	Weight %	Task 1	Task 2	Task 3	Task 4	Task 5
		Terms 1-4	Term 1 Week 9	Term 2 Week 6	Term 3 Week 8	Term 4 Exam Period
Knowledge	50	10	5	10	15	15
Skills	50	10	20	5	5	5
TOTAL	100	20	25	15	20	20
Type of Task		Portfolio	SRP	Half Yearly Examination	Research Task	Yearly Examination
Outcomes		WS4-9, 10-11 PW, 12-13 ES, 14-15 LW, 16-17 CW	WS4-9, 10-11 PW, 12-13 ES, 14-15 LW, 16-17 CW	WS4-9, 10-11 PW, 12-13 ES, 14-15 LW, 16-17 CW	WS4-9, 1 VA	WS4-7, 10-11 PW, 12-13 ES, 14-15 LW, 16-17 CW

SUBJECT:	TECHNOLOGY MANDATORY
	ASSESSMENT RECORD for 2021
Teachers:	Ms N Woods, Mr R Turnbull, Mrs G Samuel-Devadoss, Mr A Edwards/Mr K Bellamy
Co-ordinator:	Ms N Woods

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.

SKILLS, KNOWLEDGE AND UNDERSTANDING TO BE DEVELOPED

Technology encompasses a diverse collection of knowledge, skills and processes that people use to satisfy their needs and to extend human capabilities.

Knowledge and understanding of technological content is developed through project and problem-based learning. Through the production of innovative solutions, students are provided with opportunities to use a variety of thinking strategies, embrace new concepts and learn through trialling, testing and refining ideas.

Both summative and formative tasks will be reflected on student reports.

Assessment Per Semester Rotation

Semester 1		Course Component	Weight	Semester 2	
Summative Task 1	Formative Semester 1			Summative Task 2	Formative Semester 2
Term 2, Week 4	Ongoing	DATE	%	Term 4, Week 4	Ongoing
30	30	Skills	60	30	30
20	20	Knowledge and Understanding	40	20	20
50	50	TOTAL	100	50	50
Design Project	Classwork	Type of Task		Design Project	Classwork
TBA Outcomes assessed will depend on the Design Project / Focus Area	All outcomes	Outcomes		TBA Outcomes assessed will depend on the Design Project / Focus Area	All outcomes