St Paul's Catholic College

Year 8 2023 Academic Guide

St Paul's
Catholic College
Booragul

Table of Contents

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 Learning.
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 2022.
Every success,

Mr Nicholas Wickham
Principal

A Message from the Assistant Principals

Dear Parents and Students

This guide 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 Role of the NSW Education Standards Authority (NESA)

NESA is the independent statutory authority reporting to an independent Board and the NSW Minister for Education and Early Childhood Learning.

Making sure all children and young people in NSW leave school ready to take advantage of life's opportunities, as well as to rise to its inevitable challenges, is at the heart of what NESA does. NESA achieves this by supporting the school sectors to deliver the best possible outcomes for students through high-quality syllabuses, assessment, teaching standards and school environments.

The NESA Statement of Objectives are to:

- progress the implementation of priority curriculum reforms
- streamline the process to apply for accreditation at the Highly Accomplished and Lead Teacher levels
- support teachers and providers to transition to new teacher professional development requirements
- continue making necessary adjustments in response to the ongoing COVID-19 pandemic, to ensure educational continuity and successful delivery of the Higher School Certificate
- ensure the Initial Teacher Education (ITE) courses prepare graduates for the classrooms of the future.

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.

A standards-referenced approach is used to report student achievement in NSW. Achievement standards are based on what students are expected to learn and how well they have achieved.

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.

Further information regarding the awarding of grades is found at the following link: Measuring Achievement 7-10

What is the aim 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. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

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.

Teachers should consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning.

Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- enables students to demonstrate what they know and can do
- clarifies student understanding of concepts and promotes deeper understanding
- provides evidence that current understanding and skills are a suitable basis for future learning.

Each assessment task should:

- be based on syllabus outcomes
- be a valid instrument for what they are designed to assess
- include criteria to clarify for students what aspects of learning are being assessed
- enable students to demonstrate their learning in a range of task types
- be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive of and accessible for all students
- be part of an ongoing process where progress is monitored over time.

This information is from: NESA Principles of Assessment

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.

Students are to be aware that all work can contribute to a teacher's judgment of their knowledge and skills in a course. In a standards referenced approach to assessment, multiple points of evidence of student achievement can be used to make determinations of a student's performance.

Further information about assessment can be found at: NESA Assessment Strategies

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. Informal assessment tasks are also known as formative assessment or Assessment As and Assessment For Learning. Summative assessment is formal, end of learning assessment. In Stage 4 and Stage 5, both formative and summative assessment is used for the purposes of communication student progress.

Further information about formative and summative assessment can be found at: NESA For, Of and As Learning

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: NESA Awarding Grades

The Common Grade Scale is below:

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

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.

Performance Profiles & Student Self-Reflection

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 compete profile of where a student is at, with regard to their course.

Research[1] shows students who are able to self-regulate their learning and are provided with the opportunity to self-reflect, are more likely to experience success in their learning and develop self-efficacy in striving for achievement. In light of that, students are provided with the opportunity to reflect on their approach to learning in each course. Students will be asked to respond to the following questions:

Attempts set tasks which reflects the student's best efforts in their learning	Seeks assistance when needed and communicates with the class teacher	Applies feedback to improve learning and enhance understanding

The scale students are provided with are: consistently, generally, requires improvement. The teacher also provides feedback on the same scale.

Student Conferences

There are three formal opportunities for parents/carers and students to meet with teachers to discuss learning progress. These formal meetings are called Student Conferences. A compelling argument for changing the language from Parent/Teacher Interviews to Student Conferences is the opportunity to increase student voice in setting goals for learning. In turn, the focus on student voice increases parent/carer participation. Discussions focused on the student's work including assessments and work completed in class play a central role in the student led conversation. Parents/carers are encouraged, however, to contact their child's teacher should an issue arise.

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

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[1] Sarah Quinton & Teresa Smallbone (2010) Feeding forward: using feedback to promote student reflection and learning – a teaching model, Innovations in Education and Teaching International, 47:1, 125-135, DOI: 10.1080/14703290903525911

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 not[1]. 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 artwork
    - 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.

[1] https://ir.canterbury.ac.nz/bitstream/handle/10092/12846/Dickson%20Journal%20of%20Initial%20Teacher%20Inquiry_2016.pdf?sequence=1&isAllowed=y

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

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

Assessment Procedures

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.

Accessing Assessment Information

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.

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.

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.

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.

A note on the use of artificial intelligence

Students would be aware of the rise of generative artificial intelligence (AI) tools, such as Chat GPT, which has increased dramatically in recent times. These tools have the potential to greatly enhance the speed and efficiency of work, including study. Students and their families should also be aware of the user agreements and storage of intellectual property associated with these platforms. For example, Chat GPT requires users to indicate they are 18 years old or over, provide their mobile phone details and then enter into a legal agreement with Open AI to provide their intellectual property to the organisation. These activities are not supported at the College due to legal and ethical reasons.

Students must also consider that assessments are their own responsibility, so they should critically consider everything they submit. This means if students decide to use such platforms outside of school, they must make sure they check the output before submitting their work for assessment. AI based tools can produce inaccuracies, including fake information, citations and quotes.

Adapting to emerging technologies in teaching and learning, and our personal and professional lives, is an exciting part of our times. The College will continue to review how our policies and guidelines can be updated to create clarity for students and staff in response to developments in this area of technology. Any significant changes in this space will be communicated to you via email.

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. Some tasks will be submitted through Compass which is required by 8:45am on the due date.**

- Students must ensure their work is clearly identified.

Submitting or Completing a Task After the Due Date

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, available through Compass, and the 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.

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).

If a student is aware they will be absent for a task, they must inform their class teacher as soon as possible and alternate arrangements for the task to be completed will be arranged.

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.

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)

<div align="center">OR</div>

- 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/

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

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 Learning 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).

Summary of Assessment Procedures

ST PAUL'S CATHOLIC COLLEGE

Assessment Procedures - Years 7 -9

→ • Task is written in consultation with LOL, Faculty Team and Learning Support at least four weeks before the due date of the task.

→ • Task issued to students at least TWO weeks before the due date.
  • Students are provided with a hardcopy and teacher setting the task places an electronic copy on Compass.
  • Teacher responsible for setting the task sends an email to students and parents/carers informing them a task has been issued.

→ • Students submit task.
  In the case of non-submission:
  • Class teacher informs student/s and parents/carers of the non-submission and consequence by email. Student has THREE days to respond and submit task with a 7-9 AIM Form to the LOL (for 2022 a note from home will be sufficient).
  • If the task is not submitted, the student is formally issued with an Academic Afternoon Detention by the class teacher. Normal Compass process applies with the relevant letter are emailed home.
  • The student completes the task or a component of at the detention. This is marked and feedback provided.
  • A comment is included on the student's report which addresses their inability to meet deadlines.

→ • Task is marked within TWO weeks of the due date.
  • Pilot marking followed by class teacher marking is preferred.
  • Actionable feedback is provided to students which can also be student generated.
  • Marks are entered on Compass once the task is finalised.

A note regarding making an on balanced judgement of student performance:
The A to E grade scale summarises the standard (or quality) of achievement associated with each grade.
The scale describes:
the depth of knowledge and understanding and
the range of skills that students working at that standard typically show.
Grades are given that best matches the standard of achievement demonstrated by the student in their learning therefore, awarding grades should be irrespective of student behaviour.

Vivere Christus Est - To Live Is Christ

RELIGION
Year 8

2023 Assessment Schedule

St Paul's
Catholic College
Booragul

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.

Course Description:

The aim of the course is to facilitate greater Catholic religious literacy for all students. Students will undertake a systematic and thorough study of Catholicism by allowing opportunities to develop skills of critical reflection, social analysis and moral decision making within the Christian context. The course aims to provide three levels of learning about the Catholic Faith Tradition – knowing, understanding, and applying the tradition.

	Task 1	Task 2	Task 3
Type of Task	Brochure	*CSO Religious Literacy Examination*	*Creative - Visual and Written*
Date of Task	Term 1, Week 9	Term 2, Week 7 1st June 2022 TBC	Term 4, Week 2
Outcomes	JS 4.1	JS 4.4, HB 4.3	HB 4.5, CP 4.1, CP4.2
Topic Focus	Catholic Prayer	The Christian Scriptures	Encountering Jesus

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

2023 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: Multiple Choice Part B: Short Answer (in class)	In-class Narrative
Date of Task	Term 1, Week 10	Term 3, Week 10
Outcomes	EN4-1A, EN4-3B, EN4-5C	EN4-3B, EN4-5C, EN4-7D, EN4-8D
Topic Focus	"A Picture is Worth a Thousand Words" - Picture Books	"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.

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MATHS
Year 8

2023 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	Week 9 T1	Week 5 T2	Week 6 T4
Outcomes	MA4-1WM, MA4-2WM, MA4-16MG	MA4-1WM, MA4-2WM, MA4-3WM, MA4-5NA, MA4-6NA, MA4-8NA, MA4-7NA MA4-16MG MA4-17MG	All outcomes
Topic Focus	Pythagoras' Theorem	Percentages, Algebra, Ratio,	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

2023 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	*Topic test in class*	*Prac test in class*	*Student research project Hand In task*
Date of Task	Term 1 Week 10	Term 2 week 6	Term 4 week 2
Outcomes	SC4- 13ES SC4-7WS SC4-9WS	SC4-17CW SC4-6WS SC4-7WS SC4-9WS	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-9WS
Topic Focus	The topic test will be on the content and skills of the Earth and Environment topic.	Students will complete a prac test to assess their science skills and analysis of data in the chemical changes topic	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.
SC4-ES13	Explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management
SC4-17CW	Explains how scientific understanding of and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life.

- 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

2023 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 learning tasks completed as part of the normal teaching and learning sequence.

Course Description:
This semester students will learn about water as a valuable resource. Students will look at the inequitable distribution of fresh water across the globe and within Australia, as well as the value of water and the strategies to sustainably manage this resource. They will also investigate the connections people have to places and people and how human activities influence the views we have of others and where they live.
Students will investigate different locations around the world to consider the challenges facing water use in contemporary times. They will work towards acquiring skills in interpreting geographical maps and graphs and develop the ability to apply them in formative tasks and through class practice.

	Task 1	Task 2
Type of Task	*Research Task*	*Portfolio*
Date of Task	Term 3 Week 9	To be completed throughout the Semester
Outcomes	GE 4-1; 4-2; 4-3; 4-7; 4-8	GE 4-3; 4-4; 4-5; 4-6; 4-7; 4-8
Topic Focus	Undertaking research and presentation	Undertaking a variety of types of responses to focus and inquiry tasks.

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

2023 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 learning tasks completed as part of the normal teaching and learning sequence.

Course Description:

This semester students will investigate the time from the fall of the Roman Empire through to Japan's entry into the modern world. They will engage in Depth Studies of Medieval Europe, Feudal Japan and the Spanish Conquest of the Americas and examine the social, economic, religious and political practises and challenges as the world changed significantly to shape the modern world.

Students will work towards acquiring skills in using historical terms and concepts and sequencing historical events. They will also learn to identify and analyse historical sources for usefulness. Students will develop their skills in research by employing historical inquiry questioning, using perspectives in historical sources and understanding the concept of empathy.

	Task 1	Task 2
Type of Task	*Research Task – Medieval Europe*	*Portfolio of formative assessment*
Date of Task	Term 1 Week 10	To be completed throughout the Semester
Outcomes	HT 4-1; 4-2; 4-3; 4-7; 4-8	HT 4-3; 4-4; 4-5; 4-6; 4-7; 4-8
Topic Focus	Undertaking research and presentation	Compiling a variety of types of responses to focus and inquiry tasks.

The Outcomes assessed in these tasks are:

HT 4-1	describes the nature of history and archaeology and explains their contribution to an understanding of the past
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 4-4	describes and explains the causes and effects of events and developments of past societies over time
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 4-7	identifies and describes different contexts, perspectives and interpretations of the past
HT 4-8	locates, selects and organises information from sources to develop an historical inquiry

- 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
2023 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

2023 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/Composition/Listening*
Date of Task	Term 2 Week 6/ Term 4 Week 6
Outcomes	4.1 4.2 4.3 4 4.4
Topic Focus	The Concepts of 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
4.4	demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
4.8	demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire

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

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TECHNOLOGY
Year 8

2023 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 teaching and learning sequence.

Unit of work could include:
- Food Technologies and Agriculture Technologies

- Digital Technologies

- Engineered Systems

- Material Technologies

Outcomes that could 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.

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.

VISUAL ARTS
Year 8

2023 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	*Artmaking, Art Critical and Historical*
Date of Task	Term 1, Week 10
Outcomes	4.1, 4.6, 4.7, 4.9
Topic Focus	Ism's

The Outcomes assessed in these tasks are:

4.1	uses a range of strategies to explore different artmaking conventions and procedures to make artworks
4.6	selects different materials and techniques to make artworks
4.7	explores aspects of practice in critical and historical interpretations of art
4.9	begins to acknowledge that art can be interpreted from different points of view

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

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