

YEAR 8 2021



ACADEMIC GUIDE

‘VIVERE CHRISTUS EST’

Whatever you have learned or received or heard from me, or seen in me—put it into practice. And the God of peace will be with you.

Philippians 4:9

Table of Contents

A Message from the Principal.....	3
A Message from the Assistant Principals.....	4
Understanding Learning Power	5
The Purpose of Assessment.....	6
How is my achievement measured?.....	6
What is the aim of assessment?	6
What methods are used to assess students?	6
Completing informal Assessment Tasks	7
Awarding Grades	7
Performance Profiles	7
Reports.....	7
Homework & Study.....	8
Assessment Procedures.....	12
Glossary of Key Words	15
Referencing Your Work.....	17
Important Information	18
RELIGION.....	19
ENGLISH	20
MATHS	21
SCIENCE.....	22
GEOGRAPHY.....	23
HISTORY	24
PDHPE	25
MUSIC	26
TECHNOLOGY.....	27

A Message from the Principal

Dear Students and Parents,

Every student at St Paul's receives an assessment overview for the year. This takes the form of an outline for each course, together with an assessment grid and assessment procedures.

These assessment overviews are designed for you to:

- know what assessments you will have, and
- learn how to plan for your assessments so that you can perform better in them.

Please keep in mind that dates will, at times, be changed and students will be notified by the class teacher. You need to be aware of three important aspects of assessments:

1. If you are absent from an assessment task or are away when it should be handed in, on the day you return to school you need to bring a letter or email your teacher explaining the reason for the absence. On the day of your return you will be required to undertake or submit the task. Marks will be awarded as normal provided the explanation for the absence is satisfactory. Estimates are only given in exceptional circumstances. Parents should telephone or email the school if a student is away when a task is scheduled and arrange for a message to be passed onto the relevant Leader of Pedagogy.
2. If you have a good reason for not having time to complete an assessment task (eg you have been ill for a week), you can apply for an extension by a written parental request presented to the Leader of Pedagogy. It is usually anticipated that this is clearly done in advance of the due date.
3. If you are absent without explanation or fail to submit a task on time without an adequate explanation, you will be required to attend an afternoon detention to complete some or all of the assessment.

All assessment task notifications will be available to view on Compass so absence on the day a task is issued is not grounds for extension. Assessment Handbooks can also be viewed on the St Paul's Catholic College website.

It is vitally important that you realise managing assessment is complex, but we are training students to be proactive in the management and organisation of their school responsibilities.

I hope this information allows you to be a far better prepared student in 2021.

Every success,



Mr Graeme Selmes
Principal

A Message from the Assistant Principals

Dear Parents and Students

This booklet outlines the assessment tasks for each subject available to Year 8 students at St Paul's Catholic College. It has been prepared to assist in planning for assessment tasks which are part of the teaching and learning cycle. Our approach to assessment is to lead students in building on the knowledge and skills that they develop and refine each year. Students will move towards becoming greater advocates for their own learning and develop an understanding of the importance of academic rigor as their teachers continually prepare students for lifelong learning. Importantly, the assessments outlined in this booklet do not constitute all the assessment opportunities afforded to students. It is vital that students understand that all learning students engage in, both inside and outside the classroom, counts.

Traditionally, student understanding has been assessed using four or, in some cases five, set tasks throughout the year. At St Paul's our approach is to provide students with multiple opportunities throughout the year to demonstrate what they know and can do through classwork and informal assessment. This approach changes the emphasis from 'learning for the assessment' to an approach where all learning is an opportunity for students to show mastery of content and skills. Teachers, in collaboration with students, will be building a profile of student learning which enables students to receive regular feedback that can then be used by students to identify their next steps in learning. As has previously been the case, student achievement will be identified against the common grade scale.

Through this approach, teachers will be asking students 'Show me that you can ...'. Through the explicit communication of learning intentions and co-constructed success criteria we place students in a position where they are able to be agile in their own learning and make adjustments, as necessary. Teachers lead students to mastery through regular feedback which assists students in identifying their next steps in learning.

Learning is a lifelong process and, as centres of learning, schools strive to support students in developing the skills to assist them in identifying how they learn. It is useful for students to know how they learn, the importance of practice and trying again which allow students to develop resilience and a 'bounce back' attitude. Students don't often know their learning potential and how adaptable their brains can be. As teachers, it is our goal to provide students with opportunities to grow in their learning power.

To our students, I wish you all the best in your academic endeavours. Always maintain a growth mindset and positive work ethic and your goals will be realised.



Mrs Anne-Maree Shipman
Assistant Principal Community and Wellbeing



Mrs Amber Carter
Assistant Principal Teaching & Learning

Understanding Learning Power

To achieve your goals, you need to also be prepared to think and, sometimes, thinking requires effort. Effort is a factor that must be consistent with your personal motivation and goals and it is tied into your confidence to succeed. Thinking relies directly on our ability to access information on how curious we are about things and our desire to learn.

Consider the following: do you seek challenges that are hard and require effort; do you overcome setbacks by setting new goals and working harder; do you embrace the success of others and try to do what they are doing; seek feedback in order to improve your work and personal goals; and importantly, do you ‘work harder’ to ‘get better’? At St Paul’s Catholic College we encourage students to develop a growth mindset where you are encouraged to focus on effort rather than on intelligence and this allows you to build capacity in improving your self-efficacy and confidence to succeed.

Many students see their intelligence – and consequently their future achievement – as a fixed entity (Fixed Mindset), rather than on something that can grow and develop (Growth Mindset). Teaching people to have a growth mindset encourages focus on effort rather than on intelligence. The following table contains ideas that can help you in developing a growth mindset:

Words that encourage a growth mindset	Fixed mindset labels (avoid these!)	Grow your mindset using these!
WOW!	Smart	Believe that you can change your intelligence
Tell me about it	Cute	Plan what you should do next
Show me more	Great	Believe you can learn
How did you do that?	Fast	Know that you will do this
How do you figure that out?	Best	Plan your goals backwards: know what you want to achieve and make little goals to get there
How many ways did you try it before it turned out the way you wanted?	Pretty Good Great	Plan to overcome obstacles Be prepared to think!
What do you plan to do next?	Clever	Verbalise what success looks like
Are you pleased with what you did?	Intelligent Right	Acknowledge that there are things you will find challenging

The Purpose of Assessment

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Grades are given for individual achievement. Students will get the grade that best matches the standard of their achievement. Teachers should consider all evidence gathered and should not be limited to a set number of children allocated to each grade within their class or school.

With this in mind, our approach to assessment is continuous throughout the year as students develop their skills and knowledge related to course outcomes. These learning tasks will not only allow for assessment AS and FOR learning but will assist teachers in allocating the Performance Profiles that appear on the School Report. More information about assessment as and assessment for learning can be found at: [Assessment For Of As](#)

How is my achievement measured?

This is done by:

- School assessments throughout each course, based on the assessments outlined in this booklet and tasks completed in and out of the classroom. Assessment tasks may include assignments, projects, tests, examinations, field study and practical tasks.
- Informal, or formative, assessment tasks where the teacher will collect evidence of student achievement of course content.

What is the aim of assessment?

Students are required to complete school-based assessment tasks for each course they study. School-based assessment tasks are designed to measure performance in a wider range of objectives than may be tested in examination. Teachers are continually gathering evidence of student achievement through the normal teaching and learning cycle. Students will receive information on how they are progressing through marks, grades, comments which can be both teacher and student generated. Results from assessments are aligned with the common grade scale which outlines standards of achievement for students in each grade.

What methods are used to assess students?

Students may be assessed in some or all of the following ways:

- Written, practical and/or aural, oral tests
- Class tests and/or home assignments, including essays and practical tasks
- Projects of varying length and complexity
- Oral presentations
- Observation of student participation in individual and group activities related to the course, including class discussions and fieldwork where appropriately stipulated

The syllabus documents mandate the use of a wide range of assessment procedures to assess student outcomes.

Completing Informal Assessment Tasks

Students should realise that formal (those communicated through this booklet) and informal assessment tasks are important in the context of the whole course. Such tasks provide valuable practice for assessment tasks, examination preparation and the feedback component of all courses.

Awarding Grades

Students will be awarded a grade for each course they are enrolled in. Teachers will award grades based on the collection of evidence of student learning throughout the year. This means students are not just restricted to formal assessment tasks as opportunities to show teachers what they know and can do. Students are encouraged to show their best effort in all learning opportunities as all learning can contribute towards the allocation of a grade. As teachers gather evidence of student learning, the performance of students will be compared to the common grade scale which is applied to each course. More information about the common grade scale can be found at: The [The Common Grade Scale](#)

Performance Profiles

In each course, there will be a series of profiles that reflect a range of skills, knowledge, values, and attitudes. These profiles are intended to provide a specific overview within each course. Each student, apart from statistical data, will receive this additional evaluation. The combination of profiles, data and personal comment will ideally create a complete profile of where a student is at, with regard to their course.

Reports

Students will be issued with three reports. They are as follows:

- **Term 1 Interim Report** will be a brief reflection on the student's progress to date and their Approaches to Learning.
- **Term 2 Report** will be more comprehensive, summative report of Semester One, providing both feedback and direction for Semester Two.
- **Term 4 Report** will provide each student with a summation of their approaches to learning throughout the academic year and an Overall Grade relating to achievement of Course Outcomes.

Homework & Study

Homework should be a purposeful experience which may consolidate, extend and/or enrich the school's academic program. Homework will take into account the unique set of gifts, talents, interests and needs that each child brings and should therefore cater for a variety of interests, skills and abilities. At the College, we believe homework should be balanced with a range of recreational, family and cultural activities and we understand that life skills as well as academic skills are important and therefore supports the development of the well-rounded student, skilled in many spheres of life.

At St Paul's students can access assistance with their homework and study through study afternoons held in the library twice per weeks and the Mathematics homework mornings which are also held regularly during the week. Further details of these opportunities are available by contacting your teacher, the newsletter or through the Compass notifications.

Students acquire and consolidate knowledge independently, and with guidance and direction. Students learn both when they are shown how to do things step by step in the classroom and when they work on their own outside class time.

Research has shown that in the latter years of schooling, students who complete homework generally outperform students who do not¹. The appropriate type and amount of homework improves students' study skills and their attitudes toward school and helps learning take place outside the classroom. The type and nature of homework varies depending on the subject, the student's level of learning and the stage in the academic program.

Homework may focus on reading, revising, report writing, investigating and project work, such as assignments and research projects involving the main types of homework which are:

- Practice exercises - providing students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills. These activities include but are not limited to:
 - consolidation exercise e.g. maths, including memorisation of tables practising for mastery e.g. spelling words
 - revising information about a current topic
 - practising words or phrases learnt in a language other than English
 - reading for pleasure
 - essay writing
- Preparatory homework - providing opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons. These activities include but are not limited to:
 - background reading e.g. English text for class discussion
 - researching topics for a class unit of work
 - collecting items e.g. geometric shapes
 - completing pre-learning activities
- Extension assignments - encouraging students to pursue knowledge individually and imaginatively. Extension activities encourage students to transfer knowledge and skills to new situations. These activities include but are not limited to:
 - writing e.g. a book review
 - making or designing something e.g. an art work
 - investigations e.g. science, social science
 - researching e.g. history, local news
 - information and retrieval skills eg. using a home computer to find material on the Internet
 - monitoring e.g. advertising in particular newspapers.

Homework and the Role of Feedback

Teachers will set and check homework and provide feedback to students and this will also include opportunities for self and peer feedback. Whether feedback is given through marking, comments in and out of class, or other means, the aim is the same: to know each student's capabilities well and to help them to develop to their potential.

Frequent and constructive feedback makes a considerable contribution towards learning as well as being central to a teacher's knowledge of a student's abilities, needs, current developmental phase and potential. A thorough knowledge of each student assists teachers to form accurate expectations of students, as well as to set appropriate enrichment and extension tasks. Constructive feedback has a positive effect on students' motivation and self-esteem.

Regular feedback is given to students in both formal and informal ways. Listening to students, discussion with students, notation and comments on workbooks, detailed marking of formally set work and communication with parents are all forms of feedback. The quality of feedback is important and involves giving information on how well the student has demonstrated knowledge, understanding and skills, and providing sufficient details to allow the student to correct their own errors and the actions they can take develop a deeper understanding of the subject content. Students benefit from correcting their own work and this practice needs to be monitored.

Expectations for Homework

Students are expected to:

- keep a record of homework and when it is due
- complete the homework set to the best of their ability
- complete homework on time

If students have no set homework in a subject or for a given evening they should:

- continue work on assignments set to be completed over time
- review the lessons for the day and make summary notes
- keep an on-going summary for each subject
- read the news from a published source such as the Sydney Morning Herald, Newcastle Herald, or other media publication such as New Scientist
- read set texts and texts for wide reading

Given individual differences in work rates and level of commitment the same work can take each student quite different amounts of time. As a guide the following timings are what is expected for students to complete homework:

Year 7-8	Between 60-90 minutes of homework/assessment preparation four nights per week.
Year 9-10	Between 90-120 minutes of homework/assessment preparation four nights per week.
Years 11-12	Students are to complete homework and assessment preparation which equates to a minimum of 30 minutes per two-unit subject over five nights (this includes the weekend). Students should do what is necessary to excel in their studies.

Students are expected to develop increasing skills in time management and organisation as they progress towards Stage 6 studies.

There are a variety of structures in place that assist students in developing these self-regulation skills including recording of homework on Compass and set as Learning Tasks, communication of homework expectations to parents by email where necessary and the support provided to students by the Care Group teacher.

The College also acknowledges that students often work part-time after school. It is recommended, however, that student's work hours are kept to a maximum of 10 hours per week.

In addition, the College encourages students to spend a period of time reading a book without the aid of an electronic device each evening.

Supporting Students at Home

Parents and carers can assist with encouragement, interest and provision of appropriate time and space for homework but students should do their own work. Positive techniques that can assist children with homework tasks include:

- motivating students and gently monitoring homework completion
- responding to efforts, including the use of praise or rewards
- interacting by modelling, demonstrating or problem-solving
- supporting their child to learn techniques that will improve achievement, eg techniques to cope with distractions, planning a homework timetable
- encouraging reading

7 Ways to keep your kids focused during homework time!



1



Provide a peaceful setting
with good lighting. No red or colorful rooms!



2



Take away distractions
including cell phones, TV, etc. Their only concern should be homework.



3



Make a to-do list
and have them check off each assignment when completed.



4



Have them stand up
in 15 minute intervals, stretch and maybe even do a few jumping jacks to stay awake.



5



Make sure they have healthy snacks
like Crispy Fruit for brain food.



6



Keep 'em hydrated!
Give them either a glass of water, or natural juices. Stay away from sugary drinks.

7



Join them
grab a book and sit next to them.
It's all about team work!



<https://smartlifebites.com/7-ways-to-keep-kids-focused-during-homework-time/>

Assessment Procedures

Year 8 Assessment Tasks are generally held in class and our assessment policy reflects an emphasis on continuous, on-going, formative assessment. This provides students with multiple opportunities to demonstrate to their teachers what they know and can do. Students must be prepared to show their best effort in all their learning. Teachers will maintain records for student performance in assessment tasks that are embedded in the normal teaching and learning that occurs in the classroom. This way, teachers can make on-balanced judgements of student's performance in a course. At times, however, students will be required to submit tasks so they can develop an understanding of important skills such as meeting deadlines. The following provides students, parents and carers an outline of the College's expectations for assessment.

Student Responsibilities

- **Being a Ready-To-Learn student**

Students are responsible for ensuring they arrive at class, ready to learn. All learning can contribute towards teachers making judgements on what students know and can do. Likewise, students may also be given multiple opportunities to demonstrate their learning.

If a student does not complete work that reflects the standard of work, they can produce, the teacher will contact parents/carers to inform them of academic concerns. This approach to learning and assessment encourages students to maintain focus on learning without high stakes consequences. This approach also increases student's resilience towards learning as they are provided with multiple opportunities to reflect and make changes to their learning based on the feedback provided by teachers.

- **Submitted tasks**

At times, students will also be asked to submit tasks, so they learn how to read an assessment notification and develop time management skills in meeting deadlines. The following procedures will apply to submitted tasks:

- When a task is submitted this must be done either at the Student Reception using the Submissions Box (if specified by the teacher) or handed in, which will normally be done in the scheduled class, where a student will also sign their task in.
- **Tasks must be handed in before 8:45am on the due date if it is a Submission Box task.**
- Students must ensure their work is clearly identified.
- The school considers that a distinction should be made between students who complete assessment tasks on time and those who do not.
- All dates for assessment tasks will be indicated in the Assessment Calendar and Assessment Notification.
- If a task is submitted after 8:45am, at the teacher's discretion, the student will be required to attend a lunch detention on the day (or day thereafter) the tasks was due. Parents/carers will be notified of the late submission.
- If the task is more than two days late, the student will be required to attend an afternoon detention. Again, parents/carers will be informed of the requirement of the afternoon detention as per normal school procedures. To satisfy course completion requirements, assessment tasks must still be submitted even if too late to score marks.

- Late assessment tasks will be marked, and students will be provided with feedback on their performance in the assessment. This is so the students will be able to see the true value of their work.
- A comment will be included in student's reports indicating their ability to meet deadlines.
- If for some valid reason a student needs a short extension of time for an assessment task, permission for this must be sought from the Leader of Pedagogy, together with a note from parents, or medical certificate well before the due date. The Leader of Pedagogy will then negotiate the time of extension with the student and the class teacher. The student will be provided with the information in writing.

Extensions will not be granted on or after the due date for a task.

- **Student Absence due to Illness**

Where a student is absent for an assessment task due to illness, parents should inform the College and the course teacher.

The student will undertake the task, which may be a similar task or alternative task, on return to school.

- **Maintaining records of work**

Students have a responsibility to maintain records of their classwork and assessments on OneDrive (or similar). In most circumstances, technical problems are not a reason for non-submission or late submission of work.

Students are also required to regularly check their school email as this is a common platform for communication.

- **Student absence from school when assessment information is given**

All assessments are placed on Compass in the Learning Tasks section of the Course page. It is the responsibility of all students absent from school for any reason to access assessments using Compass and to familiarise themselves with information that was provided in their absence.

- **Academic Malpractice**

Students are advised that the following guidelines apply in the case of academic malpractice:

- Students are expected to follow all instructions relating to each assessment task.
- Evidence of plagiarism, cheating or collusion may lead to cancellation of a task and a zero-mark recorded and the student may be required to complete the task during an afternoon detention.
- If a zero penalty is applied due to academic malpractice, notice will be given in writing to the student and the student's parent/guardian.
- Students must familiarise themselves with the referencing guide provided in the Academic Guide.

- **Truancy**

If a student deliberately misses an assessment test because of truancy, zero marks will be awarded.

- **Holidays**

Students are expected to meet their responsibilities re: assessment tasks/tests. Zero marks will be awarded to students who are absent due to “non-holiday” vacations, except in special circumstances. Students may request special consideration involving alternative arrangements by applying in writing to the Principal (Principal’s Special Leave).

- **Where a Student Absence is due to Involvement in School Approved Activities**

Where a student represents the school on a legitimate activity such as sport or debating, alternative arrangements for assessment will be made. It is the responsibility of the student to make the subject teacher aware of any ‘clash’ between Assessment Tasks and School Approved Activities.

- **Each student is responsible for:**

- ensuring that they understand the College requirements for assessment.
- applying themselves with diligence and sustained effort.
- attempting each assessment task to the best of their ability so that they demonstrate maximum level of achievement.
- demonstrating, through application and achievement, that they have met the requirements of the course.

Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in assessment.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgment about the value of
Assess	Make a judgment of value, quality, outcomes, results, or size
Calculate	Ascertain/determine from given facts, figures, or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection, and quality to (analyse/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgment based on criteria; determine the value of

Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts, or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

Referencing Your Work

Why do we need to reference?

Referencing gives credit to, or acknowledges, the original source of ideas and work that is not the writer's own, and guides the reader to the original documents. Whenever you use information from somebody else, either by quoting them directly or putting the information into your own words (paraphrasing) you must acknowledge them. This is called referencing.

When we reference we follow a particular style. There are many ways to reference. In Stage 6, we use a simplified version of the APA (American Psychological Association) referencing style.

Where do we reference?

Referencing the information source in the body of your writing is called in text referencing. The APA in text reference is in the format (**author, date**). When directly quoting from a text you must include a page number in the citation as given in the examples below.

Referencing an idea

- It was not until large amounts of money were injected into the economy, after the entry of the United States into World War 2, that there was a dramatic drop in unemployment. (Mirams, 2015)
- OR
- Mirams (2015) stated that it was not until large amounts of money were injected into the economy, after the entry of the United States into World War 2, that there was a dramatic drop in unemployment.

Referencing a quotation

- One researcher commented that during Prohibition the "federal government lost \$11 billion in tax revenue" (Mirams, 2015, p. 92).

The Reference List

A reference list, a list of all the sources you have used, is included at the end of your work. This tells the reader exactly where you have found all your information.

Your reference list should be ordered alphabetically by author.

Book

Mirams, S. (2015). *The USA 1900 - 1945*. South Melbourne, Australia: Cengage Learning.

Webpage with an author

Palmer, D. (2018, June 6). *Gondwana Rainforest Types of Australia*. Retrieved from <https://www.bigvolcano.com.au/natural/rftypes.htm>

Webpage with no author

Rainforest news. (2018). Retrieved from https://www.sciencedaily.com/news/earth_climate/rainforests/

Important Information

- Please note dates that are listed may be subject to change. Students will be notified in writing of any alteration to a scheduled task.
- For each Assessment Task the Assessment Task Notification will appear on Compass at least 14 days prior to the due date of the task. Tasks will be located in 'Learning Tasks' on Compass and made visible to parents.
- The Leader of Pedagogy signature will be on every formal Assessment Task given to students.
- Assessment tasks are to be submitted via the Submission Box located in the Student Reception. These tasks will be due by 8.45am on the due date (unless otherwise stated in the AT Notification Form).



RELIGION

Year 8

2021 Assessment Schedule

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

	Task 1	Task 2	Task 3
Type of Task	Brochure	CSO Religious Literacy	Creative- Visual and Written
Date of Task	Term 1, Week 9	Term 2, Week 6 26 th May 2021	Term 3, Week 10
Outcomes	JS 4.1	JS 4.4, HB 4.3	HB 4.5, CP 4.1, CP4.2
Topic Focus	The Christian Scriptures	The Catholic Church	Catholic Prayer

The Outcomes assessed in these tasks are:

JS 4.1	Demonstrates an understanding of the language and books of the scriptures
JS 4.4	Demonstrates an understanding of the ways the Spirit is at work in the world
HB 4.3	Demonstrates a knowledge of the main characteristics of the Church
HB 4.5	Communicates some beliefs about God and the human person
CP 4.1	Demonstrates a knowledge of prayer and spirituality in the Catholic tradition
CP 4.2	Communicates a knowledge of the symbols and rituals of the Church's liturgy

- The remaining course outcomes will be assessed through informal assessment tasks.

Please note: students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.



ENGLISH

Year 8

2021 Assessment Schedule

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

	Task 1	Task 2
Type of Task	Part A: Comprehension Part B: Analytical paragraphs (in class)	Part A: Narrative Part B: Reflection (in class)
Date of Task	Term 1, Week 1	Term 3, Week 10
Outcomes	EN4-1A, EN4-3B, EN4-9E	EN4-3B, EN4-5C, EN4-7D, EN4-8D
Topic Focus	"People & Places" – poetry	"In That Time & Place" – prose fiction

The Outcomes assessed in these tasks are:

EN4-1A	responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN4-3B	uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts
EN4-5C	thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
EN4-7D	demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it
EN4-8D	identifies, considers and appreciates cultural expression in texts
EN4-9E	uses, reflects on and assesses their individual and collaborative skills for learning

- The remaining course outcomes will be assessed through informal assessment tasks.

Please note: students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.



MATHS

Year 8

2021 Assessment Schedule

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

	Task 1	Task 2	Task
Type of Task	Assignment	In Class Test	Examination
Date of Task	18/03/2021	27/05/2021	9/11/2021
Outcomes	MA4-1WM MA4-2WM MA4-16MG, MA4-3WM MA4-17MG	MA4-1WM MA4-2WM MA4-3WM MA4-5NA MA4-6NA MA4-8NA MA4-7NA MA4-16MG MA4-17MG	All outcomes
Topic Focus	Pythagoras' Theorem and Reasoning in Geometry	Percentages, Algebra, Ratio, Reasoning in Geometry, Pythagoras' Theorem	All topics

The Outcomes assessed in these tasks are:

MA4-1WM	communicates and connects mathematical ideas using appropriate terminology, diagrams, and symbols
MA4-2WM	applies appropriate mathematical techniques to solve problems
MA4-3WM	recognises and explains mathematical relationships using reasoning
MA4-5NA	operates with fractions, decimals and percentages
MA4-6NA	solves financial problems involving purchasing goods
MA4-7NA	operates with ratios and rates, and explores their graphical representation
MA4-8NA	generalises number properties to operate with algebraic expressions
MA4-10NA	uses algebraic techniques to solve simple linear and quadratic equations
MA4-11NA	creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
MA4-12MG	calculates the perimeters of plane shapes and the circumferences of circles
MA4-13MG	uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
MA4-14MG	uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
MA4-16MG	applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
MA4-17MG	classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
MA4-20SP	analyses single sets of data using measures of location, and range
MA4-21SP	represents probabilities of simple and compound events

- The remaining course outcomes will be assessed through informal assessment tasks.

Please note: students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.



SCIENCE

Year 8

2021 Assessment Schedule

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

	Task 1	Task 2
Type of Task	Modelling task	Student research project
Date of Task	Term 2 week 6	Term 2 week 5
Outcomes	SC4-8WS PW3	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-9WS
Topic Focus	Students will design and construct a model for a specific purpose and evaluate the model	Planning, conducting, and performing an independent investigation

The Outcomes assessed in these tasks are:

SC4-4WS	Identify 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 range of investigation types, collaboratively and individually
SC4-7WS	Process 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.
PW 3	Energy appears in different forms including movement, heat and potential energy, and causes change within systems.

- The remaining course outcomes will be assessed through informal assessment tasks.

Please note: students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.



GEOGRAPHY

Year 8

2021 Assessment Schedule

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

	Task 1	Task 2
Type of Task	Literacy /Research Task	Skills Based Portfolio
Date of Task	Term 3 Week 8	Terms 1 and 2 - Progressive
Outcomes	GE 4-1 GE 4-2 GE 4-5 GE 4-7	GE 4-1 GE 4-2 GE 4-6 GE 4-8
Topic Focus	Water In The World	Water In The World Interconnections

The Outcomes assessed in these tasks are:

GE 4-1	locates and describes the diverse features and characteristics of a range of places and environments
GE 4-2	describes processes and influences that form and transform places and environments
GE 4-3	explains how interactions and connections between people, places and environments result in change
GE 4-4	examines perspectives of people and organisations on a range of geographical issues
GE 4-5	discusses management of places and environments for their sustainability
GE 4-6	explains differences in human wellbeing
GE 4-7	acquires and processes geographical information by selecting and using geographical tools for inquiry
GE 4-8	communicates geographical information using a variety of strategies

- The remaining course outcomes will be assessed through informal assessment tasks.

Please note: students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.



HISTORY

Year 8

2021 Assessment Schedule

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

	Task 1	Task 2
Type of Task	Literacy /Research Task	Skills Based Portfolio
Date of Task	Term 1 Week 9	Terms 1 and 2 - Progressive
Outcomes	HT 4-3 HT 4-5 HT 4-6 HT 4-9	HT 4-2 HT 4-3 HT 4-8 HT 4-10
Topic Focus	Medieval Societies	Medieval Europe, Medieval Japan and The Aztecs

The Outcomes assessed in these tasks are:

HT 4-2	describes major periods of historical time and sequences events, people and societies from the past
HT 4-3	describes and assesses the motives and actions of past individuals and groups in the context of past societies
HT 4-5	identifies the meaning, purpose and context of historical sources
HT 4-6	uses evidence from sources to support historical narratives and explanations
HT 4-8	locates, selects and organises information from sources to develop an historical inquiry
HT 4-9	uses a range of historical terms and concepts when communicating an understanding of the past
HT 4-10	selects and uses appropriate oral, written, visual and digital forms to communicate about the past

- The remaining course outcomes will be assessed through informal assessment tasks.

Please note: students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.



PDHPE Year 8 2021 Assessment Schedule

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

	Task 1	Task 2
Type of Task	Extended Response	Practical Skills Test
Date of Task	Term 2 Week 8	Term 4 Week 5
Outcomes	PD4-3 PD4-6 PD4-9 PD4-10	PD4-4 PD4-5
Topic Focus	Celebrating Diversity	Court sports, invasion games and striking games

The Outcomes assessed in these tasks are:

PD4-3	Investigates effective strategies to promote inclusivity, equality and respectful relationships
PD4-4	Refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
PD4-5	Transfers and adapts solutions to complex movement challenges
PD4-6	Recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
PD4-9	Demonstrates self-management skills to effectively manage complex situations
PD4-10	Applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts

- The remaining course outcomes will be assessed through informal assessment tasks.

Please note: students will be informed of any changes to the assessment schedule in writing. The most recent Assessment Schedule can be found on the College website.



MUSIC

Year 8

2021 Assessment Schedule

Students will receive a formal assessment notification for the tasks listed below. These assessments form part of the overall assessment plan for this course.

A student's grade will be determined from the assessments listed below along with a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

	Task 1
Type of Task	Performance/Listening
Date of Task	Term 2 Week 6/ Term 4 Week 6
Outcomes	4.1 4.2 4.3 4.7 4.8 4.11
Topic Focus	Patterns in Music

The Outcomes assessed in these tasks are:

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
4.7	demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
4.8	demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
4.11	demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform

- The remaining course outcomes will be assessed through informal assessment tasks.

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TECHNOLOGY

Year 8

2021 Assessment Schedule

Student achievement in this course will be determined through the development of a design folio to document evidence of application of the design process.

Students will undertake a range of practical experiences to develop skills and confidence in the use of a range of tools machinery and devices.

Teachers will use evidence of student learning to assess student achievement against learning goals and standards. This evidence will provide a description of student achievement for reporting.

A student's grade will be determined from a range of informal assessment tasks completed as part of the normal teaching and learning sequence.

Unit of work could include:

- Food Technologies and Agriculture Technologies
- Digital Technologies
- Engineered Systems
- Material Technologies

Outcomes that could be assessed in these tasks are:

TE4-1DP	designs, communicates, and evaluates innovative ideas and creative solutions to authentic problems or opportunities
TE4-2DP	plans and manages the production of designed solutions
TE4-3DP	selects and safely applies a broad range of tools, materials and processes in the production of quality projects
TE4-4DP	designs algorithms for digital solutions and implements them in a general-purpose programming language
TE4-5AG	investigates how food and fibre are produced in managed environments
TE4-6FO	explains how the characteristics and properties of food determine preparation techniques for healthy eating
TE4-7DI	explains how data is represented in digital systems and transmitted in networks
TE4-8EN	explains how force, motion and energy are used in engineered systems
TE4-9MA	investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
TE4-10TS	explains how people in technology related professions contribute to society now and into the future

- The remaining course outcomes will be assessed through informal assessment tasks.

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