



WALK IN NEW LIFE

MATER MARIA
CATHOLIC COLLEGE

YEAR 8

ASSESSMENT
HANDBOOK

Table of Contents

College Curriculum Team.....	3
Key Learning Area Coordinators	3
General Coordinators	3
Year Coordinator	3
Introduction	4
Year 8 NESA Course Requirements	4
Mandatory Key Learning Areas	4
NESA Satisfactory Completion of a Course	4
NESA Common Grade Scale	5
Attendance Requirements	5
Student Leave/Principal's Approved Leave.....	5
Assessment Tasks	6
What is an Assessment?	6
How am I Notified About Assessment Tasks?	6
Submission of Assessment Tasks.....	6
Student Expectations	6
Non-Submission or Late Assessment Tasks.....	6
What Happens if Technology Fails?.....	7
Illness/Misadventure Procedure	7
Procedure for Illness/Misadventure	7
Malpractice and Plagiarism	7
TURNITIN Policy	8
Disability Provisions	8
Procedures for Student Appeals	8
English	9
Geography	10
Italian.....	11
Japanese.....	12
Mathematics.....	13
Music.....	14
Personal Development, Health and Physical Education	15
Religious Education.....	16
Science	17
Technology.....	18

College Curriculum Team

Principal
Assistant Principal
Director of Evangelisation and Catholic Formation
Director of Student Achievement
Director of Learning
Director of Pastoral Care
Director of Administration

Mr Marc Reicher
Ms Gabie Stojanovski
Mr Michael Halliday
Mr Peter Trainer
Mrs Marieanne Delaney
Mrs Michaela Woodhill
Mrs Michelle Hanrahan

Key Learning Area Coordinators

Religious Education Coordinator

Mrs Rochelle Wooldridge

English

Mr Liam Duncan
Mrs Jennifer Leigh-Jones (Assistant)

Mathematics

Mrs Melissa Rulli

Science

Mr Tom Walsh
Mr Alistair Law (Assistant)

HSIE

Mrs Jennifer Hammond
Mrs Patricia Mayne (Assistant)

Technology and Applied Studies

Mr Glenn Hinson
Mr Jonathan Beard (Assistant)

Personal Development, Health and Physical Education

Mr Andrew Privett
Mrs Danielle Charman (Assistant)

Creative Arts

Ms Robyn Tarrant

Performing Arts

Ms Klara Hollestelle-Watson

Vocational Education and Training (VET)

Mrs Sue Hastings

Languages

Mrs Anna Giunta

Learner Diversity

Mrs Tara Marshall

General Coordinators

Careers Adviser

Mr Peter Trainer

**Externally Delivered Courses – NSW School of Languages, Lismore
Online, CSBB Online Courses**

Mr Peter Trainer

Externally Delivered TAFE Courses

Mrs Sue Hastings

Year Coordinator

Year 8 Coordinator

Mr Mark Leaver

Introduction

This handbook has been developed to provide students and parents with information regarding the assessment requirements for Year 8 courses.

School Assessments are a compulsory requirement for Year 8 courses and the grade achieved for each subject will be included in the Half Yearly and Yearly Report.

Year 8 NESA Course Requirements

Mandatory Key Learning Areas

Education in NSW aims to give students educational experiences in a variety of Key Learning Areas to allow students to find and develop interests, talents and knowledge in many fields. Students in Years 7 – 10 are required to follow a pattern of study to meet the mandatory hours required by the National Education Standards Authority (NESA) to receive a Record of Student of Achievement. At Mater Maria Catholic College all students are required to complete study in Religious Education.

Year 8 students are required to complete the following subjects to meet NESA course requirements for Stage 4:

- English
- Mathematics
- Science
- Human Society and its Environment (HSIE) - Geography
- Technology Mandatory
- Creative and Performing Arts (CAPA) - Music
- Personal Development and Physical Education (PDHPE)
- Religious Education
- Languages other than English (LOTE) – Italian or Japanese

NESA Satisfactory Completion of a Course

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

- (a) studied the course developed or endorsed by NESA; and
- (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.

Students must provide sufficient evidence of course completion and achievement of course outcomes through the learning experiences provided by the teacher. This includes the completion of assessment tasks, classwork, homework and participating in class discussions.

For the satisfactory completion of a course, NESA does not mandate attendance requirements. As a guide however, if a student's attendance falls below 85% of a school's programmed lesson time for a course, the Principal may determine that, as a result of absence, the course completion criteria may not be met.

NESA Common Grade Scale

The NESA Common Grade Scale is used to report student achievement for all Year 8 courses in all NSW schools. This scale describes performance at each of the five grade levels.

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

N-Grade - Where 'N' appears in place of an A – E grade this indicates the student has failed to meet the course requirements.

Attendance Requirements

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 the Principal who must give students early warning of the consequences of such absences.

For the satisfactory completion of a course, a student's attendance at school is compulsory.

There are five main requirements that need to be considered with regards to absenteeism.

- All absences must be explained by the parent or caregiver providing letter, email, phone call or notification via the Compass parent portal.
- When a student is absent on the due date and/or the day before an assessment task, a medical certificate or documentation is required to substantiate the absence.
- Where a student's pattern of attendance impacts with their engagement with a substantial number of course outcomes, a warning letter will be issued outlining the requirements and a due date for outstanding work / tasks to be completed to ensure outcomes are satisfactorily met. If the work/task is not completed the student will be at risk of being awarded a non-completion for that course.
- Principals Approved Leave - An Illness/Misadventure form must be submitted if an assessment task is scheduled or due during the approved leave. This must take place before the leave is taken. Note: any holidays taken during the year will not be approved under the Education Act. The absence will be recorded as explained but unjustified.
- The College does not encourage leave to be taken during the school term.

Student Leave/Principal's Approved Leave

Student leave may be granted by the Principal. **An Exemption from Attendance Form must be completed prior to the absence;** however, **this does NOT exempt a student from completing assessment tasks.**

NESA rules require that students do not take leave outside of school vacation dates; however, in exceptional circumstances the Principal may approve special leave. Where a student has received Principal's approved leave, it is their responsibility to ensure that any **hand-in assessment tasks** is submitted by the due date. For **in-class assessment tasks** that occur during the approved leave period, the student will be required to submit an Illness/Misadventure Form and will receive an estimate based on evidence at the end of the course. The student may still be required to complete the assessment task on return to school to fulfil course requirements.

Student leave requested for trips to visit family or to take holidays outside of official school vacation dates will incur a zero mark.

Assessment Tasks

What is an Assessment?

Assessment tasks may take many forms, for example: written examinations, research assignments, projects, presentations, practical or field work reports. Whatever the form, the primary function of an assessment task is to improve learning by providing feedback to students and their teachers about what has been learnt.

During the Year 8 Stage 4 Course NESA stipulates that a formal assessment program is to be developed and implemented in all schools. The assessment tasks undertaken in each subject will help to determine the Final Grade on the students report. Measuring achievement at various points throughout the course provides a better indication of student achievement than a single examination.

How am I Notified About Assessment Tasks?

The assessment schedule for all Year 8 courses can be found in this handbook. In addition to this a student will receive an assessment notification for each task. It is the student's responsibility to keep informed about the timing of assessment tasks. It is the teacher's duty to provide the students with an **Assessment Notification** for each task listed in the Subject Assessment Schedule which provides specific details on:

- (a) weighting (e.g. 15%),
- (b) outcomes formally assessed
- (c) task type
- (d) actual date and time (e.g. Wednesday, 5 May 2022 – Week 3 Term 2)
- (e) place – if appropriate (e.g. Long Reef headland), and
- (f) specific requirements

This information must be given a minimum of two weeks prior to the task due date. Any changes to the assessment schedule will be notified to students in writing.

Submission of Assessment Tasks

Students **must be present** on the day of an assessment task is due to ensure they have met submission requirements.

The instructions for the submission of an assessment task and the due date will be provided by the teacher on the Assessment Notification. Types of submission requirements could include:

- In-Class Assessment
- Hand-In Assessment
- Online Assessment

Students **MUST** follow the directions for submission that are outlined on the Assessment Notification.

Student Expectations

- Students are required to submit an assessment task to the teacher during class on or before the due date.
- Students should not email their work unless this has been approved by the teacher.
- Students must have their oral assessments prepared for the first day of the designated assessment period, even if their names are not called for until later in that period.

Non-Submission or Late Assessment Tasks

If an assessment task is not submitted or handed in late without a valid reason the student will be **awarded a zero mark** for the task. The **assessment task must still be submitted** so that the student can demonstrate they have completed the required course outcomes. Students must make a **genuine attempt** at **ALL** assessment tasks.

What Happens if Technology Fails?

Failure to complete an assessment task on time due to technological problems e.g. computer failure, printer problems, lost files, computer viruses etc. will NOT be deemed acceptable reasons. Students are expected to keep back up files, rough copies etc. and make appropriate time allowances to avoid such problems.

Failed technology and technology issues are not accepted as reasonable grounds for an Illness/Misadventure application.

Failure to submit an assessment task on the due date during the set period will incur a penalty of a ZERO mark unless an illness/misadventure appeal is upheld. Students must be present the day before and the periods preceding the lesson assessment tasks are due.

Illness/Misadventure Procedure

A student who suffers unexpected illness, accident or misadventure (unforeseen emergency or disaster) immediately prior to or during the course of a school-based assessment task or examination will need to follow the College procedures for Illness/Misadventure.

Procedure for Illness/Misadventure

A student is required to submit an [Online MMCC Illness/Misadventure Form](#) if they are absent, sick or unable to complete/submit an assessment task on the due date during the period set by the teacher. The online form should be **completed within 48 hours of the due date of an assessment task**. A **parent note, medical certificate, or other supporting documentation** must be attached if the student has been unable to complete the task.

In the event of **misadventure** students are required to provide a **parent note** explaining the circumstances which impacted on their ability to complete the task.

Students will receive a confirmation email after they have submitted the Illness/Misadventure Form which will include the details completed in the application. The application will be processed by the KLA Coordinator and Director of Student Achievement, and the outcome of the appeal will be communicated via Compass Chronicle.

On return to school, the student may be asked to sit for a supplementary task in order to meet required course outcomes. Although the result of this task will not count toward the assessment, the task will be marked in order to provide the student with helpful feedback.

Malpractice and Plagiarism

All work presented in assessment tasks must be the student's own work, Malpractice including plagiarism could lead to a student receiving zero marks for an assessment task.

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

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

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

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

A panel comprising the Director of Student Achievement and relevant KLA Coordinator will review any cases of suspected malpractice. **If malpractice is proven a zero mark will be awarded.**

TURNITIN Policy

Mater Maria Catholic College places great importance on academic integrity and the correct referencing of sources of information used in students' work. The College uses the online text-matching software Turnitin, to enable students to check the authenticity of their written work and to provide feedback on correct referencing. The software compares students' work with online sources including websites, electronic databases, and assignments previously submitted by other students held in a digital repository. Once submitted, students' work will be added to this repository.

Students may be required to submit a digital copy of their written assignments into Turnitin prior to handing in their assessment task. Students should achieve an Originality Score from the software of less than 15% to submit their work and to avoid plagiarism.

If a student receives an Originality Report score of 15% or above, students are encouraged to make corrections to their work based on the feedback from Turnitin, and ensure all sources are properly referenced before resubmitting their work to the software for checking.

Students may submit their work numerous times to Turnitin before the due date, to allow them to gain feedback and improve the quality of their work, and ensure it has been correctly referenced. Students must ensure that they are well organised and allow enough time before the assignment due date, to submit their work to Turnitin and make any necessary changes, in case resubmission to the software is necessary.

In instances where a student receives an Originality Score over the 15% threshold, the portion of the work at the teacher's discretion, that has been plagiarised will not be recognised as their own work or included in the marking process.

In instances where the students have not submitted their work through Turnitin, the teacher will not mark the assessment task until it has been submitted to Turnitin and the Originality Score provided to the teacher. In this case normal assessment procedures for late submission of assessment tasks apply.

Disability Provisions

If a student requires disability provisions for an assessment task (e.g. reader, writer, extra time, rest breaks etc.) it is the student's responsibility to apply to the Learner Diversity Coordinator to establish their eligibility. The student must apply in advance to allow sufficient time for the disability provisions that are required to be put in place.

Procedures for Student Appeals

A student is entitled to formally appeal in writing to the Director of Student Achievement if they are not satisfied with:

- (a) the marks awarded for a particular assessment task
- (b) the grade achieved in a course
- (c) the school's response to the appeal for disability provisions on the grounds of illness/misadventure; or
- (d) the decision of an Illness/Misadventure application

If a student intends to appeal to the College for any of the reasons above, they need to see the Director of Student Achievement for the appropriate documents and procedures.

English

Course: Year 8

Assessment Period: 2022

ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component					Weight (%)
			A	B	C	D	E	
Week 8 Term 1	EN4-1A, EN4-2A, EN4-5C, EN4-6C, EN4-7D	08ENG.T1 Multimodal Argument – Individual Multimodal	✓	✓		✓		35%
Week 8 Term 2	EN4-1A, EN4-3B, EN4-4B	08ENG.T2 Creative Apple and Rain Narrative		✓	✓		✓	30%
Week 5 Term 4	EN4-1A, EN4-3B, EN4-4B, EN4-5C, EN48D, EN4-9E	08ENG.T3 Yearly Examination Section 1: Multiple Choice Section 2: Essay on Picture Books	✓	✓	✓			15% 20%

COMPONENTS

- A** Analytical skills
- B** Imaginative, interpretive and critical writing
- C** Reading and responding to a wide range of texts
- D** Speaking and listening skills
- E** Viewing and representing skills

OUTCOMES

Code	Descriptor. A student ...
EN4-1A	responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN4-2A	effectively uses a wide 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 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

Geography

Course: Year 8
 Assessment Period: 2022

ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)
			A	B	C	D	
Week 2 Term 2	GE4-1, GE4-2, GE4-3, GE4-5, GE4-7, GE4-8	08GEO.T1 Research Task Landscapes & Landforms			✓	✓	35%
Week 6 Term 3	GE4-3, GE4-4, GE4-7, GE4-8	08GEO.T2 Geographical Inquiry Task	✓	✓	✓	✓	35%
Week 5 Term 4	GE4-1, GE4-2, GE4-3, GE4-5, GE4-6, GE4-8	08GEO.T3 Yearly Examination	✓	✓		✓	30%

COMPONENTS

A Acquiring and communicating geographical information

B Interpreting and utilising geographical skills

C Investigating and Researching

D Knowledge and Understanding

OUTCOMES

Code	Descriptor. A student ...
GE4.1	locates and describes the diverse features and characteristics of a range of places and environments
GE4.2	describes processes and influences that form and transform places and environments
GE4.3	explains how interactions and connections between people, places and environments result in change
GE4.4	examines perspectives of people and organisations on a range of geographical issues
GE4.5	discusses management of places and environments for their sustainability
GE4.6	explains differences in wellbeing
GE4.7	acquires and processes geographical information by selecting and using geographical tools for inquiry
GE4.8	communicates geographical information using a variety of strategies

Italian

Course: Year 8
Assessment Period: 2022

ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component						Weight (%)
			A	B	C	D	E	F	
Week 4 Term 2	LIT4-1C, LIT4-2C, LIT4-3C, LIT4-5U	08ITL.T1 Assessment Task Applying for The Conference	✓	✓					30%
Week 5 Term 3	LIT4-4C, LIT4-5U, LIT4-6U	08ITL.T2 Assessment Task Conference Introduction Video			✓		✓		35%
Week 3 Term 4	LIT4-4C, LIT4-6U, LIT4-7U, LIT4-8U	08ITL.T3 Assessment Task Conference Preferences			✓	✓		✓	35%

COMPONENTS

- A** Interacting
- B** Accessing and responding
- C** Composing
- D** Systems of language – written text
- E** Systems of language – spoken text
- F** Role of language and culture

OUTCOMES

Code	Descriptor. A student ...
LIT4-1C	uses Italian to interact with others to exchange information, ideas and opinions and make plans
LIT4-2C	identifies main ideas in, and obtains information from texts
LIT4-3C	organises and responds to information and ideas in texts for different audiences
LIT4-4C	applies a range of linguistic structures to compose texts in Italian, using a range of formats for different audiences
LIT4-5U	applies Italian pronunciation and intonation patterns
LIT4-6U	applies features of Italian grammatical structures and sentence patterns to convey information and ideas
LIT4-7U	identifies variations in linguistic and structural features of texts
LIT4-8U	identifies that language use reflects cultural ideas, values and beliefs

Japanese

Course: Year 8
 Assessment Period: 2022

ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component						Weight (%)
			A	B	C	D	E	F	
Week 4 Term 2	LJA4-1C, LJA4-2C, LJA4-3C, LJA4-5U, LJA4-6U, LJA4-9U	08JPN.T1 Assessment Task Applying for The Conference	✓	✓		✓		✓	30%
Week 5 Term 3	LJA4-4C, LJA4-5U, LJA4-7U, LJA4-9U	08JPN.T2 Assessment Task Conference Introduction Video			✓		✓	✓	35%
Week 3 Term 4	LJA4-4C, LJA4-6U, LJA4-7U, LJA4-8U, LJA4-9U	08JPN.T3 Assessment Task Conference Preferences			✓	✓		✓	35%

COMPONENTS

- A Interacting
- B Accessing and responding
- C Composing
- D Systems of language – written text
- E Systems of language – spoken text
- F Role of language and culture

OUTCOMES

Code	Descriptor. A student ...
LJA4-1C	uses Japanese to interact with others to exchange information, ideas and opinions and make plans
LJA4-2C	identifies main ideas in, and obtains information from texts
LJA4-3C	organises and responds to information and ideas in texts for different audiences
LJA4-4C	applies a range of linguistic structures to compose texts in Japanese, using a range of formats for different audiences
LJA4-5U	applies Japanese pronunciation and intonation patterns
LJA4-6U	demonstrates understanding of key aspects of Japanese writing conventions
LJA4-7U	applies features of Japanese grammatical structures and sentence patterns to convey information and ideas
LJA4-8U	identifies variations in linguistic and structural features of texts
LJA4-9U	identifies that language use reflects cultural ideas, values and beliefs

Mathematics

Course: Year 8
 Assessment Period: 2022

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.
- Outcomes assessed may vary depending on topics covered to that point.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)
			A	B	C	D	
Week 7 Term 1	MA4-1WM, MA4-2WM, MA4-3WM, MA4-5NA, MA4-6NA, MA4-8NA, MA4-10NA, MA4-16MG	<u>08MAT.T1 Topic Test</u>	✓	✓	✓		10%
Week 7 Term 2	MA4-1WM, MA4-2WM, MA4-3WM, MA4-17MG, MA4-18MG, MA4-19SP, MA4-20SP	<u>08MAT.T2 Topic Test</u>	✓		✓	✓	25%
Week 9 Term 3	MA4-1WM, MA4-2WM, MA4-3WM, MA4-7NA, MA4-12MG, MA4-13MG, MA4-14MG, MA4-15MG, MA4-21SP	<u>08MAT.T3 Assignment</u>	✓	✓	✓	✓	25%
Week 6 Term 4	All Outcomes	<u>08MAT.T4 Yearly Examination</u>	✓	✓	✓	✓	40%

COMPONENTS

- A Working mathematically
- B Number and algebra
- C Measurement and geometry
- D Statistics and probability

OUTCOMES

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

Music

Course: Year 8
 Assessment Period: 2022

ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight (%)
			A	B	C	
Week 10 Term 1	4.2, 4.5, 4.6	08MUS.T1 Performance and Composition Aussie Rock Group Performance	✓	✓		35%
Week 10 Term 3	4.1, 4.3, 4.4	08MUS.T2 Composition and Performance	✓	✓		35%
Week 4 Term 4	4.7, 4.8, 4.9, 4.10	08MUS.T3 Listening Task			✓	30%

COMPONENTS

A Performing

B Composing

C Listening

OUTCOMES

Code	Descriptor. 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 artform
4.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Personal Development, Health and Physical Education

Course: Year 8
 Assessment Period: 2022

Edited 22/07/22

ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component					Weight (%)
			A	B	C	D	E	
Week 8 Term 1	PD4-1, PD4-6, PD4-7, PD4-8	08PDH.T1 Hand-in Task Get Moving	✓	✓	✓			25%
Week 2 Term 2	PD4-4, PD4-5, PD4-10	08PDH.T2 European Handball		✓	✓	✓	✓	25%
Week 4 Term 3	PD4-4, PD4-5, PD4-11	08PDH.T3 Practical Skills Softball			✓	✓	✓	25%
Week 10 Term 3	PD4-1, PD4-2, PD4-6, PD4-7	08PDH.T4 Topic Test Are You OK?	✓	✓			✓	25%

COMPONENTS

- A** Analyses and organises information in relation to specific health and physical activity concepts
- B** Applies problem-solving skills in a range of health and physical activity contexts
- C** Communicates ideas clearly and coherently
- D** Engages confidently in a wide range of movement situations
- E** Works with others and in teams cooperatively

OUTCOMES

Code	Descriptor. A student ...
PD4-1	examines and evaluates strategies to manage current and future challenges
PD4-2	examines and demonstrates the role help seeking strategies and behaviours play in supporting themselves and others
PD4-3	investigates effective strategies to promote inclusivity, equality and respectful relationships
PD4-4	refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
PD4-5	transfers and adapts solutions to complex movement challenges
PD4-6	recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
PD4-7	investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
PD4-8	plans for and participates in activities that encourage health and a lifetime of physical activity
PD4-9	demonstrates self-management skills to effectively manage complex situations
PD4-10	applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
PD4-11	demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

Religious Education

Course: Year 8
 Assessment Period: 2022

Amended 15/03/2022

ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight (%)
			A	B	C	
Week 8 Term 1	4.1b, 4.2b, 4.5a	08REL.T1 Written Task Early Church	✓	✓		30%
Week 8 Term 2	4.2b, 4.3b, 4.4a	08REL.T2 Research and Written Response The Gospel Today	✓	✓	✓	35%
Week 5 Term 4	4.2b, 4.3a, 4.5a	08REL.T3 Yearly Examination	✓	✓		35%

COMPONENTS

- A** Communication
- B** Knowledge and Understanding
- C** Research and Investigation

OUTCOMES

Code	Descriptor. A student ...
4.1a	identifies and describes the Catholic understanding of the mystery of God
4.1b	describes ways God invites people to respond
4.2a	identifies the cultural and historical influences on Jesus of Nazareth
4.2b	interprets the teachings of Jesus and applies them to a contemporary setting
4.3a	identifies and describes ways people respond to the call to discipleship
4.3b	describes how Christian life requires informed moral decisions and appropriate actions
4.4a	explains the significance of the Sacraments of Initiation
4.4b	determines and describes features of a Catholic community
4.5a	locates and explains a range of Scripture passages relevant to Biblical and contemporary life
4.5b	identifies influences on a number of Biblical authors

Science

Course: Year 8
 Assessment Period: 2022

ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)
			A	B	C	D	
Week 10 Term 1	SC4- 4WS, SC4-9WS, SC4- 16CW, SC4-17CW	<u>08SCI.T1 Modelling Activity</u>	✓		✓		35%
Week 7 Term 2	SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-10PW, SC4-11PW	<u>08SCI.T2 First Hand Investigation</u>		✓	✓	✓	30%
Week 5 Term 4	SC4-12ES, SC4-13ES, SC4-14LW, SC4-15LW	<u>08SCI.T3 Yearly Examination</u>	✓			✓	35%

COMPONENTS

- A** Knowledge and understanding
- B** Planning and conducting investigations
- C** Communicating information and understanding
- D** Developing scientific thinking and problem-solving techniques

OUTCOMES

Code	Descriptor. A student ...
SC4-4WS	identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
SC4-5WS	collaboratively and individually produces a plan to investigate questions and problems
SC4-6WS	follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
SC4-7WS	processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
SC4-8WS	selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
SC4-9WS	presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
SC4-10PW	describes the action of unbalanced forces in everyday situations
SC4-11PW	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

Technology

Course: Year 8
 Assessment Period: 2022

ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component						Weight (%)
			A	B	C	D	E	F	
Week 6 Term 1	TE4-10TS	08TEC.T1 Technologies and Society Report				✓		✓	10%
Week 4 Term 2	TE4-1DP, TE4-2DP, TE4-4DP, TE4-7DI	08TEC.T2 Product and Production Folio Material Technologies: Textiles Class Rotations: 08TEC.T2 - 08TEC1, 08TEC2, 08TEC3 08TEC.T3 - 08TEC7, 08TEC8, 08TEC9 08TEC.T4 - 08TEC4, 08TEC5, 08TEC6	✓	✓	✓				30%
Week 4 Term 3	TE4-1DP, TE4-2DP, TE4-4DP, TE4-7DI	08TEC.T3 Product and Production Folio Material Technologies: Timber Class Rotations: 08TEC.T2 - 08TEC7, 08TEC8, 08TEC9 08TEC.T3 - 08TEC4, 08TEC5, 08TEC6 08TEC.T4 - 08TEC1, 08TEC2, 08TEC3	✓	✓	✓				30%
Week 4 Term 4	TE4-1DP, TE4-2DP, TE4-8EN	08TEC.T4 Product and Production Folio Material Technologies: Multimedia Class Rotations: 08TEC.T2 - 08TEC4, 08TEC5, 08TEC6 08TEC.T3 - 08TEC1, 08TEC2, 08TEC3 08TEC.T4 - 08TEC7, 08TEC8, 08TEC9			✓	✓	✓		30%

COMPONENTS

- A** Evaluates and reflects on design activities
- B** Researches, experiments, generates and communicates creative design ideas and solutions
- C** Understands designing and the design process
- D** Understands the impact of innovation and emerging technologies on the individual, society and the environment
- E** Works safely with a variety of materials, tools and techniques

OUTCOMES

Code	Descriptor. 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
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