

# Course Information

## Booklet



## Year 8

Semester One  
2019

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## Basic Academic Standards

The College outlines for its students “Academic Standards” that need to be met if they are to do well in their studies:

- \* Be on time for class.
- \* Regularly complete set homework.
- \* Set aside time for regular independent study.
- \* Attend all lessons. Catch up on any work missed.
- \* Submit all assignments on time.
- \* Bring texts and required equipment to class.
- \* Be a co-operative member of the class.
- \* Participate actively in class.
- \* Behave courteously towards teachers and peers.
- \* Make a diligent and sustained effort throughout the Semester.
- \* Work to the best of your ability.

# Assessment and Reporting

## Introduction – The Purpose of Assessment

**Approaching examination/assessment time in secondary school can be a daunting experience for many students and their families. Expectations of students are certainly different from those undertaken in primary school, particularly as students are required to be more independent and responsible for their actions and for following through a teacher’s instruction.**

**The aim of this booklet is to allow Year 7 & 8 students to become familiar with the expectations of NESAC and the College in regard to assessment procedures.**

Section One outlines details of the Year 7 & 8 Assessment Policy here at St Pauls Catholic College. Satisfactory completion of each year for a student will depend on their completion of specified pieces of work, called “assessment tasks”, in each of their courses. These tasks may include formal examinations, essays, assignment work, practical work, excursion reports or oral presentations. The number and nature of the tasks will vary for each course. Attendance requirements at school will also be discussed in this section.

Section Two outlines the rules and procedures for examinations.

Section Three contains a timetable of subject examinations/assessment tasks for Semester One. A new section Three will be issued in Term 3 for Semester Two subject examinations/assessment tasks.

## SATISFACTORY COMPLETION OF A COURSE

To have satisfactorily completed a course, students will have -

- *followed the course;*
- *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.” [ACE 11.4]*

### ATTENDANCE



At St Pauls Catholic College, attendance is considered critical in a student's education; generally 85% would be considered a minimum level of attendance.

- ANY prior known period of absence requires submission of an “Application for Exemption from Attendance at School” form. This form must be submitted to the College Principal for approval. These forms are available from the Year Coordinator. A letter from parents can no longer legally be accepted when applying for exemption from attendance at school.
- Where practical, the letter requesting this form must be submitted FOUR WEEKS prior to the student commencing his known period of absence.
  - The Principal will then complete a “Certificate for Exemption from Attendance a School” form that is kept on record and available to education authorities or the police.

When exemption is sought for fewer than 50 days the Principal is able to grant this, but if more than 50 days, the College must forward the application onto the Catholic Education Office.

- There are to be no unexplained absences.

### PARTICIPATION



- Attendance deemed unsatisfactory will proceed to a review process.
- PARTICIPATION A GENUINE ATTEMPT must be made concerning the learning and teaching activities of a course.
- Participating in a course involves completing assignments, homework and set task It is up to the teacher's professional judgment to determine what constitutes genuine participation. Those deemed unsatisfactory will be referred to a review process.

## Submission of Tasks

### HAND IN TASKS



All tasks submitted must be **PERSONALLY HANDED** to the student's OWN TEACHER for that subject. If the student's teacher is absent, the task must be submitted to the relevant Teaching & Learning Coordinator. The College accepts no responsibility for a student's work if he does not follow these procedures. All students should retain a paper or electronic copy of the task.

- Students are to submit **HARD COPIES** of their work.
- Students must not depend on the College printing assignments from storage devices, eg. USB.
- Storage devices cannot be submitted for a task.
- **To avoid this problem, students should manage their time to Computer or Printer Malfunction cannot be used as a reason for handing in a task late.**
- **To avoid this problem, students should manage their time to ensure that tasks are not left to the last minute.**

### ELECTRONIC



Where an assessment task requires an ELECTRONIC submission teachers will inform students how to submit the task.

- Storage devices cannot be submitted for a task.
- **COMPUTER MALFUNCTION** cannot be used as a reason for submitting a task late.
- To avoid this problem, students should manage their time to ensure that tasks are not left to the last minute.

### GROUP WORK



The EXPECTATIONS of the TASK will be made clear in WRITING relating to what is required of each individual within that group, as distinct from what is expected of the group as a whole.

- The group work may require each student to submit his own report. In this case, the task may be based on shared research and analysis. However, the final presentation will be the work of each individual student.
- Where a group submission is to be made, the teacher will generally award the group mark to each individual student. However, where there is evidence to support the suggestion that there has been an inequitable distribution of work, or a group member has failed to make satisfactory contribution to the group presentation, the teacher has the right to vary the marks in order to reflect this situation.
- Normally a logbook or other electronic means of tracking student contribution is a co-requisite of such tasks.

### LATE SUBMISSION



Students who are late submitting a task on the due date **Must** hand in the task the next day they attend school to their Class Teacher or the appropriate Studies Coordinator **even if there is NO scheduled lesson on that day.**

### APPEAL PROCESS



**A student can appeal their task result in the following situations:**

- A clerical error in adding marks. This should be brought to the teacher's attention as soon as possible.
- If they believe:
  - The task was not marked according to the marking criteria.
  - A 'zero' determination relating to the non-completion of a task is not warranted.
  - There is evidence to show that malpractice did not occur.

These circumstances should first be discussed with the Teaching and Learning Coordinator of that subject before being taken to the Curriculum Coordinator.

***The College accepts no responsibility for a student's work if he does not follow these procedures. All students should retain a paper or electronic copy of the task.***

# PROCEDURES FOR STUDENT ABSENCE FROM AN ASSESSMENT TASK

## UNFORESEEABLE ABSENCE

**Step 1**            **NOTIFY** Student Services before 8.30am on the morning of the task or task due-by date.  
(Tel: 88683700; Fax: 88683799)

**Step 2**            **OBTAIN** documentation  
☑ Letter from parent/guardian to the Class Teacher indicating the reason for the absence from the assessment task.  
**NOTE:** this is separate to the note for the Homeroom Teacher explaining reason for absence.  
**Documentation provided must cover all days absent from the College up to and including the task date OR from the task date until the day before returning to College. Undocumented absence beyond this/these dates may result in a zero determination.**

## FORESEEABLE ABSENCE – LEAVE

A student requiring Leave must obtain written permission from the Principal before commencement date. Students who do not have leave approved are at risk of not meeting attendance requirements.

**Step 1**            **OBTAIN** approval from the Principal.

- Parent/Guardian to write letter to the Principal requesting leave **at least four weeks prior to the leave.**
- Student to deliver letter to College Office, **not Homeroom Teacher.**
- Principal will respond in writing.

**Step 2**            **RESCHEDULE** task(s) with TLC Coordinator **PRIOR** to leave

- Student must discuss with TLC Coordinator details of task(s) that will be missed during absence.
- Arrangements will then be made regarding submission of missed task(s).

***If a student complies with these requirements, then he may:***

- i) sit a substitute task; or
- ii) be provided with an **estimate**.

## WHEN IS A DOCTOR'S CERTIFICATE REQUIRED?

A Doctor's Certificate may be required if a student is:

- Absent during the Assessment Block (only)
- Absent for College Events such as Opening Mass, Swimming Carnival etc
- Absent the last day of term.

# PENALTIES APPLIED FOR STUDENTS NOT MEETING REQUIREMENTS

## PENALTIES FOR LATE SUBMISSION WITHOUT SUPPORTING DOCUMENTATION

The following penalties will apply in the case of an Assessment Task not being submitted on time and where there is **no** acceptable supporting documentation.

### **NOT SUBMITTED ON DUE DATE**



**zero awarded**

- In this case, the task must still be submitted.
- This will be marked and returned to the student with feedback.
- The mark, however, may not contribute to the aggregated assessment mark in that subject or course.
- ***Failure to submit the task may lead to an "N" determination.***

### **LATE SUBMISSION**



Students who are late submitting a task on a given day **MUST** hand in the task the next day they attend school to their Class Teacher or the appropriate Studies Coordinator **even if there is NO scheduled lesson on that day.**

## PENALTIES FOR NON-AUTHENTIC WORK OR OTHER MALPRACTICE

*All work submitted, whether as part of an assignment or test, must be solely completed by the student. All research assignments MUST include a reference list. Criteria for referencing can be found in student's diaries. If references are NOT provided, students will be required to provide evidence that the work is their own.*

### What is Malpractice?



Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as your own.  
Using material directly from books, journals, CDs or the internet without reference to the source.
- Building on the ideas of another person without reference to the source.
- Buying, stealing or borrowing another person's work and presenting it as your own.
- Submitting work to which another person, such as a parent, coach or subject expert has contributed substantially.
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgment.
- Paying someone to write or prepare material.
- Breaching school examination rules.
- Using non-approved aides during an assessment task.
- Contriving false explanations to explain work not handed in by the due date.
- Assisting another student (either intentionally or unintentionally) to engage in malpractice, eg passing on an assignment to another student in any form.

### How to Avoid Malpractice



All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be your own.

- Use numerous, relevant, short/concise quotes rather than a few long quotes.
- These quotes are used as relevant proof of ideas in answer to the question.
- Avoid long quotes that are added as padding and take up more than one quarter of a page.
- Develop an awareness of academic writing skills and conventions.

A range of workshops and online resources related to referencing and using evidence can be found on the University of Wollongong website.  
<http://www.library.uow.edu.au/index.html>

### Penalties



**RESEARCH TASKS** – a zero determination for the section or sections affected, or for the entire task

### Appeal



If doubt arises regarding the authenticity and originality of the submitted work, the Curriculum Coordinator will be asked to consider the matter.

- A student log may be required in the case of some Research Tasks or projects and must be present upon request.
- Drafts, proofs and rough copies of assignments should be kept to support the authenticity of the assignment.
- The student may appeal this decision **WITHIN 3 DAYS** of written notification of the zero being given.

## MALPRACTICE IN EXAMINATIONS AND EXAMINATION-TYPE TASKS

All Assessment Tasks are conducted under conditions set by the College, and are based on HSC Examination Rules and Procedures as specified by NESA. Each instance of a breach of rules is treated separately and penalties may be imposed as a result.

Two main breaches are outlined below:

### Notes



If a student is found to have notes, texts or summaries of the subject being examined with him during an examination (whether he uses them or not) it will be assumed that it was for the purpose of using it during the examination and he may be awarded a zero determination for that task.

- Students who accidentally take notes, texts etc into an examination-type task must report this to the supervising teacher immediately they become aware of the fact.
- Supervising teachers will take the material from the student, make a note of the incident on your paper and report it to the subject Coordinator. However, no action will be taken provided no evidence exists that shows the material was used during the examination.

### Mobile Phones



Students are NOT permitted to take mobile phones into an examination.

- Any student who is found to have taken a mobile phone into an examination will be penalised.

### Penalties



**EXAMINATIONS** – a zero determination for the whole paper.

## SECTION Two

### RULES AND PROCEDURES FOR EXAMINATIONS/TESTS

#### Examination Dates and Times

- ⌚ The College publishes the examination/test timetable and distributes copies to students. It is your responsibility to make sure you receive a timetable and read it carefully.
- ⌚ If you miss an examination simply because you have misread the timetable you will receive a mark of zero in that examination/test.

#### Examination Attendance Rules

- 👉 You must sit for all examinations/tests/tasks unless prevented by illness or misadventure. If you cannot attend an examination/test because of illness or misadventure, notify the TLC Coordinator immediately.
- 👉 If illness occurs before the examination and you are still able to attend, notify the Teacher-in-charge of the examination/test when entering the venue.

#### Equipment for the Examination/Test

- ✎ It is your responsibility to make sure that you know and possess the correct equipment.
- ✎ Before the examination/test begins, staff supervising will inspect any equipment brought into the venue. It is recommended that you place all equipment into an A4 plastic sleeve.
- ✎ Equipment should bear only the original inscribed information. You must supply materials that are in working order (this includes calculators). You cannot lodge an appeal on the grounds that your examination equipment did not work correctly.
- ✎ You are not permitted to borrow equipment during examinations/tests.
- ✎ Supervisors will not be responsible for the safekeeping of any unauthorised material and equipment, including mobile telephones.

## Examination/Test Room Procedures

-  You must sit at the desk designated by the Teacher-in-charge of the examination/test.
-  It is your responsibility to check question papers to make sure there are no pages missing.
-  Reading Time – there will be between 5 and 10 minutes of reading and familiarisation time. You must not write during this time.

 During written examinations/tests, you must:

- Read the instructions on the front page of the examination paper carefully. Teachers supervising are not permitted to interpret questions or instructions relating to questions.
- Write your name on all writing booklets/pages.
- Write with black or blue pen. Pencil may be used only where specifically directed.
- Make sure that you write your answers in the correct answer booklets. If you write an answer in the wrong section or booklet, write a note on the front and back of all booklets that an answer has been written in the wrong place. Do not rewrite your answers, but ensure you label and hand in all parts of your answers.
- Stop writing immediately when told to do so by the teacher supervising.
- Arrange completed answers according to the supervisor's instructions and wait for the supervisor to collect them.

 You must not:

- Commence writing until instructed to do so by the Teacher-in-charge.
- Leave the examination/test room (except in an emergency) without permission.

## Conduct During the Examination/Test

- ✓ You must follow the rules of the College at all times.
- ✓ You must follow the Teacher-in-charge's instructions at all times and must behave in a polite and courteous manner towards the teachers supervising and other students.
- ✓ You must not:
  - Eat in the examination/test room.
  - Speak to any person other than a teacher supervising during an examination/test.
  - Behave in any way likely to disturb the work of any other student or upset the conduct of the examination/test.
  - Take into the examination/test room any books, notes, any paper, or any equipment other than the equipment necessary.
  - Take a mobile phone into the examination/test room.
  - Take any electronic device into the examination/test room
  - Remove any examination/test booklets, whether used or not, from the room. Question papers may only be removed with the permission of the Teacher-in-charge.
- ✓ If you do not make a serious attempt at an examination, you may not receive a result in that examination. Students are required to attempt a range of question types throughout the examination paper. Simply attempting multiple choice questions is not sufficient for an attempt to be considered serious.
- ✓ Examination answers that contain frivolous or objectionable material may result in the cancelling of the examination and a zero mark being awarded.
- ✓ If you do not follow these rules, or if you cheat in the examinations/tests in any way, you may be removed from the examination/test venue and reported to the Curriculum Coordinator. The penalty will be a zero mark for that examination/test.

### **What to do if you Don't Attend an Examination Due to Illness or Misadventure**

You must notify the College (88683700) if you are prevented from attending an examination/test because of illness or misadventure.

Provide a letter to the Class Teacher which specifies the dates during which your illness or misadventure has occurred. This documentation must be dated at the time of the examinations.

Students are also required to provide a separate note to the Homeroom Teacher regarding the student's absence during the examination/test.

## Assessment Timetable

Term	Week	Study Area
1	6	8RELG Easter Experiences
1	6	8MUSC Keyboard Studies (Assignment)
1	7	8HIST Source Analysis
1	8	8SCI – Home Experiment
1	8	8MATH Project
1	8	8ENG Task 1 Writing
1	8	8VART Body of Work (Animals & Insects)
1	9	8TECH Practical – Modern Australian Menu
1	10	8PDH Relationships
1 & 2	1-10	8PDH Practical Dance/ Touch Football / Oztag
1 & 2	1-10	8TECHF Class Practical Tasks
2	3	8TECHF Practical – Modern Australian Menu
2	4 & 5	8SCI Semester One Exam
2	5	8RELG The Church Spreads the Good News
2	5	8MATH Assessment
2	5	8MUSC Keyboard Performance
2	5	8HIST Exam
2	5	8ENG Task 2 Reading
2	5	8VART Writing Task
2	5	8VART Body of Work (Australiana)
2	6	8TECHF Quiz
2	7	8TECH Pitsco Project*
2	7	8TECH Pitsco Folio*
2	7	8TECH Balancing Man Practical**
2	7	8TECH Balancing Man Folio**
2	7	8TECH Vice Jaw**
2	7	8TECH Coding**
2	7	8TECH Metal Figure, Practical

- The following overview is a guide to the assessment tasks that will be used by teachers to make a professional judgment for a student's Semester One Report.
- Some assessment tasks will have in class time allocated to complete. Others will require submission.
- Please note that the timing of tasks may be varied or subject to change but you will be informed.
- Students should highlight their own subjects on this list.

# English

## Areas of Study

Unit 1: The Hero's Journey

Unit 2: Genre Study – Crime Fiction

## Outcomes to be Assessed

The student:

- EN 4 1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
- EN 4 2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies.
- EN 4 3B uses and describes language forms and features, and structures of texts appropriate to different purposes, audiences and contexts.
- EN 4 4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence.
- EN 4 5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts.
- EN 4 6C identifies and explains connections between and among texts.
- EN 4 7D demonstrates understanding that texts can express aspects of their broadening world and their relationships within it.
- EN 4 8D identifies, considers and appreciates cultural expression in texts.
- EN 4 9E uses, reflects on and assesses their individual and collaborative skills for learning

## Reporting Descriptors

- E The student has an elementary knowledge and understanding in few areas of the content. In addition, the student has achieved very limited competence in making informed language choices whilst imaginatively responding to and composing texts.
- D The student has a basic knowledge and understanding of the content. In addition, the student has achieved a limited level of competence in making informed language choices whilst imaginatively responding to and composing texts.
- C The student has a sound knowledge and understanding of the main areas of content. In addition, the student has achieved an adequate level of competence in making informed language choices whilst imaginatively responding to and composing texts.
- B The student has a thorough knowledge and understanding of the content. In addition, the student has achieved a high level of competence in making informed language choices whilst imaginatively responding to and composing texts.
- 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 making informed language choices whilst imaginatively responding to and composing texts.

## Assessment

### *Scheduled Assessment 70%*

- Task 1 Writing Task
- Task 2 Reading Task

### *Ongoing Assessment 30%*

- Bookwork
- Classwork
- Class Tests / Assignments

## Assessment dates

Term	Week	Study area	Weighting
1	8	8ENG Task 1 Writing Task	35%
2	5	8ENG Task 2 Reading Task	35%
1 & 2	Ongoing	8ENG Informal Assessment	30%

# History (Mandatory)

## Areas of Study

1. Medieval Europe
2. Japan under the Shoguns
3. The Spanish conquest of the Americans

## Outcomes to be Assessed

The student:

- HT4-2 Describes major periods of historical time & sequences events, people and societies from the past
- HT4-3 Describes and assesses the motives and actions of past individuals and groups in the context of past societies
- HT4-4 Describes and explains the causes and effects of events and developments of past societies over time
- HT4-5 Identifies the meaning, purpose and context of historical sources
- HT4-6 Uses evidence from sources to support historical narratives and explanations
- HT4-7 Identifies and describes different contexts, perspectives and interpretations of the past
- HT4-8 Locates, selects and organises information from sources to develop an historical inquiry
- HT4-9 Uses a range of historical terms and concepts when communicating an understanding of the past
- HT4-10 Selects and uses appropriate oral, written, visual and digital forms to communicate about the past

## Reporting Descriptors

- 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.
- 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.
- 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.
- 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.
- A The student demonstrates 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.

## Assessment

*Scheduled Assessment (60%)*

*Ongoing Assessment (40%)*

## Assessment dates

Term	Week	Study Area	Weighting
1	7	8HIST Source Analysis	30%
2	5	8HIST Exam	30%
1 & 2	1-10	8HIST Informal Assessment	40%

# Mathematics

## Areas of Study

- ◆ Algebraic techniques & indices
- ◆ Fractions, decimals, percentage & financial maths
- ◆ Equations
- ◆ Rates & ratios

## Outcomes to be Assessed

The student:

MA4-8NA generalises number properties to operate with algebraic expressions

MA4-9NA operates with positive-integer and zero indices of numerical bases

MA3-7NA compares, orders and calculates with fractions, decimals and percentages

MA4-5NA operates with fractions, decimals and percentages

MA4-6NA solves financial problems involving purchasing goods

MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations

MA4-7NA operates with ratios and rates, and explores their graphical representation

## Reporting Descriptors

- E The student can demonstrate, with assistance, elementary knowledge and understanding in a few areas of fractions, decimals, percentage & financial maths. The student has achieved very limited competence in some of the processes and skills.
- D The student can demonstrate, with assistance, a basic knowledge and understanding in the areas of fractions, decimals, percentage & financial maths. The student can solve simple familiar problems and has achieved a limited level of competence in the processes and skills.
- C The student can demonstrate a sound knowledge and understanding in most areas of fractions, decimals, percentage & financial maths. The student can solve familiar problems and use some appropriate mathematical arguments to achieve an adequate level of competence.
- B The student can demonstrate a thorough knowledge and understanding of fractions, decimals, percentage & financial maths. The student can work independently to solve familiar and some unfamiliar problems at a high level by selecting appropriate strategies and mathematical arguments.
- A The student can demonstrate consistently an extensive knowledge and understanding of fractions, decimals, percentage & financial maths. The student can work independently to accurately solve unfamiliar multi-step problems by selecting efficient strategies or by presenting clear and concise mathematical arguments.

## Assessment

*Scheduled Assessment (80%)*

*Ongoing Assessment (20%)*

## Assessment dates

Term	Week	Study Area	Weighting
1	8	8MATH Project – Hand In	40%
2	5	8MATH Assessment - Exam	40%
1&2	Ongoing	8MATH Informal	20%

# Music

## Areas of Study

- ◆ *Keyboard Studies* – Throughout Semester One, students will be introduced to the world of the keyboard. Students are given opportunities to develop their technique of playing the keyboard, simultaneously expanding the musical foundation established in Year 7.
- ◆ *Music Media & Australia Music*. This unit examines the characteristics of music in the media in context with Australian music.

## Outcomes to be Assessed

As a result of studying these units, the student:

- 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 the 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.
- 4.10 Identifies the use of technology in the music selected for study, appropriate to the musical context.
- 4.12 Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.

## Reporting Descriptors

- E The student has an elementary musical knowledge and understanding in a few areas of the Course content and has achieved very limited competence in musical skills involving performance, composition and listening activities.
- D The student has a basic musical knowledge and understanding of the Course content and has achieved a limited level of competence in musical skills involving performance, composition and listening activities.
- C The student has a sound musical knowledge and understanding of the predominant areas of the Course content and has achieved an adequate level of competence in musical skills involving performance, composition and listening activities.
- B The student has a thorough musical knowledge and understanding of the Course content and has achieved a high level of competence in practical skills. In addition, the student is able to apply this knowledge and these practical skills to most performance, composition and listening activities.
- A The student has an extensive musical knowledge and understanding of the Course content and can readily apply this to activities in performance, composition and listening. In addition, the student has achieved a very high level of competence in practical skills and can apply these to performance and composition.

## Assessment

*Scheduled Assessment (60%)*

*Ongoing Assessment (40%)*

## Assessment dates

Term	Week	Study Area	Weighting
1	6	8MUSC Keyboard Studies (Assignment) - Hand In	30%
2	5	8MUSC Keyboard Performance - In Class	30%
1 & 2	Ongoing	8MUSC Informal Assessment - Ongoing	40%

# Personal Development, Health and Physical Education

## Areas of Study

1. Relationships / Bullying
2. Dance Composition
3. Drugs & Mental Health
4. Touch Football / Oztag

## Outcomes to be Assessed

The student:

- 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.
- 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.
- 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 minimize harm.
- 4.13 demonstrates cooperation and support of others in social, recreational and group contexts
- 4.14 engages successfully in a wide range of movement situations that displays an understanding of how and why people move.

## Reporting Descriptors

- E The student has an elementary knowledge and understanding in areas related to risk assessment, safe behaviours, mental health and bullying. He has achieved a limited level of competence in movement skills, games and composition.
- D The student has a basic knowledge and understanding in areas related to risk assessment, safe behaviours, mental health and bullying. He has achieved a basic level of competence in movement skills, games and composition.
- C The student has an adequate knowledge and understanding in areas related to risk assessment, safe behaviours, mental health and bullying. He has achieved an adequate level of competence in movement skills, games and composition.
- B The student has a thorough knowledge and understanding in areas related to risk assessment, safe behaviours, mental health and bullying. He has achieved a high level of competence in movement skills, games and composition. In addition, he is able to apply this knowledge and these skills to most situations.
- A The student has an extensive knowledge and understanding in areas related to risk assessment, safe behaviours, mental health and bullying, and can readily apply this knowledge. He has achieved a very high level of competence in movement skills, games and composition and is able to apply this knowledge and these skills to new situations.

## Assessment

### *Scheduled Assessment (70%)*

- Relationships - Bullying Written Task
- Practical PDHPE lessons - Dance Choreography / Touch Football / Oztag

### *Informal Assessment (30%)*

- Effort and engagement in lessons
- Quality of completed work
- Communication & Interaction
- Demonstrated level of understanding

## Assessment dates

Term	Week	Study Area	Weighting
1	10	Written Hand-in Task	30%
1 & 2	1-10	Ongoing Practical Assessment	40%
1 & 2	1-10	Ongoing Informal Assessment	30%

# Religious Education

## Areas of Study

**Easter Experiences** - In this unit, students explore beliefs and practices associated with death and the afterlife across a range of ancient and contemporary cultures and religions. The main focus of the unit is Christian belief based on the meaning of Jesus' death and resurrection.

**The Church Spreads the Good News** - This unit takes a snapshot approach to the study of key people, events and themes in Church history from the birth of the Church at Pentecost to the present church and its mission in the modern world. The unit provides the opportunity to study the formation of early Christian communities in response to the initial proclamation of the Gospel, the spread of the Gospel and development of the Church in the Roman Empire through the Middle Ages to the contemporary period.

## Outcomes to be Assessed

The student:

- C4.4 explains ways in which the Church is a communion of saints called to holiness through faith, prayer, worship and mission
- C4.7 explains ways in which prayer and spirituality are faith response central to the life and mission of the Church
- C4.9 gathers and analyses information about religion, independently and in teams
- C4.10 communicates information, ideas and issues in appropriate forms to different audiences and in different contexts
- C4.11 uses appropriate terminology related to religion and belief systems
- C4.12 names, reflects on and integrates life experience, within a response to the Christian story and vision

## Reporting Descriptors

- E The student has an elementary knowledge and understanding of the liturgical cycle and life in the early church. In addition, this student has demonstrated the ability to identify events in the Gospels and ways of Spreading the good news.
- D The student has a basic knowledge and understanding of the liturgical cycle and life in the early church. In addition, this student has demonstrated the ability to describe elements of preaching the Gospel in periods throughout history.
- C The student has a sound knowledge and understanding of the liturgical cycle and life in the early church. In addition, this student has demonstrated the ability to describe features of call, response, conflict and community as well as the challenges of spreading the Gospel throughout history.
- B The student has a thorough knowledge and understanding of the liturgical cycle and life in the early church. In addition, this student has demonstrated the ability to explain the nature of call, response, conflict and community and examine opportunities for spreading the Gospel throughout history.
- A The student has an extensive knowledge and understanding of the liturgical cycle and life in the early church. In addition, this student has demonstrated the ability to thoroughly explain and assess the nature of call, response, conflict and community in preaching the Gospel throughout history.

## Assessment

*Scheduled Assessment (60%)*

*Informal Assessment (40%)*

## Assessment dates

Term	Week	Study Area	Weighting
1	6	8RELG Easter experiences Task	30%
2	5	8RELG The Church spreads the Good News	30%
1 & 2	1-10	8RELG Informal (ongoing)	40%

# Science

## Areas of Study

- ◆ Experimental Processes
- ◆ Elements & Compounds
- ◆ Forces

## Outcomes to be Assessed

The student:

- SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
- SC4-5WS collaboratively and individually produces a plan to investigate questions and problems
- SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
- SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
- SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
- SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
- SC4-10PW describes the action of unbalanced forces in everyday situations
- SC4-17CW explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life

## Reporting Descriptors

- E The student has an elementary understanding of experimental design, elements & compounds and forces. With guidance, he can follow a series of instructions to carry out an experiment.
- D The student has some understanding of experimental design, elements & compounds and forces. He has demonstrated the ability to plan and perform simple first-hand investigations.
- C The student has a sound understanding of experimental design, elements & compounds and forces. He has demonstrated the ability to plan and perform first-hand investigations.
- B The student has a thorough understanding of experimental design elements & compounds and forces. He has demonstrated the ability to plan, organise and perform first-hand investigations, and can apply these skills to new situations.
- A The student has an extensive knowledge and understanding of experimental design, elements & compounds and forces. He has demonstrated a high level of competence in planning, organising and performing first hand investigations, and can apply these skills readily to new situations.

## Assessment

### *Scheduled Assessment (80%)*

- Home Experiment
- Semester One Exam
  1. Knowledge and Understanding
  2. Processing and Presenting Information
  3. Extracting Information and Communicating Ideas

### *Ongoing Assessment (20%)*

- Class and Homework
- Participation in class discussions and activities
- Quizzes

## Assessment dates

Term	Week	Study Area	Weighting
1	8	8SCI Student Research Project	40%
2	4 & 5	8SCI Semester One Exam (a: knowledge & understanding 15%, b: processing & presenting 15%, c: extracting information 10%)	40%
1 & 2	Ongoing	8SCI Informal	20%

# Technology Mandatory

## Areas of Study

An area of study that is the focus of this unit is Products and the design specialisation is Industrial Design. The technology specific content students will study is related to graphics technology, timber technology and media technology.

Through the completion of this unit students will gain knowledge and skills related to these areas of study and technologies via the completion of design related content and practical project work.

A Pitsco car is a student designed and constructed vehicle that is powered by the sudden and powerful release of CO<sub>2</sub> gas from a small cylinder. Students are encouraged to investigate the design principles used to create an aerodynamic vehicle that will be raced against vehicles made by other students.

Another area of study that is the focus of this unit is Information and Communication and the design specialisation is Promotional Design. The technology specific content students will study is related to graphics technology, electronics technology and metal technology.

Through the completion of this unit students will gain knowledge and skills related to these areas of study and technologies via the completion of design related content and practical project work.

Students will be studying the importance and impact of effective promotional design through applying these principles to their own project. They will study coding technology and complete a project based task. Students will then utilise their understanding of subsequent game design. The study of metal technology will allow the students to study metalworking processes whilst combining them with the design, production and promotion of a metal artifact.

## Outcomes to be Assessed

The student:

- 4.1.1. applies design processes that respond to needs and opportunities in the design project.
- 4.1.2. describes factors influencing design in the area of 'Products'.
- 4.2.1. generates and communicates creative design ideas and solutions.
- 4.3.1. applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of the design project.
- 4.3.2. demonstrates responsible and safe use of a range of tools, materials and techniques in the completion of the design project.
- 4.5.1. applies management processes to successfully complete design project.
- 4.5.2. produces quality solutions that respond to the needs and opportunities in the design project.
- 4.6.1. applies appropriate evaluation techniques throughout the design project.

## Reporting Descriptors

- E The student has demonstrated an elementary knowledge and understanding of the design process and has produced a design project with assistance. In addition, the student has demonstrated a very limited level of competence in the work practices relevant to the design project.
- D The student has demonstrated a basic knowledge and understanding of the design process and has produced a design project with guidance. In addition, the student has demonstrated a limited level of competence in the work practices relevant to the design project.
- C The student has demonstrated a sound knowledge and understanding of the design process and has produced a design project with minimal guidance. In addition, the student has demonstrated an adequate level of competence in the work practices relevant to the design project.
- B The student has demonstrated a thorough knowledge and understanding of the design process and has applied this in the production of a quality project. In addition, the student has achieved a high level of competence in the work practices relevant to the design project, and has worked independently.
- A The student has demonstrated an extensive knowledge and understanding of the design process and has applied this in the production of a high quality project. In addition, the student has achieved a very high level of competence in the work practices relevant to the design project, and has worked consistently and independently.

## Assessment

### *Formal Assessment*

Student achievement of the targeted unit outcomes via the successful completion of the following tasks:

- Students will design and construct a Pitsco (CO2) racing car OR a Balancing Man project
- Students will use their understanding of the design process to create and submit a design folio either the Pitsco or Balancing Man.
- Students will develop a coding solution using the Ollie robot and block coding apps.
- Students will produce a Vice Jaw protector in the metal-based focus area
- Students design, produce and prepare a Modern Australian Menu (Menu & Practical)
- Students complete a Food Safety Quiz

### *Informal Assessment*

- Ongoing periodical assessment of the folio and the completion of related theory will provide the basis for the informal assessment for this unit. Observation of practical skills and safe work practices occurs as a matter of course during all lessons.
- Completion of related theory will provide the basis for the informal assessment for this unit. Observation of practical skills and safe work practices occurs as a matter of course during all lessons.

## Assessment dates

Term	Week	Study Area	Weighting	Weighting
2	7	8TECH Pitsco Project*	30%	
2	7	8TECH Pitsco Folio*	20%	
2	7	8TECH Balancing Man Practical**		20%
2	7	8TECH Balancing Man Folio**		15%
2	7	8TECH Vice Jaw**		5%
2	7	8TECH Coding**		10%
1 & 2	Ongoing	8TECH Informal	15%	
2	3	8TECHF Practical – Modern Australian Menu	15%	
1 & 2	Ongoing	8TECHF Class Practical Tasks	10%	
2	6	8TECHF Quiz	10%	

\* Please note that these projects are being developed concurrently during Technology Mandatory classes this semester. Classes working developing the Pitsco\* will rotate next semester to work on the metal-based\*\* and coding\*\* projects and vice versa. All students work in the Food focus area for the entire semester in addition to the other focus area

# Visual Arts

## Areas of Study

**Animals and Insects:** A structural investigation of drawing animals and Insects as well as the formal qualities that can be applied to drawing in various mediums to create expressive depictions of both animals and insects.

**Australiana:** Within this unit students will learn about a number of Australian artists and will continue to develop their artmaking skills.

## Outcomes to be Assessed

The student:

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

## Reporting Descriptors

- E The student has an elementary knowledge and understanding of the frames and applies this knowledge in written accounts, in a very limited manner. In addition, the student has achieved a minimal level of competence in the processes and techniques in drawing and applies some of these skills in their artmaking.
- D The student has a basic knowledge and understanding of the frames and applies this knowledge in written accounts in a limited manner. In addition, the student has achieved a basic level of competence in the processes and techniques in drawing and has applied some of these skills in their artmaking.
- C The student has a sound knowledge and understanding of the frames and can apply this knowledge in written accounts. In addition, the student has achieved an adequate level of competence in the processes and techniques in drawing and has applied some of these skills in their artmaking.
- B The student has a thorough knowledge and understanding of the frames and can apply this knowledge in written accounts. In addition, the student has achieved a high level of competence in the processes and techniques in drawing and has applied many of these skills in their artmaking.
- A The student has an extensive knowledge and understanding of the frames and can readily apply this knowledge in written accounts. In addition, the student has achieved a very high level of competence in the processes and techniques in drawing and has applied these skills in their artmaking.

## Assessment

### *Formal Assessment 90%*

- Writing Task
- Body of Work (Animals & Insects)
- Body of Work (Australiana)

### *Informal Assessment 10%*

- Art Making Process
- Presentation of VAPD
- Self & Peer Evaluations

### *Assessment dates*

Term	Week	Study area	Weighting
1	8	8VART Body of Work (Animals & Insects)	20%
2	5	8VART Writing Task – In Class	40%
2	5	8VART Body of Work (Australiana)	30%
1 & 2	1 -10	8VART Informal – Classwork & Practical	10%