



ST JOSEPH'S  
COLLEGE

LOCHINVAR  
1883

2019  
YEAR 8  
ASSESSMENT HANDBOOK

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# Introduction

The purpose of this Assessment Handbook is to provide information to parents / carers and students regarding their studies in Year 8 (Stage 4). Students who satisfactorily complete Stages 4 and 5 are awarded the Record of Achievement (RoSA).

## NSW Education Standards Authority (NESA)

The NSW Education Standards Authority (NESA) replaced the Board of Studies, Teaching and Educational Standards NSW (BOSTES) on 1 January 2017. NESA is the government agency responsible for education in NSW. Information can be accessed at either of the following websites:

[www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au) or <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

## Responsibility of Students

Students are required to both understand and comply with the Year 8 Assessment Policy as outlined in this handbook. **Please note that ignorance is NOT an excuse.**

Consistent effort throughout the year will be necessary to obtain the highest possible results. Teachers will make every effort to ensure that students achieve their best, and parents / carers are asked to support students by encouraging effective homework / study patterns at home.

## Formative and Summative Assessment

There are a wide range of terms used when educationalists refer to assessment. To clarify these terms and provide a context for their use, St Joseph's College will use the terms *formative* and *summative* assessment.

*Formative Assessment* is used as part of the teaching and learning cycle. Whereas, *Summative Assessment* occurs at the end of a unit or course to assist with determining a student's level of achievement. *Summative Assessment Tasks are included in this handbook.*

## Assessment Handbook

St Joseph's College publishes an Assessment Handbook for each academic year. This handbook will include:

- NESA requirements
- St Joseph's College Assessment Policy and Procedures
- Assessment Schedules related to courses being studied which outline:
  - Task Number
  - Task Type / Name
  - Weighting of the Task
  - Outcomes being assessed with Task
  - Timing of the Task
- Term Planner for each academic year including an overview of assessment tasks and key events related to the nominated cohort.

# Summative Assessment Task Notifications

All students will be emailed an electronic copy of each Summative Assessment Task Notification for a particular course. This notification will be issued at least **TEN schools days** prior to the due date of the task. The notification will include: Course Name

- Year / Class Group
- Task Title
- Task Number
- Date Task Issued
- Date Task Due
- Weighting of the Task
- Submission Details – need to be explicitly outlined
- Outcomes being assessed by task
- Task Description
- Marking Criteria / Guidelines / Rubrics.

In the event that the original due date of a Summative Assessment Task needs to be altered, students will be advised in the following ways:

1. Change to assessment details will be emailed to the student's school email account;
2. The change of assessment details will be published on the '*Student Notices via Compass*' for a minimum of **THREE** days;
3. The changes will be identified in the school's fortnightly newsletter under the heading of Curriculum Information.

## Record of School Achievement (RoSA) Requirements

The Record of School Achievement (RoSA) is generally awarded to eligible students who have satisfactorily completed the courses required by the New South Wales Education Standards Authority (NESA).

RoSA assessment is based on school-based assessment of each students' overall achievement in each course. These assessments determine students' foundation knowledge and skills in key areas of the curriculum.

Over the four years leading up to the RoSA, students need to complete the following requirements (all time allocations are indicative):

<b>English</b>	studied substantially in each of Years 7–10 with 400 hours to be completed by the end of Year 10.
<b>Mathematics</b>	studied substantially in each of Years 7–10 with 400 hours to be completed by the end of Year 10.
<b>Science</b>	studied substantially in each of Years 7–10 with 400 hours to be completed by the end of Year 10.
<b>Human Society and Its Environment (HSIE)</b>	studied substantially in each of Years 7–10 with 400 hours to be completed by the end of Year 10. Included in this requirement is the study of 100 hours each of History and Geography in Years 7–8 and 100 hours each of Australian History and Australian Geography in Years 9–10.
<b>Creative Arts</b>	studied for 200 hours and comprising 100 hours in each of Visual Arts and Music.
<b>Technological and Applied Studies</b>	studied for 200 hours and consisting of the Technology (Mandatory) Years 7–8 Syllabus.
<b>Personal Development Health and Physical Development</b>	studied in each of Years 7–10 with 300 hours to be completed by the end of Year 10.
<b>Languages</b>	studied for 100 hours, to be completed in one language over one continuous 12-month period between Years 7 and 10 but preferably in Years 7–8.

At St Joseph's College, we have a program of study that allows students to meet the above requirements for the award of a RoSA. A number of the above requirements are met by our students during Stage 4 (Years 7 and 8).

# Satisfactory Completion of a Course for RoSA

The following course completion criteria refer to students in Years 7 to 10.

A student is considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- a) followed the course developed or endorsed by NESA;
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes.

NESA does not set a minimum attendance for the satisfactory completion of a course. The principal may determine that, as a result of absence, the above course completion criteria might not be met. Clearly, such absences are serious and principals must give students early written warning of the consequences of non-completion of course requirements. The warning must relate the student's absence to the non-completion of the course requirements.

*This information is taken from the ACE Manual: ACE 4016 – Criteria for Satisfactory completion of a course.*

<http://ace.bostes.nsw.edu.au/ace-4016>

St Joseph's College is required to apply these Satisfactory Course Completion criteria from NESA to the RoSA credential. To support the implementation of these NESA requirements St Joseph's College outlines the following points:

- Principals may determine that, as a result of absences, a student may not have completed the course.
- Students have to 'satisfactorily' complete the Year 10 RoSA credential requirements prior to commencing study in Year 11 courses.
- Students are expected to make a **serious attempt** at all summative and formative assessment tasks.
  - The 2018 HSC Rules and Procedures explicitly outlines that students are required to "make a serious attempt at the Summative Assessment Task / Examination by answering a range of question types. Answering only multiple-choice questions is not considered a serious attempt (p.19)."  
<http://educationstandards.nsw.edu.au/wps/wcm/connect/b139760f-135a-4229-a2ad-fd0f8b85f306/2018-HSC-rules-procedures.pdf?MOD=AJPERES&CVID>
  - Where concerns arise in a particular course students and families will be advised formally in writing.
- Concerns related to a Summative Assessment Task may result in an N Warning Letter being issued.
- A pattern of concern related to Formative Assessment Tasks will result in a Formative Assessment Letter being issued and may lead to a N Warning Letter being issued.

If a student is deemed not to have completed a course, he / she will receive an 'N' determination. The course will be listed as 'Not Completed' on the student's Record of Achievement, and this may mean that they are not eligible for the RoSA in that year.

Students have the right to appeal against an 'N' determination. The appropriate form can be obtained from the Principal. Appeals against 'N' determinations should be lodged with the Principal, who will advise students of the date by which the appeal must be submitted.

## RoSA Credentialing and Assessment:

At the end of Year 10, a student's achievement for each course studied in Years 9 and 10 will be reported as a grade from A to E (In Mathematics, the grades have been further differentiated to nine different levels).

The grade students receive is determined by the school, based on the student's performance in each course throughout the year. Teachers determine each student's level of achievement at the end of Year 10, relative to a set of Course Performance Descriptors provided by the NESA. Teachers use an assessment program for each course to evaluate the student's achievement and allocate the grade to which course descriptor best matches that achievement. There is no predetermined percentage of students who will receive particular grades. Grades are based on student achievement, related to knowledge and skills - not attitudes, values and interest.

The following table shows the Common Grade Scale, which describes performance at each of the grade levels A to E. This information assists the school in making the final judgement of the grade to be award to students at the end of Year 10.

### The Common Grade Scale:

Grade	Description of Achievement.
A	The student has an <b>extensive</b> 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 <b>thorough</b> 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 <b>sound</b> 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 <b>basic</b> knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an <b>elementary</b> knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

### Information and Notification regarding Performance and Grades

Throughout the year, students receive information about their progress and their level of achievement in each of their courses. Their final grade awarded by the school in each course is reported on the Record of Achievement.

# Types of Summative Assessment Tasks

There are two general types of Summative Assessment Tasks:

1. **In Class Summative Assessment Tasks** – examples of these types of tasks include examinations, in-class responses, oral tasks, presentations, practical tasks and performance tasks (eg: music or drama performances)
2. **Submitted Summative Assessment Tasks** - examples of these types of tasks include research tasks, written / scientific reports and extended responses.

**In Class Summative Assessments Tasks** will be completed on the nominated date and the specified lesson. This information will be identified on the Summative Assessment Task Notification.

**Submitted Summative Assessment Tasks** will be submitted according to the process for submission which is clearly outlined on the Summative Assessment Tasks Notification.

## Technology and Summative Assessment Tasks

Most students now use some form of electronic technology to produce their submitted Summative Assessment Tasks. Some Summative Assessment Tasks will require that students submit the task in electronic form, and this will be specified on the Summative Assessment Task Notification.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date.

**Technology failure is NOT, in itself, a valid reason for failure to submit a Summative Assessment Task on time. Technology breakdown, as grounds for extension, will only be considered in extreme circumstances.**

To minimise problems in relation to technology, students should adhere to the following protocols:

- continually back up all work on the hard drive of their computer and on an external portable storage device (such as a USB drive) or in a relevant cloud based storage facility (eg OneDrive);
- tasks which are to be submitted electronically should follow the specific instructions outlined on the Summative Assessment Task Notification in relation to file formats and / or the use of specific software programs. In circumstances, where students may utilise unconventional file formats / software programs they should consult with their teacher at least 48 hours prior to submission;
- send a copy of the final version of your task to an email address that can be accessed at school (such as *firstname.lastname@mnstu.catholic.edu.au* email account), as well as bringing it to school on external portable storage media.

Submission of hard copy Summative Assessment Tasks should be printed at home, where appropriate. During busy times, there may be difficulty accessing the school printers. If the task cannot be printed at home, download the task onto an external portable storage device (such as a USB drive) and bring it to school for printing. **Note: printing at school must be completed prior to the time and date of submission.**

# St Joseph's Principles and Procedures regarding Assessment / Examination Etiquette, Malpractice, Plagiarism, & Cheating

St Joseph's College Assessment / Examination Etiquette Principles and Procedures are based on the HSC guidelines. These principles and procedures will be communicated to students and families at regular times throughout the year.

## Honesty in HSC assessment: what constitutes malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own work or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their RoSA and / or HSC results.

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

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

*This information is taken from the ACE Manual: ACE 9023 – Honesty in HSC Assessment: what constitutes malpractice*

<http://ace.bostes.nsw.edu.au/ace-9023>

*Student Conduct during Summative Assessment Tasks and Examinations* – In any cases where student conduct is outside the rules, the Leader of Learning / Assistant Principal should be notified.

- You must follow the day-to-day rules of the school when you sit for your examinations. Failure to observe these rules may result in zero marks for the Summative Assessment Task or Examination, no result for the course, or non-award of a RoSA or Higher School Certificate.



## Behave Politely and Take Summative Assessment Tasks / Examinations Seriously

During each Summative Assessment Tasks / Examination *you must*:

- always follow the teacher / supervisor instructions;
- make a serious attempt at the examination by answering a range of question types. Answering only multiple-choice questions is not considered a serious attempt and you may have the course cancelled;
- answer in English, unless the question paper directs otherwise. If you don't write in English, you will receive zero marks for your answer;
- behave politely and courteously towards the teacher / supervisor and other students.

During Summative Assessment Tasks / Examinations *you must not*:

- Cheat;
- include frivolous or objectionable material;
- speak to anyone other than a supervisor;
- behave in any way likely to disturb another student or upset the running of the Summative Assessment Task / Examination's running;
- be affected by alcohol or illegal drugs;
- consume food unless approved by NESA (through Disability Provisions) or St Joseph's College (for example, if you have diabetes);
- take any writing booklets or examination paper, whether used or not, out of the room;
- write on your body (for example your arms), tissues or material that is not exam material;
- leave the room if your principal requires all students to stay until each exam ends.

If you do not follow these rules, or if you cheat in the assessment / examination in any way, you may be asked to leave the assessment / examination room. The Assistant Principal and Leader of Learning will be contacted and in some cases you will be reported to NESA. The penalty may be:

- Zero for the assessment / examination;
- cancellation of the course concerned, or of all courses.  
and as a consequence you may be ineligible for a RoSA or Higher School Certificate.
- Actions that may be illegal may be reported to the police.

*This information is taken from the 2019 Higher School Certificate: Rules and Procedures (p.19).*

<https://educationstandards.nsw.edu.au/wps/wcm/connect/b139760f-135a-4229-a2ad-fd0f8b85f306/2018-HSC-rules-procedures.pdf?MOD=AJPERES&CVID=>

## Approved Equipment to be brought to Summative Assessment Tasks / Examinations

You should bring the equipment you know you will need and is allowed for each examination. Make sure that your equipment is in good working order, because misadventure applications will not be upheld (or supported / accepted) for equipment failure.

You can bring the following items into your examinations:

- black pens;
- clear plastic bag / pencil case containing the required equipment;
- pencils (must be at least grading 2B);
- erasers and a sharpener;
- a ruler marked in millimetres and centimetres;
- highlighter pens;
- a clear bottle of water;
- a non-programmable watch, which you must take off and place on your desk in clear view and not touch during the Summative Assessment Task / Examination.

You may need to bring other certain equipment, like a calculator for some Summative Assessment Tasks / Examinations. Students need to ensure that their scientific calculator is an approved model.

When equipment is listed for an examination, it means that you might need it to answer some questions. If equipment is listed as optional, it is not essential for answering any questions, but you can bring and use it if you wish.

## Items NOT Permitted in a Summative Assessment Task / Examination Room

You are not permitted to bring any of the following items into assessment tasks / examinations. They are to be left outside the room. These include:

- mobile phones (At St Joseph's College, mobile phones may be placed in a designated area nominated by the teacher. They must be turned off and the College will not be responsible for them);
- programmable watches, like smart watches (At St Joseph's College, programmable watches may be placed in a designated area nominated by the teacher. They must be turned off and the College will not be responsible for them);
- any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries (At St Joseph's College, electronic devices may be placed in a designated area nominated by the teacher. They must be turned off and the College will not be responsible for them);
- paper or any printed or written material (including your examination timetable);
- dictionaries (except in language examinations, if allowed);
- correction fluid or correction tape.

Students cannot borrow equipment during Summative Assessment Tasks / Examinations. Teachers may inspect your equipment when you enter the room, and will tell you where to place any unauthorised items. They are not responsible for these items.

*This information is taken from the 2019 Higher School Certificate: Rules and Procedures (p.17).*

<https://educationstandards.nsw.edu.au/wps/wcm/connect/b139760f-135a-4229-a2ad-fd0f8b85f306/2018-HSC-rules-procedures.pdf?MOD=AJPERES&CVID=>

## Assessment / Examination Etiquette, Malpractice, Plagiarism, Cheating

In circumstances, where a student is suspected of not complying with the expectations outlined above with respect to Summative Assessment Tasks / Examination Etiquette, Malpractice, Plagiarism and Cheating, St Joseph's College, Lochinvar will apply the following course of action:

- Classroom Teacher consults with Studies Coordinator regarding concerns related to Summative Assessment Tasks / Examination Etiquette, Malpractice, Plagiarism and Cheating.
- Students will be required to demonstrate that all unacknowledged work is entirely their own – this process will be overseen by the Studies Coordinator (This could require the student to produce evidence).
- For students in Years 8:
  - Parents will be notified of any cases regarding breaches of Summative Assessment Tasks / Examination Etiquette, Malpractice, Plagiarism and Cheating;
  - If an established case of breaching the Summative Assessment Tasks / Examination Etiquette found, the student may be awarded a mark of ZERO;
  - If an established case of plagiarism is found, the student will be awarded a mark of ZERO;
  - An N Warning Letter **WILL** be issued;
  - Students will be required to resubmit the Summative Assessment Task in accordance with All My Own Work (ie the resubmitted work must be the student's own work);

## Attendance, Absence from School & Extensions

Where a student's attendance pattern may jeopardise the satisfactory completion of a mandatory Stage 4 Course, the reason for absence and its likely effect on the student's course progress should be established.

Principals should consider:

- the nature and duration of the absence;
- the standing of the student within the course at the time of the absence;
- the student's prior pattern of attendance, application and achievement; and
- the ability and commitment of the student to compensate for the classroom experiences missed.

Leave may be granted to cover absence from the school's educational program for short periods, provided that the reason for the absence is substantiated and that the progress of the student towards course outcomes will not be unduly affected.

When leave is granted by the principal, such leave should not, of itself, jeopardise the student's eligibility for the RoSA.

While NESA does not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

*This information is taken from the ACE Manual: ACE 4017 – Record of School Achievement – attendance in relation to satisfactory completion of a Stage 5 Course.*

<http://ace.bostes.nsw.edu.au/ace-4017>

Furthermore, the NSW Education Act (1990) Part 2 – 4 (b) states “the education of a child is primarily the responsibility of the child's parents (p.4).”

*This information is taken from the NSW Education Act (1990).*

<https://www.legislation.nsw.gov.au/inforce/fc4bcf6a-d005-68af-fa91-fd9a7d10cd09/1990-8.pdf>

In light of the attendance and absence advice from NESA and the NSW Education Act outlined above, St Joseph's College has the following expectations:

- In general, families who are aware in advance that their child will be absent from school for a period of time need to apply in writing to the Principal identifying the dates of the leave and the reason. In cases where the leave is greater than TEN days, the College will issue approval for Extended Leave.
- In situations where leave has been approved by the Principal it is the student and families' responsibility to discuss arrangements with respect to Summative Assessment Tasks while the child is on leave. These discussions need to take place with the relevant Leader of Learning and Classroom Teacher.
  - *It should be noted that estimate marks for Summative Assessment Tasks are only given in exceptional circumstances.*
  - Submitted Summative Assessment Tasks due during the period of leave will generally be required to be submitted prior to the commencement of leave.
  - Ordinarily, students will not be granted an extension for Summative Assessment Tasks that are related to approved leave.
- In situations, where leave has been approved it will be the responsibility of the student to complete work during the period of absence. The school is not compelled to provide work missed while the student is on leave.
- In instances where there is a pattern of absence from school of students in Years 7 – 11 without valid reasons, St Joseph's College will communicate these concerns to the families.
- Failure to comply with the St Joseph's College's, expectations regarding leave may result in a student being awarded a zero mark for the impacted Summative Assessment Tasks.

## Absence from a Summative Assessment Task: Students in Years 7 – 9

A student's absence from a Summative Assessment Task could be related to the situations outlined in the table below. In all circumstances a **Summative Assessment Variation Form – Years 7, 8, 9** (Pink Form) will need to be submitted.

Reason for Absence	Action of Student / Family	Details for Submission of Summative Assessment Variation Form
<b>Illness</b>	Submit Summative Assessment Variation Form on the <b>FIRST</b> school day of attendance after the due date of the Summative Assessment Task. Supportive Evidence may be required	Submit Summative Assessment Variation Form to Classroom Teacher, who, in consultation with the Studies Coordinator, will determine the suitable course of action.
<b>Unforeseen Absence</b> (eg: Funeral)	Submit Summative Assessment Variation Form on the <b>FIRST</b> school day of attendance after the due date of the Summative Assessment Task. Supportive Evidence may be required.	Submit Summative Assessment Variation Form to Classroom Teacher, who, in consultation with the Studies Coordinator, will determine the suitable course of action

- In circumstances, where a student in Years 7 – 9 has missed a summative assessment task due to Illness, Unforeseen Absence or another reason, the Leader of Learning, in consultation with the Classroom Teacher, will determine how the missed task will be completed.
- The student upon their **first** day back at school after the absence should be expected to complete the missed Summative Assessment Task. Circumstances at school may not allow this arrangement to take place (eg School Liturgy). Either the Leader of Learning or Classroom teacher will advise the student of the arrangements for completing the task.

### Special Consideration for a Summative Assessment Task - Students in Years 7 – 9

Special Consideration may be applied for on the day of a Summative Assessment Task if a student believes that illness / misadventure has impacted / will impact on their performance in the Summative Assessment Task.

Students are to submit a Summative Assessment Variation Form on the day of the task or the **FIRST** school day of attendance after the due date of the Summative Assessment Task. The Summative Assessment Variation Form is to be submitted to the Classroom Teacher.

## Late Submission of a Summative Assessment Task - Students in Years 7 – 9

In circumstances where a student submits a Summative Assessment Task late and there is no valid reason or supporting evidence, the student *MUST* still submit a completed Summative Assessment Variation Form. The Summative Assessment Variation Form is to be submitted to the classroom teacher.

## Penalties for Non-Submission, Malpractice & Summative Assessment / Examination Non-Compliance

Students need to clearly understand that there are significant penalties if Summative Assessment Tasks are not completed and submitted by the specified date and there are no valid reasons and / or supporting evidence. Furthermore, penalties can also be applied for academic malpractice and / or non-compliance with St Joseph's College Assessment / Examination Etiquette requirements.

Penalties are as follows and are applicable to students from Years 7 - 12:

Description of Matter	Penalty Details
Assessment Task / Examination submitted / completed <b>ONE</b> day late:	<b>25%</b> of assessable mark
Assessment Task / Examination submitted / completed <b>TWO</b> days late:	<b>50%</b> of assessable mark
Assessment Task / Examination submitted / completed <b>THREE</b> days or more late:	<b>Zero Marks</b> for task
Non-completion of an assessment task / examination with no valid reason and / or supporting evidence	<b>Zero Marks</b> for task
Academic Malpractice and / or non-compliance with Assessment / Examination Etiquette requirements.	<b>Zero Marks</b> for task

- **NB: Weekends WILL count as TWO days**

# Disability Provisions

Disability provisions provide eligible students with practical support to allow them to access and participate in their Summative Assessment Tasks. These practical arrangements are designed to help students who couldn't otherwise make a reasonable attempt to demonstrate their knowledge of the assessment material. If provisions are granted they are solely determined by how the student's assessment performance is affected.

Students' additional assessment needs may include learning, medical, vision or hearing difficulties. Examples of provisions available include: braille or large-print papers, use of a writer and/or reader, use of an oral interpreter, extension of test time, rest breaks, separate examination supervision and permission to take medication.

## Who can apply for disability provisions?

A student with a disability recognised in the Commonwealth *Disability Standards for Education 2005*. The definition of 'disability' in the *Disability Discrimination Act 1992* (Cth) includes: physical

- intellectual
- psychiatric
- sensory
- neurological, and
- learning disabilities, as well as
- physical disfigurement, and
- the presence in the body of disease-causing organisms.

Note that the disability provisions apply only where the disability is such that a practical arrangement is required to reduce disadvantage in an assessment situation.

Disability provisions also apply to temporary and emergency-related disabilities. A typical example of an 'emergency' is where a student breaks their writing arm a week before an examination.

## Schools' Responsibility Under the Disability Discrimination Act

All schools must be sure that students with disabilities, including learning difficulties, are able to access and participate in education on the same basis as students without disability. St Joseph's College will assess and accommodate individual students' disability provisions for assessment tasks.

The *Disability Standards for Education*, issued under the Commonwealth *Disabilities Discrimination Act*, outline the obligations of education and training providers. These obligations can be accessed at <https://www.legislation.gov.au/Details/F2005L00767>

St Joseph's College disability provisions are applicable for all Summative Assessment Tasks, including examinations. St Joseph's College procedures aim to ensure:

- Consistent academic standards applied to all students.
- Any adjustments or access arrangements made must maintain the academic rigour of the Summative Assessment Task and the integrity of the credential being studied.
- The principle of non-discrimination must be balanced with the maintaining of rigour and integrity and equity for all students.
- The use of assistive technologies to complete Summative Assessment Tasks be investigated where necessary as long as equal rigour and challenge are maintained.
- That there is an appeal process as part of the procedures.

## Applying for Disability Provisions at St Joseph's College

St Joseph's College disability provisions are applicable for all Summative Assessment Tasks, including examinations. St Joseph's College procedures aim to ensure:

- Consistent academic standards applied to all students;
- Any adjustments or access arrangements made must maintain the academic rigour of the Summative Assessment Task and the integrity of the credential being studied;

- The principle of non-discrimination must be balanced with the maintaining of rigour and integrity and equity for all students;
- The use of assistive technologies to complete Summative Assessment Tasks be investigated where necessary as long as equal rigour and challenge are maintained;
- That there is an appeal process as part of the procedures.

Families will make an application on behalf of their child to St Joseph's College Learning Support Coordinator for disability provisions. Accompanying the application will be the following information:

- Identification of disability;
- Reports from Registered Medical Practitioners and Registered Clinical Psychologists;
- Vision or hearing test results;
- Other supporting documentation (eg: Mental Health Plans).

In the case of students who have been diagnosed with a Mental Health condition, he /she will need to have a letter of diagnosis from the relevant Medical Professional (eg: Registered Clinical Psychologists; Registered Paediatrician). *This diagnosis cannot be any older than twelve months.*

Furthermore, students with a Mental Health diagnosis should be receiving ongoing intervention / therapy from the relevant Medical Professional (eg: Psychologist). In situations where the student has a Mental Health Plan this should be provided to the College.

The Learning Support Coordinator will determine if additional information is required (eg classroom observations etc) prior to presenting the application along with the supporting evidence to St Joseph's College Learning Support Committee for determination.

## **School Reports and Student Reviews**

In accordance with government requirements, St Joseph's College will issue a Semester Report at the end of Terms Two and Four. These reports will use the A – E Common Grade Scale, be written in plain English, as well as including comments related to a student's achievement. They may also include advice to assist the student improving their performance in the coming semester.

Two formal opportunities are provided for families to meet with teachers throughout the year to discuss the progress of individual students.

In addition to the Semester Reports, St Joseph's College also issues two Student Reviews. These are issued towards the end of Terms One and Three. The aim of the Student Review is to provide feedback to families about their child as a learner in each of their courses, rather than provide a specific focus on academic achievement.

## **Assessment Reviews and Appeals**

Students have the right to appeal against their grade(s) after they receive their Record of School Achievement. Students wishing to appeal should submit their appeal in writing, together with evidence, to the Principal. If necessary, the Principal will submit the appeal, together with the school's comments, to NESA.

Generally, appeals are to be submitted in writing within FIVE school days to the Principal.

# Glossary of Key Terms

The key words below are taken from NESA website. These words are used in Summative Assessment Tasks and for Examination questions to outline what students are expected to do. The glossary has been developed to help provide a common language and consistent meaning across all courses.

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

Key Word	Meaning / Expectation.
<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions.
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications.
<b>Apply</b>	Use, utilise, employ in a particular situation.
<b>Appreciate</b>	Make a judgement about the value of.
<b>Assess</b>	Make a judgement of value, quality, outcomes, results or size.
<b>Calculate</b>	Ascertain/determine from given facts, figures or information.
<b>Clarify</b>	Make clear or plain.
<b>Classify</b>	Arrange or include in classes/categories.
<b>Compare</b>	Show how things are similar or different.
<b>Construct</b>	Make; build; put together items or arguments.
<b>Contrast</b>	Show how things are different or opposite.
<b>Critically (analyse/evaluate)</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate).
<b>Deduce</b>	Draw conclusions.
<b>Define</b>	State meaning and identify essential qualities.
<b>Demonstrate</b>	Show by example.
<b>Describe</b>	Provide characteristics and features.
<b>Discuss</b>	Identify issues and provide points for and/or against.
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between.
<b>Evaluate</b>	Make a judgement based on criteria; determine the value of.
<b>Examine</b>	Inquire into.
<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and/or how.
<b>Extract</b>	Choose relevant and/or appropriate details.
<b>Extrapolate</b>	Infer from what is known.
<b>Identify</b>	Recognise and name.
<b>Interpret</b>	Draw meaning from.
<b>Investigate</b>	Plan, inquire into and draw conclusions about.
<b>Justify</b>	Support an argument or conclusion.
<b>Outline</b>	Sketch in general terms; indicate the main features of.
<b>Predict</b>	Suggest what may happen based on available information.
<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action.
<b>Recall</b>	Present remembered ideas, facts or experiences.



<b>Key Word</b>	<b>Meaning / Expectation.</b>
<b>Recommend</b>	Provide reasons in favour.
<b>Recount</b>	Retell a series of events.
<b>Summarise</b>	Express, concisely, the relevant details.
<b>Synthesise</b>	Putting together various elements to make a whole.

This information can be accessed at

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/glossary\\_keywords.html](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/glossary_keywords.html)

# Referencing and Bibliographies

## Plagiarism

NESA (2018) defines plagiarism as, “when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your HSC exam results.” To avoid unintentionally plagiarising someone else’s work it is important to acknowledge sources you have used either directly or indirectly to help produce an assessment piece. Acknowledging sources by using in-text citations, Reference lists and Bibliographies will help you avoid plagiarism.

## Referencing

Referencing sources properly, in the style required by your teacher and course, is an essential part of writing. At St Joseph’s College, Lochinvar, use of the **APA referencing style is the preferred method**. APA uses the author, date citation style. This style allows readers to find the information sources cited both in-text and in the References or Bibliography at the end of your work.

Use of the Microsoft Word Referencing tool is a convenient and simple means of maintaining and producing in-text citations, reference lists and bibliographies.

Students requiring help with referencing are encouraged to seek help from the Teacher Librarian Mrs Greaves.

## APA Basics:

APA is an in-text referencing style. *This means that short referencing (Author, Date) must be included in the text of your assignment when you quote research and information from outside sources (books, journals, websites etc.).*

Full details of the **references cited** in your assignment are then listed in **References** at the end of your work.

A **Bibliography** is different to a **References** list in that it lists all the sources you read, whether cited or not within your work, to help write your assignment.

## In-text citations:

**Every time you paraphrase, or use an idea directly from another source in your work you must include an in-text citation to that source. To make an in-text citation, you must include the author’s surname/s and the year of the publication in parentheses, e.g. (Smith & Jones, 2018).** This allows the reader to find the appropriate full reference in the References or Bibliography at the end of your document.

If you include a **direct quote** (word-for-word) the in-text citation must include the page number/s where the quotation appeared e.g. (Smith & Jones, 2018, p. 56).

When **paraphrasing a source** (putting it into your own words), it is **not required** [to include page numbers in the in-text citation](#), however it may still be useful to do so to help the reader locate the paraphrased information in a large source such as a book.

## References and Bibliographies:

When making a final list of References or creating a Bibliography:

- start on a separate page at the end of your document,
- include the title of the list, whether it be **References** (all sources you directly cite) or Bibliography (all sources you read, whether cited or not, to help complete the assessment)
- always organise sources in alphabetical order,
- never use numbers or bullet points,
- ensure the second and subsequent lines of each source have hanging indents,
- ensure the **titles** of book, journals and websites are underlined or written in **italics** if typed.

## References

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# TEXT TYPE REFERENCING SAMPLES

## BOOKS

TYPE	IN-TEXT REFERENCE	REFERENCE LIST
One author	... notes its prominence (Weller, 2011). OR Weller (2011) notes that ...	Weller, M. (2011). <i>The digital scholar: How technology is transforming academic practice</i> . New York, NY: Bloomsbury Publishing.
Two authors	... has surfaced (DeWit & O'Neill, 2014). OR DeWit and O'Neill (2014) describe ...	DeWit, S. C., & O'Neill, P. A. (2014). <i>Fundamental concepts and skills for nursing</i> (4th ed.). St. Louis, MO: Elsevier.

## JOURNAL ARTICLES

TYPE	IN-TEXT REFERENCE	REFERENCE LIST
One author	... notes its prominence (Acciari, 2014). OR Acciari (2014) notes that ...	Acciari, M. (2014). The Italianization of Bollywood cinema: Ad hoc films. <i>Studies in European Cinema</i> , 11(1), 14-25. <a href="http://doi.org/10.1080/17411548.2014.903099">http://doi.org/10.1080/17411548.2014.903099</a>
Two authors	... has surfaced (Marra & Edmond, 2014). OR Marra and Edmond (2014) describe ...	Marra, A. R., & Edmond, M. B. (2014). New technologies to monitor healthcare worker hand hygiene. <i>Clinical Microbiology and Infection</i> , 20(1), 29-33. <a href="http://doi.org/10.1111/1469-0691.12458">http://doi.org/10.1111/1469-0691.12458</a>

## WEB RESOURCES

TYPE	IN-TEXT REFERENCE	REFERENCE LIST
Web page with author/s listed Follows the same author formatting as other resources	<b>For in-text citations use the year only ... notes its prominence</b>  (Palmer, 2008). OR Palmer (2008) notes that ...	<b>For the reference list, include the month and day (if provided)</b> Palmer, L. F. (2008, July 17). Insufficient milk syndrome: A fallacy becomes a reality. Retrieved from <a href="http://babyreference.com/insufficient-milksyndrome-a-fallacy-becomes-a-reality/">http://babyreference.com/insufficient-milksyndrome-a-fallacy-becomes-a-reality/</a>
Web page with corporate author Created by an organisation, government body, or a group	<b>For in-text citations use the year only</b> ... in their care (HealthTimes, 2015). OR HealthTimes (2015) suggests ...	<b>For the reference list, include the month and day (if provided)</b> HealthTimes. (2015, May 27). The future of aged care nursing in Australia. Retrieved from <a href="https://healthtimes.com.au/hub/agedcare/2/news/nc1/the-future-of-aged-care-nursing-in-australia/495/">https://healthtimes.com.au/hub/agedcare/2/news/nc1/the-future-of-aged-care-nursing-in-australia/495/</a>
YouTube and other streaming video	... colour (Vsauce, 2013). OR Vsauce (2013) posits that ...	Vsauce. (2013). Is your red the same as my red? [Video file]. Retrieved from <a href="https://www.youtube.com/watch?v=evQsOFQju08">https://www.youtube.com/watch?v=evQsOFQju08</a>

## OTHER

For more information and examples on citing sources please refer to the University of Newcastle document **Quick Guide to APA 6<sup>th</sup> Referencing** [http://libguides.newcastle.edu.au/ld.php?content\\_id=24800207](http://libguides.newcastle.edu.au/ld.php?content_id=24800207)  
OR email Mrs Greaves [amanda.greaves@mn.catholic.edu.au](mailto:amanda.greaves@mn.catholic.edu.au) OR ask for referencing assistance at the Bertrand Centre circulation desk.

# Year 8 Religious Studies

**Faculty:** Religious Studies

**Leader of Learning:** Ms Melissa Blandford

## Course Description / Content:

Units covered this year will include:

- The Christian Scriptures
- Catholic Prayer and Spirituality
- Called to Act Justly
- The Sacraments
- The Church: Past present and Future

There is a greater emphasis in the restructure of the units to make students in Catholic Schools more literate in Religious Studies. This includes a Diocesan Religious Literacy task which will be conducted throughout the Diocese in Term 3.

## Semester One

Task No.	Task	Description of Task	Weighting	Timing
1	Called to Act Justly	'Water for All' Research/ Cross Curricular RST/HSIE & Written response	60%	Term 1 Weeks 8&9 Research 22-3-19 Written Response 25-3-19
2	Church: Past, Present & Future	Diocesan Religious Literacy Task	40%	Term 2 Week 6 5-6-19

## Semester Two

Task No.	Task	Description of Task	Weighting	Timing
1	Catholic Prayer and Spirituality	Presentation and Analysis Task	40%	Term 3 Week 3 5-8-19 (8.4,5,6 & 7) 6-8-19 (8.1, 2,3,&4) Submit hard copy
2	The Sacraments	Examination	60%	Term 4 Week 2 22-10-19 (in class)

# Year 8 English

**Faculty:** English

**Leader of Learning:** Mr Aidan Linehan

## Course Description / Content:

English is a core subject and is both challenging and enjoyable. It develops skills to enable students to experiment with ideas and expression, to become active, independent learners, to work with each other and to reflect on their learning. Language shapes our understanding of ourselves and our world, and is the primary means by which we relate to others. In Stage 4, English is the study and use of the English language in its various textual forms. These encompass spoken, written and visual texts of varying complexity through which meaning is shaped, conveyed, interpreted and reflected.

Students examine language through the following Year 8 Units:

- Area of Study – Cultural Identity
- Close study of Novel
- Everyday Heroes – Non-Fiction, Multimedia and Speeches
- Genre Study: Science Fiction – novel extract, short story, poetry and film
- Thematic study: Interconnectedness – novel extract, film extract, multimedia, poetry
- Creative Writing
- Introduction to Shakespeare

## Semester One

Task No.	Task	Description of Task	Weighting	Timing
1	Visual Analysis – Critical response	Students will compose an extended response on the film studied in class	50%	Term 1 Week 10
2	Speaking Assessment	Students will compose a Persuasive Speech	50%	Term 2 Week 5

## Semester Two

Task No.	Task	Description of Task	Weighting	Timing
1	Creative Writing Assessment	Using the conventions of genre students compose a creative narrative	50%	Term 3 Week 9
2	Reading Assessment	Students will respond to unseen texts.	50%	Term 4 Week 5

# Year 8 Geography

**Faculty:** Human Society & Its Environment (HSIE)

**Leader of Learning:** Mrs Lisa Peel

## Course Description / Content:

Geography is the study of places and the relationships between people and their environments. Geography aims to stimulate students' interest in and engagement with the world, through their development of essential knowledge, understanding, skills, values and attitudes. Through geographical inquiry, students develop an understanding of interactions between people, places and environments in order to become informed, responsible and active citizens.

Students are provided with opportunities to investigate a wide range of places and environments from local to global scales in this Course. A range of geographical concepts, inquiry skills and geographical tools are integrated throughout this Course. Fieldwork is an integral and mandatory part of the study of Geography as it facilitates an understanding of geographical processes and geographical inquiry.

In Stage 4 Geography, students investigate People, Places, Environments and Management.

Units studied in the Stage 4 Geography Course in Year 8 include:

- Water in the World
- Interconnections

## Semester One

Task No.	Task	Description of Task	Weighting	Timing
1	Project based learning – Research/In-class response	'Water for All' Research/ Cross Curricular RST/HSIE & Written response	50%	Term 1 Weeks 8 & 9
2	Semester Examination	Examination material is from the two units studied. It will include a knowledge and geographical skills component	50%	Term 2 Week 5

# Year 8 History

**Faculty:** Human Society & Its Environment (HSIE)

**Leader of Learning:** Mrs Lisa Peel

## Course Description / Content:

Students in Stage 4 History investigate ancient history from the time of the earliest human communities to the end of the ancient period. They develop an understanding of world history from the ancient to the modern world.


History is a disciplined process of inquiry into the past which allows students to study the nature of history and archaeology, and explain their contribution to an understanding of the past. Students develop a range of skills including historical sequencing, analysis of primary and secondary sources, developing empathetic understanding and describing different perspectives within particular historical contexts.

Through the study of a range of Depth Studies, students are provided with opportunities to explore the changing social, economic, religious and political belief systems that were developed in these ancient societies. Students select and use appropriate oral, written, visual and/or digital forms to communicate about the past, as well as undertaking a relevant site study either by visiting an actual site or through a virtual source.

Units studied in the Stage 4 History Course in Year 8 include:

- Overview: The Ancient to the Modern World
- Depth Study 4: The Western and Islamic World – Medieval Europe c. AD590 – c. 1500
- Depth Study 5: The Asia-Pacific World – Japan under the Shoguns c. AD794 - 1867
- Depth Study 6: Expanding Contacts – Aboriginal and Indigenous Peoples, Colonisation and Contact History

## Semester Two

Task No.	Task	Description of Task	Weighting	Timing
1	Research Task / ICT	Multimedia Presentation of a past society	50%	Term 3 Week 9
2	Semester Examination	Inclusion of content from The Overview and Depth Studies 4,5 & 6	50%	Term 4 Week 5 



# Year 8 Mathematics

**Faculty:** Mathematics

**Leader of Learning:** Mrs Melissa Hurn

## Course Description / Content:

Mathematics in Year 8 builds on the skills acquired by students in Year 7 and prepares them for Stage 5 work in Years 9 and 10. Year 8 is the last year that all students follow the same Maths course. Therefore, assessment is very important in Year 8 as these results are used to determine the appropriate pathway for Stage 5.

Students will undertake four assessment tasks. Students are strongly encouraged to prepare thoroughly for these tasks.

The topics covered in Year 8 are:

- Algebra
- Percentages and Financial Mathematics
- Ratio and Rates
- Equations
- Pythagoras' Theorem
- Linear Relationships
- Collecting and Analysing Data
- Transformations and Congruence
- Indices
- Measurement
- Geometric Figures

## Semester One

Task No.	Task	Description of Task	Weighting	Timing
1	Task 1	In class test	30%	Term 1 Week 8 20-3-19
2	Task 2	Semester Examination	70%	Examination Block

## Semester Two

Task No.	Task	Description of Task	Weighting	Timing
1	Task 1	Students will collect, analyse and evaluate data	20%	Term 3 Week 6 27-8-19
2	Task 2	Semester Examination	80%	Term 4 Week 4

# Year 8 Music

**Faculty:** Creative Arts

**Leader of Learning:** Mrs Melonie Hawke

## Course Description / Content:

Students are introduced to the concepts of reading and writing musical notation (COMPOSITION), analysing music (LISTENING), and playing music (PERFORMANCE). Students learn about the six musical concepts through these experiences and in a variety of contexts, such as Art Music and Rock Music.

## Semester One

Task No.	Task	Description of Task	Weighting	Timing
1	Listening Test	In class listening skills test.	50%	Term 1 Week 11
2	Performance Test	Perform a song arrangement, either solo or small group. (Could be a simple melody or chord progression learned in class, or a musical item of own choice)	50%	Term 2 Week 4 During Class time

## Semester Two

Task No.	Task	Description of Task	Weighting	Timing
1	Composition Task	Submission of musical composition and critical analysis	50%	Term 3 Week 5
2	Performance Task	Performance of a musical arrangement and submission of critical evaluation	50%	Term 4 Week 4

# Year 8 Personal Development, Health and Physical Education

Faculty: PDHPE

Leader of Learning: Mr Guy Perrin

## Course Description / Content:

This course is part of a Year 7-10 programme of study which integrates the areas of Personal Development, Health and Physical Education and is **compulsory** for all students.

### Personal Development and Health:

For the theory component of the course the content is arranged into four areas:

- Self and Relationships
- Movement skill and performance
- Individual and community health
- Lifelong physical activity

### Physical Education:

For the practical component of the course students will be given the opportunity to participate in a variety of different activities. Students will develop their individual movement skills whilst participating in a team or group setting.

Activities the students participate in may include:

- Athletics
- Dance
- Target, striking, invasion and net / court games.
- Gymnastics.
- Fitness Testing
- Track and Field

## Semester One

Task No.	Task	Description of Task	Weighting	Timing
1	Drugs – Know the Risks	In class examination	50%	Term 2 Week 2
2	Cricket	Skills and game play practical tests	50%	Start Term 1 Week 8

## Semester Two

Task No.	Task	Description of Task	Weighting	Timing
1	Physical Activity	Research and Case Study Task	50%	Term 4 Week 2
2	Fitness Testing	Students participate in a variety of physical fitness tests.	50%	Start Term 3 Week 1

# Year 8 Science

**Faculty:** Science

**Leader of Learning:** Ms Paulina Phillips

## Course Description / Content:

The NSW Syllabus for the Australian Curriculum includes a range of topics to be studied during Stage 4. The following will be studied during Year 8:

- Working Scientifically
- Living World – Ecosystems, Functioning Organisms
- Chemical World – Elements, Mixtures and Compounds
- Physical World - Energy

Students will continue to develop scientific skills. By actively engaging in scientific enquiry, students are encouraged to improve skills in processing and analysing data, collecting first hand data and exploring a range of scientific models and theories. Skills in collaboration, problem solving, creative thinking and communication are an integral part of the new syllabus.

## Semester One

Task No.	Task	Description of Task	Weighting	Timing
1	Practical Test and Working Scientifically	A practical exam including collecting data reporting and analysis	50%	Term 1 Week 7
2	Exam: Elements, Compounds and Mixtures, Chemical Change	A written examination	50%	Term 2 Week 4 Lab Reports & Practical completed by this week

## Semester Two

Task No.	Task	Description of Task	Weighting	Timing
1	Skills and Working Scientifically	A written examination of scientific skills.	50%	Term 3 Week 5
2	Exam: Functioning Organisms and Ecosystems	A written examination	50%	Term 4 Week 6

# Year 8 Technology (Mandatory)

**Faculty:** Technology And Applied Studies (TAS)

**Leader of Learning:** Mrs Julie Elliott

## Course Description / Content:

The aim of the mandatory course “Technology” is to develop students’ ability to use the design process to produce and evaluate quality solutions to address needs.

Students will be required to learn about technologies and use a range of materials, tools and techniques relevant to the finished product. Practical experiences will form a substantial part of the learning and students will be given opportunities to function safely within the work environment.

Thinking skills will be developed throughout the course as students design and make. The capacity to solve problems and generate ideas through the use of new concepts, models, drawings and computer technologies will be central to the learning experience.

## Course Structure:

Students will study Technology in a rotational structure. They will be required to complete a range of technologies over 2 years.

The following is a guide to content:

### Year 7

- Plant Production Technology
- Food Technology
- Graphics Technology
- Information Technology

### Year 8

- Textiles Technology
- Timber Technology

Each of the units of work will consist of 2 parts:

- Knowledge and Skills Section – students will learn about qualities, tools and techniques related to specific materials in the Technology being studied. To assist with the development of these skills students will use a selection of tools, machines and equipment in a safe and responsible manner.
- Design Section – students will follow a design process to complete a design project using the knowledge gained in the skills section. The project will include the production of an end-product relevant to the technology being studied.

Outline of tasks is on the following pages.

## Year 8 Technology (Mandatory)

**Faculty:** Technology And Applied Studies (TAS)

**Leader of Learning:** Mrs Julie Elliott

### Timber Technology

Task No.	Task	Description Of Task	Weighting	Timing
1	Knowledge Test	A written examination of knowledge and skills related to safety, qualities, tools and techniques when using timber materials.	40%	<b>Rotation 1</b> Term 1 Week 9 8TIMD2, 8TIMD5, 8TIMD8
				<b>Rotation 2</b> Term 2 Week 10 8TIMD1, 8TIMD4, 8TIMD7
				<b>Rotation 3</b> Term 4 Week 3 8TIMD3, 8TIMD6, 8TIMD9
2	Design Project	Students will follow the design process to design and construct a timber project	60%	<b>Rotation 1</b> Term 2 Week 2 8TIMD2, 8TIMD5, 8TIMD8
				<b>Rotation 2</b> Term 3 Week 5 8TIMD1, 8TIMD4, 8TIMD7
				<b>Rotation 3</b> Term 4 Week 5 8TIMD3, 8TIMD6, 8TIMD9

## Year 8 Technology (Mandatory)

**Faculty:** Technology And Applied Studies (TAS)

**Leader of Learning:** Mrs Julie Elliott

### Textiles Technology

Task No.	Task	Description Of Task	Weighting	Timing
1	Knowledge Test	A written examination of knowledge and skills related to safety, qualities, tools and techniques when using textiles material.	40%	<b>Rotation 1</b> Term 1 Week 9 8TEXD1, 8TEXD4, 8TEXD7
				<b>Rotation 2</b> Term 2 Weeks 9-10 8TEXD3, 8TEXD6, 8TEXD9
				<b>Rotation 3</b> Term 4 Weeks 2-3 8TEXD2, 8TEXD5, 8TEXD8
2	Design Project	Students will follow the design process to complete a design folio and textiles project using the knowledge gained in the skills section.	60%	<b>Rotation 1</b> Term 2 Week 2 8TEXD1, 8TEXD4, 8TEXD7
				<b>Rotation 2</b> Term 3 Week 5 8TEXD3, 8TEXD6, 8TEXD9
				<b>Rotation 3</b> Term 4 Weeks 6-7 8TEXD2, 8TEXD5, 8TEXD8

# Year 8 Visual Arts

**Faculty:** Creative Arts

**Leader of Learning:** Mrs Melonie Hawke

## Course Description / Content:

The Visual Arts programs in Year 8 are designed to extend, strengthen and deepen both knowledge and skills acquired in Year 7 Visual Arts.

Assessment has been derived from the course objectives and is linked to the course outcomes. Students will have the opportunity to apply artistic techniques and experience using materials in more depth, with a focus on establishing a greater understanding and appreciation for the Visual Arts through both making artworks and studying artist practice and the art world.

Content continues to be organised in three broad areas; Practice, Conceptual Framework and the Frames. Students analyse how and why artists produce artworks, including themselves as artists.

Task No.	Task	Description of Task	Weighting	Timing
1	In-class analysis	Written task which includes analysing and interpreting selected artists and their practice using the Frames and the Conceptual framework.	30%	<b>Rotation 1</b> Term 1 Week 10 8VISD3, 8VISD6, 8VISD9
				<b>Rotation 2</b> Term 3 Week 3 8VISD2, 8VISD5, 8VISD8
				<b>Rotation 3</b> Term 4 Week 3 8VISD1, 8VISD4, 8VISD7
2	Body of Work	Exploration of painting and printmaking techniques to create a body of work	70%	<b>Rotation 1</b> Term 2 Week 2 8VISD3, 8VISD6, 8VISD9
				<b>Rotation 2</b> Term 3 Week 5 8VISD2, 8VISD5, 8VISD8
				<b>Rotation 3</b> Term 4 Week 5 8VISD1, 8VISD4, 8VISD7



## 2019 Assessment Schedule

### Year 8 – Term 1

Week	Tasks due this week	Monday	Tuesday	Wednesday	Thursday	Friday
1					DAY 1	DAY 2
			29-1-19 Staff Return		31.1.19	
2		DAY 3	DAY 4	DAY 5	DAY 6	DAY 1
		4-2-19				
3		DAY 2	DAY 3	DAY 4	DAY 5	
		11-2-19				15-2-19 SJL Swimming Carnival
4		DAY 6	DAY 1	DAY 2	DAY 3	DAY 4
		18-2-19	19.2.19			22-2-19
5		DAY 5	DAY 6	DAY 1	DAY 2	DAY 3
		25-2-19				
6		DAY 4	DAY 5	DAY 6	DAY 1	DAY 2
		4-3-19		6-3-19 Ash Wednesday		
7	Task 1: Science	DAY 3	DAY 4	DAY 5	DAY 6	DAY 1
		11-3-19	12-3-18 Dio Swimming Carnival	13-3-19		
8	Task 1: RE Task 1: Maths Task 1: Geography Task 1: PDHPE	DAY 2		DAY 3	DAY 4	DAY 5
		18-3-19	St Joseph's Feast Day Cross Country/Activity Day	20-3-19 Task 1: Maths		22-3-19 Task 1: RE
9	Task 1: RE Task 1: Geography Task 1: Technology (8TIMD2, 8TIMD5, 8TIMD8) Task 1: Technology (8TEXD1, 8TEXD4, TEXD7)	DAY 6	DAY 1	DAY 2	DAY 3	DAY 4
		25-3-19 Task 1: RE		27-3-18		

Term 1 Weeks 10 and 11 Tasks and Due Dates are on the next page.

## 2019 Assessment Schedule

### Year 8 – Term 1 (continued)

Week	Tasks due this week	Monday	Tuesday	Wednesday	Thursday	Friday
10	Task 1: Visual Arts Task 1: English	<b>DAY 5</b>	<b>DAY 6</b>	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>
		1-4-19				
11	Task 1: Music	<b>DAY 4</b>	<b>DAY 5</b>	<b>DAY 6</b>	<b>DAY 1</b>	<b>DAY 2</b>
		8-4-19				12-4-19 Term 1 Concludes for Students

## 2019 Assessment Schedule

### Year 8- Term 2

Week	Tasks due this week	Monday	Tuesday	Wednesday	Thursday	Friday
1		DAY 3	DAY 4	DAY 5	DAY 6	DAY 1
		29-4-19				
2	Task 1: PDHPE Task 2: Technology (8TIMD3, 8TIMD6, 8TIMD9) Task 2: Technology (8TEXD1, 8TEXD4, 8TEXD7)	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
		6-5-19				
3	Task 2: Visual Art	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
		13-5-19				
4	Task 2: Science Task 2: Music	DAY 6	DAY 1	DAY 2	DAY 3	DAY 4
		20-5-19				
5	Task 2: English Task 2: Geography Task 2: Maths	DAY 5	DAY 6	DAY 1	DAY 2	
		27-5-19				31.5.19 Athletics Carnival
6	Task 2: RE	DAY 3	DAY 4	DAY 5	DAY 6	DAY 1
		3-6-19		5-6-19 Task 2: RE		
7			DAY 2	DAY 3	DAY 4	DAY 5
		10-6-19 <b>Queen's Birthday Public Holiday</b>				
8	Task 2: PDHPE (start)	DAY 6	DAY 1	DAY 2	DAY 3	DAY 4
		17-6-19				
9	Task 1: Technology (8TEXD1, 8TEXD4, 8TEXD7)	DAY 5	DAY 6	DAY 1	DAY 2	DAY 3
		24-6-19				
10	Task 1: Technology (8TMD2, 8TIMD5, 8TIMD7) Task 1: Technology (8TEXD1, 8TEXD4, 8TEXD7)	DAY 4	DAY 5	DAY 6	DAY 1	
		1-7-19			4-7-19 Term 2 Concludes for students	5-7-18 Pupil Free Day

## 2019 Assessment Schedule

### Year 8 - Term 3

Week	Tasks due this week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Task 2: PDHPE (start)	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
		22-7-19				
2		DAY 1		DAY 2	DAY 3	DAY 4
		29-7-19	30-7-19 Parent / Student / Teacher Interviews Years 7 – 9: 1pm – 7pm (Pupil Free Day)			
3	Task 1: Visual Arts Task 1: RE	DAY 5	DAY 6	DAY 1		DAY 2
		5-8-18 Task 1: RE (8.4,5,6&7)	6-8-19 Task 1: RE (8.1,2,3&4)		8-8-19 MacKillop Feast Day	
4		DAY 3	DAY 4	DAY 5	DAY 6	DAY 1
		12-8-19				
5	Task 1: Science Task 1: Music Task 2: Technology (8TIMD1, 8TIMD4, 8TIMD7) Task 2: Technology (TEXD3, TEXD6, TEXD9) Task 2: Visual Art	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
		19-8-19				
6	Task 1: Maths	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
		26-8-19	27-8-19 Task 1: Maths			
7		DAY 6	DAY 1	DAY 2	DAY 3	DAY 4
		2-9-19				
8		DAY 5	DAY 6	DAY 1	DAY 2	DAY 3
		9-9-19				
9	Task 1: History Task 1: English	DAY 4	DAY 5	DAY 6	DAY 1	DAY 2
		16-9-19				
10		DAY 3	DAY 4	DAY 5	DAY 6	DAY 1
		23-9-19				27-9-19 Term 3 Concludes

## 2019 Assessment Schedule

### Year 8 - Term 4

Week	Tasks due this week	Monday	Tuesday	Wednesday	Thursday	Friday
1		<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>	<b>DAY 6</b>
		14-10-19				
2	Task 2: RE Task 1: PDHPE Task 1: Technology (8TEXD2, 8TEXD5, 8TEXD8)	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>
		21-10-19	22-10-19 Task 2: RE			
3	Task 1: Technology (8TIMD3, 8TIMD6, 8TIMD9) Task 1: Technology (8TEXD2, 8TEXD5, 8TEXD8) Task 1: Visual Art	<b>DAY 6</b>	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>
		28-10-19				
4	Task 2: Music	<b>DAY 5</b>	<b>DAY 6</b>	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>
		4-11-19				
5	Task 2: Visual Arts Task 2: Technology (8TIMD3, 8TIMD6, 8TIMD9) Task 2: English Task 2: History Task 2: Math	<b>DAY 4</b>	<b>DAY 5</b>	<b>DAY 6</b>	<b>DAY 1</b>	<b>DAY 2</b>
		11-11-19				
6	Task 2: Science Task 2: Technology (8TEXD2, 8TEXD5, 8TEXD8)	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>	<b>DAY 6</b>	<b>DAY 1</b>
		18-11-19				
7	Task 2: Technology (8TEXD2, 8TEXD5, 8TEXD8)	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>	<b>DAY 6</b>
		25-11-19				
8		<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>	<b>DAY 5</b>
		2-12-19				
9		<b>DAY 6</b>	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>
		9-12-19				
10		<b>DAY 5</b>	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>
		16-12-19	17-12-19 Pupil Free Day	18-12-19 Pupil Free Day	19-12-19	20-12-19

