



WALK IN NEW LIFE

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**MATER MARIA CATHOLIC COLLEGE**  
COMMUNITY • FORMATION • SUCCESS

**COURSE ASSESSMENT INFORMATION**  
**STAGE 4**

**YEAR 8**  
**2019**

**February 2019**

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## MISSION STATEMENT

Inspired by the teachings of Jesus Christ we, at Mater Maria, provide a well-rounded, high quality education for young men and women within the welcoming environment of a Catholic faith community.

We aim to build an educational foundation for life with an emphasis on social justice, the celebration of the human spirit and the uniqueness of the individual.

We will therefore:

**Encourage** a sense of community

**Promote** gospel values

**Nurture** the human spirit

**Develop** a welcoming, peaceful environment

**Provide** opportunities for the realisation of potential

**Celebrate** the uniqueness of the individual

**Educate** for life

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## Stage 4 Structure

To be eligible for the award of a Record of Student Achievement (**ROSA**) at the completion of Year 10, each student must follow a pattern of study to meet the mandatory hours required by the Board of Studies. The subjects studied in year 7 and 8 contribute either 100 hours or 200 hours to these mandatory hours.

The NSW Education Standards Authority (NSWESA) – formerly the Board of Studies Teaching and Educational Standards NSW (NSWESA) syllabus documents focus on outcomes to set clear expectations, structuring and sequencing of learning. Students' progress can be judged in terms of achievement of **outcomes** at each stage of the syllabus.

**Outcomes are explicit statements of the knowledge, skills and understanding expected to be learned by students** (these outcomes can be found within each of the Subject Assessment Schedules ( pp 13 –23). The method of reporting on the achievement of student progress is to give a snapshot of achievement on the way to achieving the outcome at the end of a stage.

# Reporting Student Performance

## Assessing and grading student achievement

Assessing student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of a course.

In setting activities or tasks, teachers will give careful consideration to the syllabus objectives and outcomes being assessed. By measuring student achievement in relation to these objectives and outcomes, they build up a profile of the achievement of each student in relation to the Common Grade Scale. Marks are only one indicator; teachers will use their professional judgement to determine a grade.

Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a course.

## Student Reports

### Grades

Reports will be issued at the end of each semester. Students will be given a general performance grade in every subject in the College report. Objectives from the affective domain (i.e. values and attitudes) will not be used in determining a student's grade. The numbers of As, Bs, Cs, Ds & Es will be made available to parents on application after the reports have been issued. Opportunities will also be made available for parents who may wish to discuss these reports with teachers.

### Areas for Assessment

They provide a focus for assessment, and for reporting student achievement. They are derived from the objectives of the course, and represent manageable groupings of outcomes. By mapping the activities to the areas for assessment when designing an assessment schedule, teachers ensure that all outcomes can be assessed throughout the year in a manageable way.

## Common Grade Scale

There are five possible Common Grade Scale levels of achievement as identified in the following table. It is important to understand that these grades indicate a level of achievement, and do not reflect a pass or fail. D or E does not indicate failure but a lower level of achievement.

<b>A</b>	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>B</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.
<b>C</b>	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	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.

# Assessment for Learning

## Assessment for Learning

The Years 7-10 syllabuses advocate assessment for learning, as this is a type of quality assessment that has had world wide success in enhancing teaching and improving student learning. Assessment for learning gives students opportunities to produce work that leads to development of their knowledge, understanding and skills. Teachers decide how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment.

In summary, assessment for learning:

- is an essential and integrated part of teaching and learning
- reflects a belief that all students can improve
- involves setting learning goals with students
- helps students know and recognise the standards for which they are aiming
- involves students in self-assessment and peer assessment
- provides feedback to help students understand the next steps in learning and plan how to achieve them
- involves teachers, students and parents reflecting on assessment data.

## The Principles of Assessment for Learning

These principles provide the criteria for judging the quality of assessment materials and practices. They appear below as they do in each of the syllabuses.

### Assessment for learning:

- emphasises the interactions between learning and manageable assessment strategies that promote learning
- clearly expresses for the student and teacher the goals of the learning activity
- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- provides ways for students to use feedback from assessment
- helps students take responsibility for their own learning
- is inclusive of all learners.

### Using these principles when establishing a course assessment program

Establishing a course assessment program begins when teachers program units of work. By incorporating assessment activities into units of work, teachers can meet the needs, interests and abilities of their students, while assessing their progress towards a demonstration of achievement in relation to outcomes.



# Plagiarism & Malpractice

Plagiarism is taking ideas from other people without acknowledging the source. It is theft of intellectual property. Plagiarism relates to all written work, major projects, graphics, video and web page effects. Copyright Laws protect people's right to the ownership of their intellectual and creative work.

## Procedures Leading to Malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the student's own work, Malpractice including plagiarism could lead to a student receiving zero marks and may jeopardise College accreditation.

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

- Copying someone's work in part or in whole
- Using material directly from books, journals, CDs or the internet without reference to the source
- Building on ideas of another person without reference to the source
- Buying, stealing or borrowing another person's work
- Submitting work to which another person such as 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 else to write or prepare material
- Breaching school examination rules
- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice.
- Collusion with the intention of gaining unfair advantage.

Students under stress are sometimes tempted to engage in the above malpractice, and do not realise the implications of actions such as copying or downloading from the internet. Curriculum, teaching and learning embrace excellence and high expectations but never at the expense of short term gains achieved through plagiarism and dishonesty. In such instances, our discipline focuses on the behaviour of the individual, not the person.

## Student Responsibilities

All work presented for assessment must be the students own work. Any information accessed from the published documents including the internet must be included in the assessment in such a way that plagiarism does not occur. All sources taken directly from someone else's work must be acknowledged in a bibliography. See the Student Handbook & Diary for the procedure (pp 137 – 155).

All quotes from textbooks and reference material must be acknowledged, including:

- the title of the reference,
- author and
- relevant page numbers.

### Action

**A zero mark will be awarded in the event of: *proven* dishonesty or malpractice including plagiarism. A pink slip for unsatisfactory progress will also be issued.**

# Submission of Assessment

If a student hands in an assessment late without just cause:

- Students should be present the day before and the periods preceding an assessment task.
- Students away for illness or misadventure must complete a College 'Application for Illness/Misadventure/Change in Submission Date / Extension' form with the assessment and other supporting evidence (eg. Medical Certificate). These forms are available from the College Web site ([www.matermaria.nsw.edu/2019notes](http://www.matermaria.nsw.edu/2019notes) - College forms) or in the perspex holders outside Student Services.
- ***This form must be submitted within 7 days of the students return to school.***

Where a student completes an assessment task either at home or in school, but feels he/she has been disadvantaged by illness or misadventure the students must submit the appropriate documentation on the College Appeal form.

## Student Responsibilities

- Students should hand in work to the teacher during class on the due date. Diaries, signed by the teacher, will be accepted as proof of submission.
- Students should not email their work unless this has been approved by the teacher.

## Late Submission of Assessment or Absence During or After an Assessment Period

- Students must hand in assessments on the day of return to the College. **If a student is late or unable to hand in the work personally, the work can be submitted to the Student Services where the child's diary will be signed as proof of receipt.**
- The official College 'Application for Illness/Misadventure/Change in Submission Date/Extension' form must be filled in by parents and the student, then handed to the KLA Coordinator via Student Services (refer to page 4 for Coordinator contacts).
- Absences during a formal assessment period must be explained on the Illness/Misadventure form with an explanation from a parent or other supporting documentation. As a general rule, students receive zero for lateness **until** the Illness/Misadventure form has been considered by the Assistant Principal and Director of Academic Care. Students will be advised of the outcome of the application.
- Failure of technology is generally not accepted as an excuse for lateness.
- "There is a difference between heightened anxiety in an examination situation and a **diagnosed anxiety disorder**." NSW Education Standards Authority (NSWESA)  
*Students requesting special consideration on the grounds of **anxiety** must present a **diagnosed anxiety disorder** for which external treatment or therapy is being received.*

- Students who fail to complete assessments within the set time and do not submit the application form will receive zero but will still be required to complete the assessment task after school on Wednesdays or Fridays.

**Failure to submit any part of an assessment on the due date during the set period will incur a penalty as determined by the Assistant Principal and Director of Academic Care.**

**Students must be present the day before and the periods preceding the lesson assessments are due.**

**As a general rule, students receive zero for lateness until the appeal has been considered by the Assistant Principal and Director of Academic Care.**

**Students will be advised of the outcome of the appeal.**

### Approved Special Leave

Department of Education rules require that students do not take leave outside of the official school vacation dates.

Although Department of Education rules require that students **do not take leave outside of school vacation dates**, in exceptional circumstances the Principal may approve special leave.

- In addition, where a student has received approved leave, it is their responsibility to ensure that any hand-in assessment tasks that are due during the period of absence **are submitted prior to the absence.**
- ***For in-class tasks, unless a students' absence is due to illness or misadventure, a zero mark will be awarded.***
- Misadventure is defined as an unforeseen emergency or disaster and as such, trips to visit family or take holidays outside of official school vacation dates will incur a zero.

**Failure to submit any part of an assessment on the due date during the set period will incur a penalty of a ZERO mark. Students must be present the day before and the periods preceding the lesson assessments are due.**

## Assessment Explanatory Notes

This assessment information booklet, together with the College calendar, should assist a parent to help his/her child plan ahead. Students need to organise their workload to avoid anxiety and unnecessary late nights.

1. The dates relate to when the assessment work is due. The work would have been given to each student well in advance of the due date and details relating to the work should have been recorded in the College diary. The specific details of the assessment would have been outlined on a separate sheet.
2. All assessments detailed in the booklet are used to obtain the mark that will appear for each subject on the mid year and yearly report. Although assessments are important, grades on the report, as explained on the page entitled **Reporting Student Achievement** are determined by other evidence and teacher professional judgement.
3. The assessment tasks may vary in length and relative importance. The weighting for each assessment is indicated in the booklet. Sufficient time will be given to complete the assessments. Some assessments use class time or research time in the library and thus reduce the amount of time required at home to complete the task. Queries need to be directed to the teacher concerned by the student first, and then by a parent if the issue has not been resolved.
4. Some tasks use terms like "Class Activity," "Practical Work," or simply "Assignment." This generic terminology is used to assist teachers to construct a task that is most suited to the topic.
5. The assessment tasks focus on outcomes to set clear expectations, structuring and sequencing of learning in each course and measure what a student knows, understands and can do.

## Presentation of Assessment using Technology

### Student Responsibilities

- Students are encouraged to generate assessments using technology; however, technological failure should not be used as an excuse.
- Students should **NOT** expect teachers to print out copies of their assessments
- Students should not hand in work on USBs (unless this is a specific request) as these often prove unreliable.
- Place the work e.g. PowerPoints / iMovie's, etc on the College Network as well as your hard-drive at home
- Emails are not an acceptable form of submission; hard copies **MUST** be submitted;
- Have a copy on a USB as evidence;
- Students should generate a hard copy of PowerPoints for teachers as evidence

# **Assessment Schedules**

**English**  
**Global Geography**  
**Italian**  
**Japanese**  
**Mathematics**  
**Music**  
**PDHPE**  
**Religious Education**  
**Science**  
**Technology Mandatory**

# English

## Outcomes

A student:

EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts

EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence

EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts

EN4-6C identifies and explains connections between and among 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

### Areas for Assessment

Reading, listening, viewing

Writing, speaking, representing

Communicating and context

Interpretive, imaginative & critical thinking

Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice.

COURSE MARK (BASED ON ALL COMMON ASSESSMENTS)				
Term /Date	Assessment	Outcomes	Assessment Task details	Weighting
1/8	<b>COURSE</b>	1A, 3B, 5C, 6C, 8D	<b>8EN1.19</b> Poetry Multiple Choice	20
2/8	<b>COURSE</b>	1A, 3B, 4B, 5C, 9E	<b>8EN2.19</b> Novel Study – In-class Test	25
3/8	<b>COURSE</b>	1A, 2A, 3B, 4B, 5C, 8D	<b>8EN3.19</b> Visual Literacy: Critical Writing Task	25
4/6	<b>EXAM</b>	1A, 4B, 5C, 7D	<b>8EN4.19</b> Multiple Choice Comprehension Extended Response on film	10 20
<b>TOTAL</b>				100

# Geography

## Outcomes

A student

- 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

## Areas of Study

- Landscapes and Landforms
- Water in the World
- Place and Liveability
- Interconnections

## Areas for Assessment

- Communication
- Geographical tools and skills
- Geographical knowledge

## ASSESSMENT TASKS

- Outlined below is a summary of the assessment plan for this subject.
- Exact dates will be confirmed with a minimum two weeks' notice.

Term /Week	Targeted Outcomes Code	Assessment Task details	Weight	Marks Gained
1/5	4.6, 4.7 4.8	8GE1.19 Geographical Skills Test Fieldtrip Work Booklet	15 <u>10</u> 25	
2/7	4.1, 4.2, 4.5	8GE2.19 Research Task	25	
3/9	4.3, 4.4, 4.7	8GE3.19 Geographical Inquiry Task	25	
4/6	4.1, 4.2, 4.3, 4.5,4.8	8GE4.19 Yearly Examination [1 ½ hours]	25	
<b>TOTAL</b>			<b>100</b>	

# Italian

## Outcomes

A student:		
4 UL.1	(Listening & Responding)	listens to understand the main ideas and supporting detail in spoken texts and responds in diverse ways.
4 UL.2	(Reading & Responding)	reads to understand the main ideas and supporting detail in text and responds in diverse ways.
4 UL.3	(Speaking)	establish and maintain effective communication when providing information and expressing own ideas.
4 UL.4	(Writing)	experiments with linguistic patterns and structures in Italian to convey information and to express their own ideas effectively.
4 MBC.1	(Moving Between Cultures)	explores the interdependence of language and culture as manifested in a range of texts and contexts.
4 MBC.2		demonstrates knowledge of key features of the culture of Italian speaking communities.
4 MLC.1	(Making Linguistic Connections)	demonstrates understanding of the importance of correct and appropriate use of language in diverse contexts.
4 MLC.2		explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of Italian.

## Areas for Assessment

- Using language
- Moving between cultures
- Making linguistic connections

## ASSESSMENT TASKS

Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice.

Term/ Week	Outcomes	Task	Weight
1/5	4MBC.1, 4MBC.2	8IL1.19 Cultural Task	20
2/5	4UL.1, 4UL.2, 4UL.4, 4MLC.1	8IL2.19 Half Yearly Examination	35
3/5	4UL.1, 4UL.3, 4MBC.1	8IL3.19 Oral Assessment	15
4/6	4UL.2, 4UL.4, 4MLC.2, 4MBC.2	8IL4.19 Yearly Examination	30
		<b>TOTAL</b>	<b>100</b>



# Japanese

## Outcomes

A student:		
4 UL.1	(Listening & Responding)	listens to understand the main ideas and supporting detail in spoken texts and responds in diverse ways.
4 UL.2	(Reading & Responding)	reads to understand the main ideas and supporting detail in text and responds in diverse ways.
4 UL.3	(Speaking)	establish and maintain effective communication when providing information and expressing own ideas.
4 UL.4	(Writing)	experiments with linguistic patterns and structures in Japanese to convey information and to express their own ideas effectively.
4 MBC.1	(Moving Between Cultures)	explores the interdependence of language and culture as manifested in a range of texts and contexts.
4 MBC.2		demonstrates knowledge of key features of the culture of Japanese speaking communities.
4 MLC.1	(Making Linguistic Connections)	demonstrates understanding of the importance of correct and appropriate use of language in diverse contexts.
4 MLC.2		explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of Japanese.

## Areas for Assessment

- Using language
- Moving between cultures
- Making linguistic connections

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice.

Term/ Week	Outcomes	Task	Weight
1/5	4MBC.1, 4MBC.2	8JA1.19 Cultural Task	20
2/5	4UL.1, 4UL.2, 4UL.4, 4MLC.1	8JA2.19 Half Yearly Examination	35
3/5	4UL.1, 4UL.3, 4MBC.1	8JA3.19 Oral Assessment	15
4/6	4UL.2, 4UL.4, 4MLC.2 4MBC.2	8JA4.19 Yearly Examination	30
		<b>TOTAL</b>	<b>100</b>

# Mathematics

## OUTCOMES

A student

1	MA4-1WM	communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
2	MA4-2WM	applies appropriate mathematical techniques to solve problems
3	MA4-3WM	recognises and explains mathematical relationships using reasoning
4	MA4-4NA	compares, orders and calculates with integers, applying a range of strategies to aid computation
5	MA4-5NA	operates with fractions, decimals and percentages
6	MA4-6NA	solves financial problems involving purchasing goods
7	MA4-7NA	operates with ratios and rates, and explores their graphical representation
8	MA4-8NA	generalises number properties to operate with algebraic expressions
9	MA4-9NA	operates with positive-integer and zero indices of numerical bases
10	MA4-10NA	uses algebraic techniques to solve simple linear and quadratic equations
11	MA4-11NA	creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
12	MA4-12MG	calculates the perimeters of plane shapes and the circumferences of circles
13	MA4-13MG	uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
14	MA4-14MG	uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
15	MA4-15MG	performs calculations of time that involve mixed units, and interprets time zones
16	MA4-16MG	applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
17	MA4-17MG	classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
18	MA4-18MG	identifies and uses angle relationships, including those related to transversals on sets of parallel lines
19	MA4-19SP	collects, represents and interprets single sets of data, using appropriate statistical displays
20	MA4-20SP	analyses single sets of data using measures of location, and range
21	MA4-21SP	represents probabilities of simple and compound events

### Areas for Assessment

Working Mathematically	Number
Geometry	Algebra
Measurement	Data

### ASSESSMENT TASKS

- Outlined below is a summary of the assessment plan for this subject.
  - Dates are approximate. Exact dates will be confirmed as the time approaches
  - Outcomes assessed may vary depending on topics covered to that point.
  - Outcomes 1-3 are incorporated throughout all assessments
- 1 Students are reported on at least twice yearly on a course basis (remedial classes are considered a separate course and will be reported on a class basis)
  - 2 Students will also receive a General Performance Grade across the whole year on these report

Term / Week	Outcome Assessed	Code	Assessment Task details	Weight
1/7	4-6	8MA 1	Topic test 1	10
2/4	7,8,9,10,11,12,13, 17	8MA 2	Topic test 2	25
3/9	17,18,20,	8MA 3	Topic test 3	25
4/6	1-23	8MA 4	Yearly Examination	40
<b>TOTAL</b>			<b>TOTAL</b>	<b>100</b>

# Music

## Outcomes

### A student

4.1	performs in a range of musical styles demonstrating an understanding of musical concepts
4.2	performs music using different forms of notation and different types of technology across a broad range of musical styles
4.3	performs music demonstrating solo and/or ensemble awareness
4.4	demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
4.5	notates compositions using traditional and/or non-traditional notation
4.6	experiments with different forms of technology in the composition process
4.7	demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
4.8	demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
4.9	demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
4.10	identifies the use of technology in the music selected for study, appropriate to the musical context
4.11	demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form
4.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Areas of study	Areas for assessment
Term 1 – What is Music? Term 2 – The Blues Term 3 – Rock Music Term 4 – Music in the Media	Performing Composing Listening

## ASSESSMENT TASKS

- Outlined below is a summary of the assessment plan for this subject.
- Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice

Code No.	Term/ Week	Outcomes Code	Assessment Task	Weight	Mark
08MUS1.19	1 / 10	4.5, 4.6 4.2	Create a technology-generated score Performance	20 15	
08MUS2.19	3 / 10	4.4 4.1, 4.3 4.7	Arrange a Australian Rock song Perform your Rock arrangement Rock Song Listening Analysis	15 20 10	
08MUS3.19	4 / 4	4.8, 4.9, 4.10	Listening Test	20	
Total				100	

# Personal Development, Health & Physical Education

## OUTCOMES

A student:

- 4.1 describes and analyses the influences on a sense of self.
- 4.2 identifies and selects strategies that enhance their ability to cope and feel supported
- 4.3 describes the qualities of positive relationships and strategies to address the abuse of power
- 4.4 demonstrates and refines movement skills in a range of contexts and environments
- 4.5 combines the features and elements of movement composition to perform in a range of contexts and environments
- 4.6 describes the nature of health and analyses how health issues may impact on young people
- 4.7 identifies the consequences of risk behaviours and describes strategies to minimise harm
- 4.8 describes how to access and assess health information, products and services
- 4.9 describes the benefits of a balanced lifestyle and participation in physical activity
- 4.10 explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity
- 4.11 selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situation
- 4.12 assesses risk and social influences and reflects on personal experience to make informed decisions
- 4.13 demonstrates cooperation and support of others in social, recreational and other group contexts
- 4.14 engages successfully in a wide range of movement situations that displays an understanding of how and why people move
- 4.15 devises, applies and monitors plans to achieve short-term and long-term goals
- 4.16 clarifies the source and nature of problems and draws on personal skills and support networks to resolve them

Areas of Study	
Healthy Lifestyle	European Handball
Drugs – Know the Risks	Cricket Games
Looking After Myself	Striking Games
Physical Activity	Kicking Games

- Outlined below is a summary of the assessment plan for this subject.
- Times are approximate. Exact dates will be confirmed with a minimum two weeks' notice.

Term /Date	Area of Study	Outcomes Code	Assessment Task	Weight %
Term 1/ 9	European Handball	4, 5, 13, 14	8PD1.19 Practical skills & game play	20
Term 2/8	Drugs – Know the Risks	2, 3, 6, 7, 8, 11, 12	8PD2.19 Topic Test	30
Term 3/3	Softball	4, 5,14	8PD3.19 Practical skill demonstration	20
Term 4/1	Looking After Myself	2, 6, 8, 9,11,16	8PD4.19 Creative Writing Task	30

# Religion

## Outcomes

GRHD S4.1a	identifies and describes the Catholic understanding of the mystery of God
GRHD S4.1b	describes ways God invites people to respond
J S4 2a	identifies the cultural and historical influences on Jesus of Nazareth
J S4 2b	interprets the teachings of Jesus and applies them to a contemporary setting
CD S4 3a	identifies and describes ways people respond to the call to discipleship
CD S4 3b	describes how Christian life requires informed moral decisions and appropriate actions
PS S4 4a	explains the significance of the Sacraments of Initiation
PS S4 4b	determines and describes the features of a Catholic community
S S4 5a	locates and explains a range of Scripture passages relevant to Biblical and contemporary life
S S4 5b	identifies influences on a number of Biblical authors

Areas of Assessment	Areas of Study
<ul style="list-style-type: none"> <li>God, Revelation and Human Destiny</li> <li>Jesus, human and divine</li> <li>Church and Discipleship</li> <li>Prayer and Sacraments</li> <li>Sacred Scripture</li> </ul>	<ul style="list-style-type: none"> <li>Early Church Term 1 / 2 (12 weeks)</li> <li>Mary and the Saints Term 2 / 3 (12 weeks)</li> <li>My Life as a Catholic 2 Term 3 / 4 ( 8 weeks)</li> <li>The Gospel Today Term 4 (8 weeks)</li> </ul>

- Outlined below is a summary of the assessment plan for this subject.
- Times are approximate. Exact dates will be confirmed with a minimum notice of two weeks.
- To obtain a general performance grade for reports, students will be given a variety of tasks as listed below.

### Course mark (Based on Common Assessment)

Code No	Term/Week	Outcomes Code	Areas of Study	Assessment Task	Weight
8RE 1.19	1/8	4.2a, 4.3b, 4.5a	Early Church	Creative Presentation. In-class	25
8RE 2.19	2/9	4.1b, 4.2b; 4.4.5a	Mary and the Saints	Research-In class-Written	25
8RE 3.19	3/8	4.2b; 4.3b, 4.4a	My life as a Catholic Part II	Oral/Research	25
8RE 4.19	4/5	4.2b; 4.3a; 4.5a.	The Gospel Today	In Class Task	25
<b>Total</b>					<b>100</b>

# Science

## Outcomes

A student:

SC4-1VA	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC4-2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
SC4-3VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
SC4-4WS	identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
SC4-5WS	collaboratively and individually produces a plan to investigate questions and problems
SC4-6WS	follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
SC4-7WS	processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
SC4-8WS	selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
SC4-9WS	presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
SC4-10PW	describes the action of unbalanced forces in everyday situations
SC4-11PW	discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
SC4-12ES	describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
SC4-13ES	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
SC4-14LW	relates the structure and function of living things to their classification, survival and reproduction
SC4-15LW	explains how new biological evidence changes people's understanding of the world
SC4-16CW	describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
SC4-17CW	explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life

Units of Study	Areas for Assessment
<ul style="list-style-type: none"> <li>Working Scientifically</li> <li>Living World</li> <li>Chemical World</li> <li>Earth and Space</li> <li>Physical World</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and Understanding</li> <li>Planning and Conducting Investigations</li> <li>Communicating</li> <li>Problem Solving</li> </ul>

## ASSESSMENT TASKS

- Each task may contain one or more of the components..
- Dates are approximate. Exact dates will be confirmed with a minimum notice of two weeks.

	Code No	8SC1.19	8SC2.19	8SC3.19
	Task	ICT Activity	First Hand Investigation + Test	Yearly Examination
	Weighting	30%	35%	35%
	Term/Week	2/2	3/7-10	4/5
<b>Areas for Assessment</b>	<b>Focus Outcomes</b>	4, 9	5, 6, 7, 8, 10, 11	12, 13, 14, 15, 16
Knowledge and Understanding		✓		✓
Planning and Conducting Investigations			✓	
Communicating		✓	✓	✓
Problem Solving			✓	✓

# Technology (Mandatory)

## Outcomes

### Design and Production Skills

A student:

**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

### Knowledge and Understanding

A student:

**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

## Content Structure for Technology Mandatory Years 7-8

The Technology Mandatory Years 7–8 syllabus outcomes are presented as:

- Skills
- Knowledge and Understanding

Context	Indicative hours
Digital Technologies	50
Agriculture and Food Technologies Engineered Systems Material Technologies	150

TERM/WEEK	Outcome Code	Assessment Task Details	Weight
Semester One 2/9	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA	<b>8TM1_19 Material Technologies (Textiles)</b> Product Portfolio	20% 30%
Semester Two 4/5	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-7DI, TE4-9MA, TE4-10TS	<b>8TM2_19 Dig/Mat Technologies (Timber)</b> Product Portfolio	20% 30%
<b>TOTAL</b>			100%