

# Course Information

## Booklet



## Year 8

Semester Two  
2019

## Contents

Basic Academic Standards .....	3
Assessment and Reporting.....	4
Assessment Timetable .....	16
English.....	17
Geography (Mandatory) .....	18
Mathematics .....	19
Music .....	21
Personal Development, Health and Physical Education .....	21
Religious Education.....	22
Science.....	24
Technology Mandatory .....	25
Visual Arts.....	27

## Basic Academic Standards

The College outlines for its students “Academic Standards” that need to be met if they are to do well in their studies:

- \* Be on time for class.
- \* Regularly complete set homework.
- \* Set aside time for regular independent study.
- \* Attend all lessons. Catch up on any work missed.
- \* Submit all assignments on time.
- \* Bring texts and required equipment to class.
- \* Be a co-operative member of the class.
- \* Participate actively in class.
- \* Behave courteously towards teachers and peers.
- \* Make a diligent and sustained effort throughout the Semester.
- \* Work to the best of your ability.

# Assessment and Reporting

## Introduction – The Purpose of Assessment

**Approaching examination/assessment time in secondary school can be a daunting experience for many students and their families. Expectations of students are certainly different from those undertaken in primary school, particularly as students are required to be more independent and responsible for their actions and for following through a teacher's instruction.**

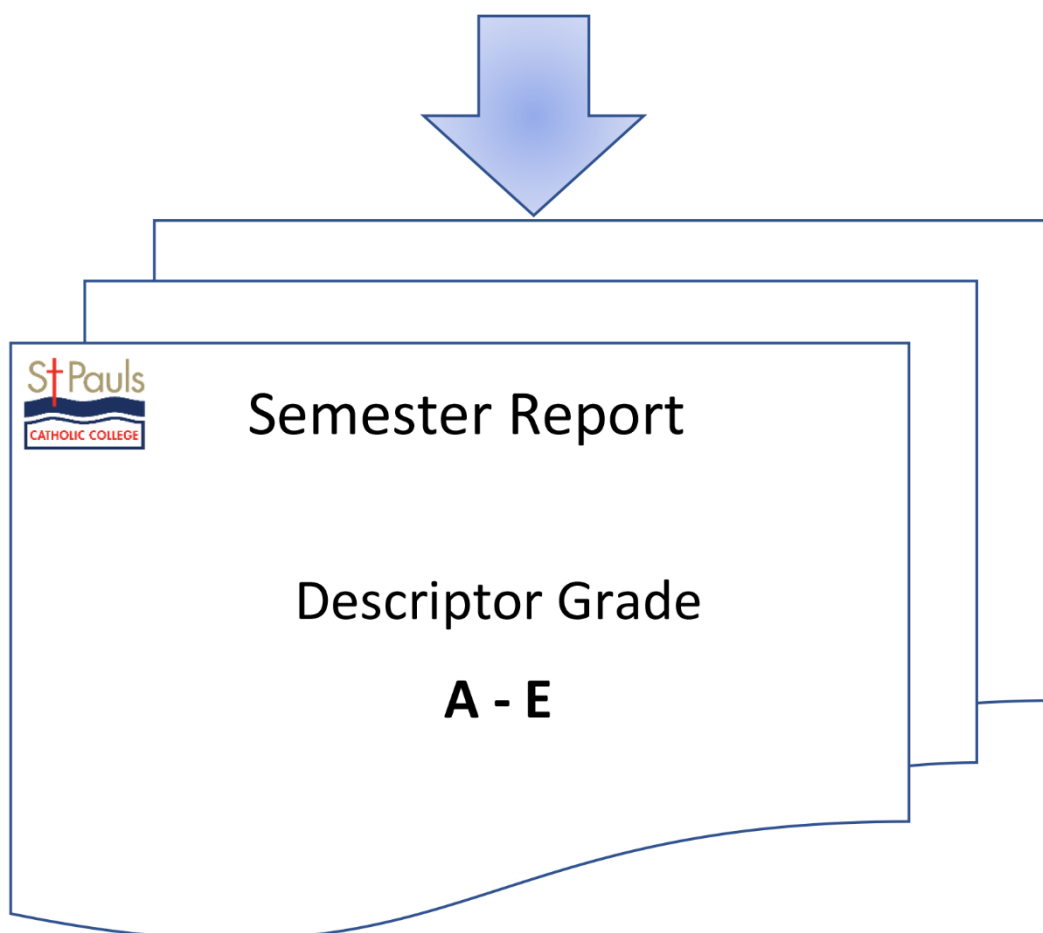
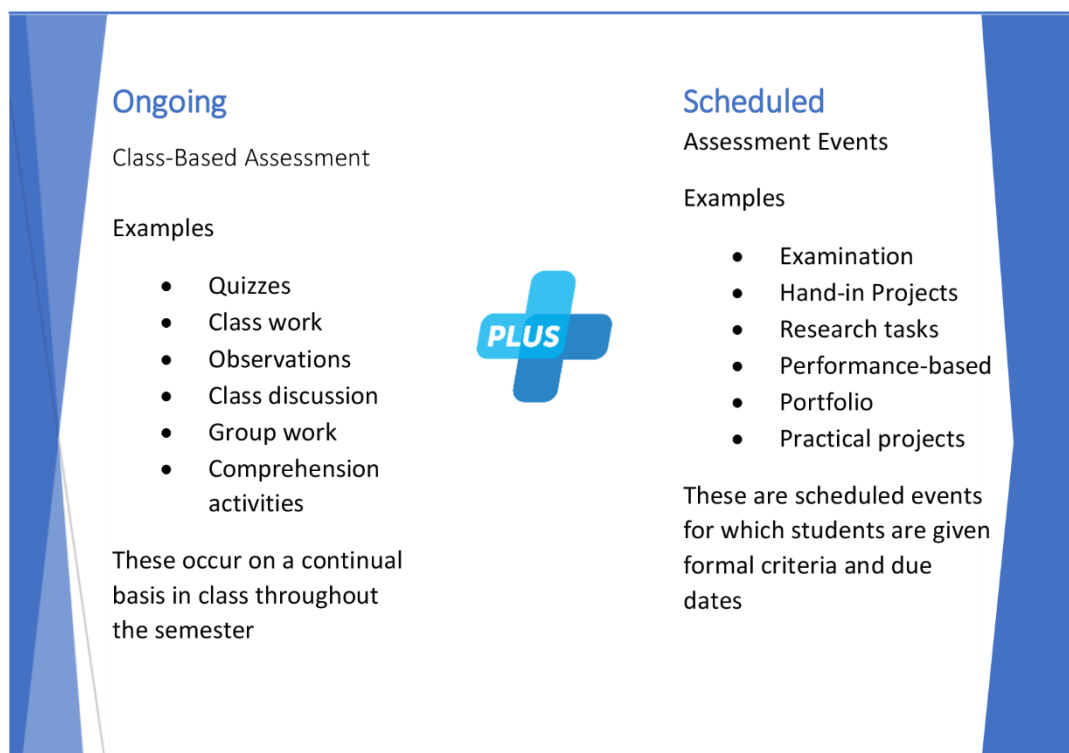
**The aim of this booklet is to allow Year 7 & 8 students to become familiar with the expectations of NESA and the College in regard to assessment procedures.**

Section One outlines details of the Year 7 & 8 Assessment Policy here at St Pauls Catholic College. Satisfactory completion of each year for a student will depend on their completion of specified pieces of work, called “assessment tasks”, in each of their courses. These tasks may include formal examinations, essays, assignment work, practical work, excursion reports or oral presentations. The number and nature of the tasks will vary for each course. Attendance requirements at school will also be discussed in this section.

Section Two outlines the rules and procedures for examinations.

Section Three contains a timetable of subject examinations/assessment tasks for Semester One. A new section Three will be issued in Term 3 for Semester Two subject examinations/assessment tasks.

# How You Are Assessed



## SATISFACTORY COMPLETION OF A COURSE

To have satisfactorily completed a course, students will have -

- *followed the course;*
- *applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and*
- *achieved some or all of the course outcomes.”* [ACE 11.4]

### ATTENDANCE



At St Pauls Catholic College, attendance is considered critical in a student's education; generally 85% would be considered a minimum level of attendance.

- ANY prior known period of absence requires submission of an “Application for Exemption from Attendance at School” form. This form must be submitted to the College Principal for approval. These forms are available from the Year Coordinator. A letter from parents can no longer legally be accepted when applying for exemption from attendance at school.
- Where practical, the letter requesting this form must be submitted FOUR WEEKS prior to the student commencing his known period of absence.
  - The Principal will then complete a “Certificate for Exemption from Attendance a School” form that is kept on record and available to education authorities or the police.

When exemption is sought for fewer than 50 days the Principal is able to grant this, but if more than 50 days, the College must forward the application onto the Catholic Education Office.

- There are to be no unexplained absences.

### PARTICIPATION



- Attendance deemed unsatisfactory will proceed to a review process.
- PARTICIPATION A GENUINE ATTEMPT must be made concerning the learning and teaching activities of a course.
- Participating in a course involves completing assignments, homework and set task It is up to the teacher's professional judgment to determine what constitutes genuine participation. Those deemed unsatisfactory will be referred to a review process.

## Submission of Tasks

### HAND IN TASKS



All tasks submitted must be **PERSONALLY HANDED** to the student's OWN TEACHER for that subject. If the student's teacher is absent, the task must be submitted to the relevant Teaching & Learning Coordinator. The College accepts no responsibility for a student's work if he does not follow these procedures. All students should retain a paper or electronic copy of the task.

- Students are to submit **HARD COPIES** of their work.
- Students must not depend on the College printing assignments from storage devices, eg. USB.
- Storage devices cannot be submitted for a task.
- **To avoid this problem, students should manage their time to Computer or Printer Malfunction cannot be used as a reason for handing in a task late.**
- **To avoid this problem, students should manage their time to ensure that tasks are not left to the last minute.**

### ELECTRONIC



Where an assessment task requires an ELECTRONIC submission teachers will inform students how to submit the task.

- Storage devices cannot be submitted for a task.
- **COMPUTER MALFUNCTION** cannot be used as a reason for submitting a task late.
- To avoid this problem, students should manage their time to ensure that tasks are not left to the last minute.

### GROUP WORK



The EXPECTATIONS of the TASK will be made clear in WRITING relating to what is required of each individual within that group, as distinct from what is expected of the group as a whole.

- The group work may require each student to submit his own report. In this case, the task may be based on shared research and analysis. However, the final presentation will be the work of each individual student.
- Where a group submission is to be made, the teacher will generally award the group mark to each individual student. However, where there is evidence to support the suggestion that there has been an inequitable distribution of work, or a group member has failed to make satisfactory contribution to the group presentation, the teacher has the right to vary the marks in order to reflect this situation.
- Normally a logbook or other electronic means of tracking student contribution is a co-requisite of such tasks.

### LATE SUBMISSION



Students who are late submitting a task on the due date **Must** hand in the task the next day they attend school to their Class Teacher or the appropriate Studies Coordinator **even if there is NO scheduled lesson on that day.**

### APPEAL PROCESS



**A student can appeal their task result in the following situations:**

- A clerical error in adding marks. This should be brought to the teacher's attention as soon as possible.
- If they believe:
  - The task was not marked according to the marking criteria.
  - A 'zero' determination relating to the non-completion of a task is not warranted.
  - There is evidence to show that malpractice did not occur.

These circumstances should first be discussed with the Teaching and Learning Coordinator of that subject before being taken to the Curriculum Coordinator.

***The College accepts no responsibility for a student's work if he does not follow these procedures. All students should retain a paper or electronic copy of the task.***

# PROCEDURES FOR STUDENT ABSENCE FROM AN ASSESSMENT TASK

## UNFORESEEABLE ABSENCE

**Step 1** → **NOTIFY** Student Services before 8.30am on the morning of the task or task due-by date.  
(Tel: 88683700; Fax: 88683799)

**Step 2** → **OBTAIN** documentation  
☐ Letter from parent/guardian to the Class Teacher indicating the reason for the absence from the assessment task.  
**NOTE:** this is separate to the note for the Homeroom Teacher explaining reason for absence.  
**Documentation provided must cover all days absent from the College up to and including the task date OR from the task date until the day before returning to College. Undocumented absence beyond this/these dates may result in a zero determination.**

## FORESEEABLE ABSENCE – LEAVE

A student requiring Leave must obtain written permission from the Principal before commencement date. Students who do not have leave approved are at risk of not meeting attendance requirements.

**Step 1** → **OBTAIN** approval from the Principal.

- Parent/Guardian to write letter to the Principal requesting leave **at least four weeks prior to the leave.**
- Student to deliver letter to College Office, **not Homeroom Teacher.**
- Principal will respond in writing.

**Step 2** → **RESCHEDULE** task(s) with TLC Coordinator **PRIOR** to leave

- Student must discuss with TLC Coordinator details of task(s) that will be missed during absence.
- Arrangements will then be made regarding submission of missed task(s).

**If a student complies with these requirements, then he may:**

- i) sit a substitute task; or
- ii) be provided with an **estimate**.

## WHEN IS A DOCTOR'S CERTIFICATE REQUIRED?

A Doctor's Certificate may be required if a student is:

- Absent during the Assessment Block (only)
- Absent for College Events such as Opening Mass, Swimming Carnival etc
- Absent the last day of term.



## PENALTIES APPLIED FOR STUDENTS NOT MEETING REQUIREMENTS

### PENALTIES FOR LATE SUBMISSION WITHOUT SUPPORTING DOCUMENTATION

The following penalties will apply in the case of an Assessment Task not being submitted on time and where there is **no** acceptable supporting documentation.

#### **NOT SUBMITTED ON DUE DATE**



***zero awarded***

- In this case, the task must still be submitted.
- This will be marked and returned to the student with feedback.
- The mark, however, may not contribute to the aggregated assessment mark in that subject or course.
- ***Failure to submit the task may lead to an "N" determination.***

#### **LATE SUBMISSION**



Students who are late submitting a task on a given day **Must** hand in the task the next day they attend school to their Class Teacher or the appropriate Studies Coordinator ***even if there is NO scheduled lesson on that day.***

## PENALTIES FOR NON-AUTHENTIC WORK OR OTHER MALPRACTICE

*All work submitted, whether as part of an assignment or test, must be solely completed by the student. All research assignments MUST include a reference list. Criteria for referencing can be found in student's diaries. If references are NOT provided, students will be required to provide evidence that the work is their own.*

### What is Malpractice?



Malpractice is any activity that allows you 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 your 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 your 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 acknowledgment.
- Paying someone to write or prepare material.
- Breaching school examination rules.
- Using non-approved aides during an assessment task.
- Contriving false explanations to explain work not handed in by the due date.
- Assisting another student (either intentionally or unintentionally) to engage in malpractice, eg passing on an assignment to another student in any form.

### How to Avoid Malpractice



All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be your own.

- Use numerous, relevant, short/concise quotes rather than a few long quotes.
- These quotes are used as relevant proof of ideas in answer to the question.
- Avoid long quotes that are added as padding and take up more than one quarter of a page.
- Develop an awareness of academic writing skills and conventions.

A range of workshops and online resources related to referencing and using evidence can be found on the University of Wollongong website.  
<http://www.library.uow.edu.au/index.html>

### Penalties



**RESEARCH TASKS** – a zero determination for the section or sections affected, or for the entire task

### Appeal



If doubt arises regarding the authenticity and originality of the submitted work, the Curriculum Coordinator will be asked to consider the matter.

- A student log may be required in the case of some Research Tasks or projects and must be present upon request.
- Drafts, proofs and rough copies of assignments should be kept to support the authenticity of the assignment.
- The student may appeal this decision **WITHIN 3 DAYS** of written notification of the zero being given.

## MALPRACTICE IN EXAMINATIONS AND EXAMINATION-TYPE TASKS

All Assessment Tasks are conducted under conditions set by the College, and are based on HSC Examination Rules and Procedures as specified by NESAs. Each instance of a breach of rules is treated separately and penalties may be imposed as a result.

Two main breaches are outlined below:

### Notes



If a student is found to have notes, texts or summaries of the subject being examined with him during an examination (whether he uses them or not) it will be assumed that it was for the purpose of using it during the examination and he may be awarded a zero determination for that task.

- Students who accidentally take notes, texts etc into an examination-type task must report this to the supervising teacher immediately they become aware of the fact.
- Supervising teachers will take the material from the student, make a note of the incident on your paper and report it to the subject Coordinator. However, no action will be taken provided no evidence exists that shows the material was used during the examination.

### Mobile Phones



Students are NOT permitted to take mobile phones into an examination.

- Any student who is found to have taken a mobile phone into an examination will be penalised.

### Penalties



**EXAMINATIONS** – a zero determination for the whole paper.

## SECTION Two

### RULES AND PROCEDURES FOR EXAMINATIONS/TESTS

#### Examination Dates and Times

- 🕒 The College publishes the examination/test timetable and distributes copies to students. It is your responsibility to make sure you receive a timetable and read it carefully.
- 🕒 If you miss an examination simply because you have misread the timetable you will receive a mark of zero in that examination/test.


#### Examination Attendance Rules


- 👉 You must sit for all examinations/tests/tasks unless prevented by illness or misadventure. If you cannot attend an examination/test because of illness or misadventure, notify the TLC Coordinator immediately.
- 👉 If illness occurs before the examination and you are still able to attend, notify the Teacher-in-charge of the examination/test when entering the venue.


#### Equipment for the Examination/Test


- ✎ It is your responsibility to make sure that you know and possess the correct equipment.
- ✎ Before the examination/test begins, staff supervising will inspect any equipment brought into the venue. It is recommended that you place all equipment into an A4 plastic sleeve.
- ✎ Equipment should bear only the original inscribed information. You must supply materials that are in working order (this includes calculators). You cannot lodge an appeal on the grounds that your examination equipment did not work correctly.
- ✎ You are not permitted to borrow equipment during examinations/tests.
- ✎ Supervisors will not be responsible for the safekeeping of any unauthorised material and equipment, including mobile telephones.

## Examination/Test Room Procedures


 You must sit at the desk designated by the Teacher-in-charge of the examination/test.

 It is your responsibility to check question papers to make sure there are no pages missing.

 Reading Time – there will be between 5 and 10 minutes of reading and familiarisation time. You must not write during this time.

 During written examinations/tests, you must:

- Read the instructions on the front page of the examination paper carefully. Teachers supervising are not permitted to interpret questions or instructions relating to questions.
- Write your name on all writing booklets/pages.
- Write with black or blue pen. Pencil may be used only where specifically directed.
- Make sure that you write your answers in the correct answer booklets. If you write an answer in the wrong section or booklet, write a note on the front and back of all booklets that an answer has been written in the wrong place. Do not rewrite your answers, but ensure you label and hand in all parts of your answers.
- Stop writing immediately when told to do so by the teacher supervising.
- Arrange completed answers according to the supervisor's instructions and wait for the supervisor to collect them.

 You must not:

- Commence writing until instructed to do so by the Teacher-in-charge.
- Leave the examination/test room (except in an emergency) without permission.

## Conduct During the Examination/Test

- ✓ You must follow the rules of the College at all times.
- ✓ You must follow the Teacher-in-charge's instructions at all times and must behave in a polite and courteous manner towards the teachers supervising and other students.
- ✓ You must not:
  - Eat in the examination/test room.
  - Speak to any person other than a teacher supervising during an examination/test.
  - Behave in any way likely to disturb the work of any other student or upset the conduct of the examination/test.
  - Take into the examination/test room any books, notes, any paper, or any equipment other than the equipment necessary.
  - Take a mobile phone into the examination/test room.
  - Take any electronic device into the examination/test room
  - Remove any examination/test booklets, whether used or not, from the room.  
Question papers may only be removed with the permission of the Teacher-in-charge.
- ✓ If you do not make a serious attempt at an examination, you may not receive a result in that examination. Students are required to attempt a range of question types throughout the examination paper. Simply attempting multiple choice questions is not sufficient for an attempt to be considered serious.
- ✓ Examination answers that contain frivolous or objectionable material may result in the cancelling of the examination and a zero mark being awarded.
- ✓ If you do not follow these rules, or if you cheat in the examinations/tests in any way, you may be removed from the examination/test venue and reported to the Curriculum Coordinator. The penalty will be a zero mark for that examination/test.

### **What to do if you Don't Attend an Examination Due to Illness or Misadventure**

You must notify the College (88683700) if you are prevented from attending an examination/test because of illness or misadventure.

Provide a letter to the Class Teacher which specifies the dates during which your illness or misadventure has occurred. This documentation must be dated at the time of the examinations.

Students are also required to provide a separate note to the Homeroom Teacher regarding the student's absence during the examination/test.

## Assessment Timetable

Term	Week	Study Area
3	3	8TECHF Practical – Food Around the World
3	5	8VART Part A – Insect Drawing
3	6	8MUSC Keyboard Studies (Assignment)
3	8	8REL – Reconciliation Task
3	8	8ENG Viewing Task
3	8	8SCI Practical Task – The Changing Earth
3	8	8VART Body of Work (Animals & Insects)
3	9	8GEOG Interconnections Task
3	10	8PDHPE - Nutrition
3	TBA	8MATH Major Project
3 & 4	1-10	8TECHF Class Practical Tasks
3 & 4	1 - 10	8PDHPE – Cricket / Safety
4	3	8TECHF – Practical – Food Around the World
4	4	8REL – People of the Covenant
4	5	8GEOG Landscapes – In Class Essay
4	5	8ENG Representation, Reading & Writing Task
4	5	8MUSC Keyboard Performance
4	5	8SCI Semester 2 Exam
4	5	8VART Writing Task
4	5	8VART Body of Work (Australiana)
4	6	8TECHF Quiz
4	7	8TECH Pitsco Project*
4	7	8TECH Pitsco Folio*
4	7	8TECH Balancing Man Practical**
4	7	8TECH Balancing Man Folio**
4	7	8TECH Vice Jaw**
4	7	8TECH Coding**
4	7	8TECH Metal Figure, Practical
4	6	8MATH In Class Assessment Task

- The following overview is a guide to the assessment tasks that will be used by teachers to make a professional judgment for a student's Semester Two Report.
- Some assessment tasks will have in class time allocated to complete. Others will require submission.
- Please note that the timing of tasks may be varied or subject to change but you will be informed.
- Students should highlight their own subjects on this list.



# English

## Areas of Study

This is a mandatory course involving learning experiences in reading/writing, listening/speaking and viewing/representing. The Topics studied in Semester Two are:

- Things a Map Won't Show You
- Voices from War

## Outcomes to be Assessed

The 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, audience 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 relationship 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.

## Reporting Descriptors

- E The student has an elementary knowledge and understanding in few areas of the content. In addition, the student has achieved very limited competence in thinking in ways that are imaginative, interpretive and critical as well as making connections between and among texts.
- D The student has a basic knowledge and understanding of the content. In addition, the student has achieved a limited level of competence in thinking in ways that are imaginative, interpretive and critical as well as making connections between and among texts.
- C The student has a sound knowledge and understanding of the main areas of content. In addition, the student has achieved an adequate level of competence in thinking in ways that are imaginative, interpretive and critical as well as making connections between and among texts.
- B The student has a thorough knowledge and understanding of the content. In addition, the student has a high level of competence in thinking in ways that are imaginative, interpretive and critical as well as making connections between and among texts.
- 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 thinking in ways that are imaginative, interpretive and critical as well as making connections between and among texts.

## Assessment

*Scheduled Assessment 70%*

*Ongoing Assessment 30%*

## Assessment dates

Term	Week	Study area	Weighting
3	8	8ENG Viewing Task	35%
4	5	8ENG Representation Reading & Writing Task	35%
3 & 4	Ongoing	8ENG Ongoing Informal Assessment – In Class or Prepared	30%

# Geography (Mandatory)

## Areas of Study

In Semester Two students will be studying the following topics;

- Water in the World
- Interconnecting

## Outcomes to be Assessed

The 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
- GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry
- GE4-8 communicates geographical information using a variety of strategies

## Reporting Descriptors

- E The student demonstrates an elementary knowledge and understanding of the diverse features and characteristics of a range of places and environments, as well as describe, in simple terms, processes that shape and transform environments. The student can describe interactions and connections between people and places; as well as display a very limited competence in selecting, gathering, organising, communicating and interpreting geographical information.
- D The student demonstrates a basic knowledge and understanding of the diverse features and characteristics of a range of places and environments, as well as describe, in simple terms, processes that shape and transform environments. The student can describe interactions and connections between people and places; as well as display a limited competence in selecting, gathering, organising, communicating and interpreting geographical information.
- C The student demonstrates a sound knowledge and understanding of the diverse features and characteristics of a range of places and environments, as well as describe processes that shape and transform environments. The student can describe interactions and connections between people and places; as well as display an adequate competence in selecting, gathering, organising, communicating and interpreting geographical information.
- B The student demonstrates a thorough knowledge and understanding of the diverse features and characteristics of a range of places and environments, as well as provide detailed descriptions of processes that shape and transform environments. The student can describe and explain interactions and connections between people and places; as well as display a high competence in selecting, gathering, organising, communicating and interpreting geographical information.
- A The student demonstrates an extensive knowledge and understanding of the diverse features and characteristics of a range of places and environments, as well as provide descriptions of processes that shape and transform environments to an exceptional level. The student can describe and explain interactions and connections between people and places; as well as display a very high competence in selecting, gathering, organising, communicating and interpreting geographical information.

## Assessment

*Scheduled Assessment (60%)*

*Ongoing Assessment (40%)*

## Assessment dates

Term	Week	Study Area	Type	Weighting
3	9	8GEOG Interconnections Task	Hand In	30%
4	5	8GEOG Landscapes Essay	In Class	30%

# Mathematics

## Areas of Study

- Linear Relationships
- Measurement and Pythagoras Theorem
- Data Collection, Representation and Analysis
- Angle Relationships and Geometrical Figures

## Outcomes to be Assessed

The student:

MA3-9MG selects and uses the appropriate unit and device to measure lengths and distances, calculates perimeters, and converts between units of length

MA3-10MG selects and uses the appropriate unit to calculate areas, including areas of squares, rectangles and triangles

MA3-11MG selects and uses the appropriate unit to estimate, measure and calculate volumes and capacities, and converts between units of capacity

MA3-13MG uses 24-hour time and am and pm notation in real-life situations, and constructs timelines

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

MA3-18SP uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two-way tables

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

MA3-16MG measures and constructs angles, and applies angle relationships to find unknown angles

MA3-15MG manipulates, classifies and draws two-dimensional shapes, including equilateral, isosceles and scalene triangles, and describes their properties

MA4-18MG identifies and uses angle relationships, including those related to transversals on sets of parallel lines

MA4-17MG classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles

MA3-8NA analyses and creates geometric and number patterns, constructs and completes number sentences, and locates points on the Cartesian plane

MA4-11NA creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane

## Reporting Descriptors

- E The student can demonstrate, with assistance, elementary knowledge and understanding in a few areas of Measurement and Pythagoras' Theorem, Data Collection representation and Analysis, Angle Relationships and Geometrical Figures, Linear Relationships. The student has achieved very limited competence in some of the processes and skills.
- D The student can demonstrate, with assistance, a basic knowledge and understanding in the areas of Measurement and Pythagoras' Theorem, Data Collection representation and Analysis, Angle Relationships and Geometrical Figures, Linear Relationships. The student can solve simple familiar problems and has achieved a limited level of competence in the processes and skills.
- C The student can demonstrate a sound knowledge and understanding in most areas of Measurement and Pythagoras' Theorem, Data Collection representation and Analysis, Angle Relationships and Geometrical Figures, Linear Relationships. The student can solve familiar problems and use some appropriate mathematical arguments to achieve an adequate level of competence.
- B The student can demonstrate a thorough knowledge and understanding of Measurement and Pythagoras' Theorem, Data Collection representation and Analysis, Angle Relationships and Geometrical Figures, Linear Relationships. The student can work independently to solve familiar and some unfamiliar problems at a high level by selecting appropriate strategies and mathematical arguments.
- A The student can demonstrate consistently an extensive knowledge and understanding of Measurement and Pythagoras' Theorem, Data Collection representation and Analysis, Angle Relationships and Geometrical Figures, Linear Relationships. The student can work independently to accurately solve unfamiliar multi-step problems by selecting efficient strategies or by presenting clear and concise mathematical arguments.

## Assessment

*Scheduled Assessment (80%)*

*Ongoing Assessment (20%)*

### Assessment dates

Term	Week	Study Area	Weighting
3	TBA	8MATH Major Project – Hand In	40%
4	6	8MATH Assessment Task – In Class	40%

# Music

## Areas of Study

- ◆ *Keyboard Studies* – Throughout Semester One, students will be introduced to the world of the keyboard. Students are given opportunities to develop their technique of playing the keyboard, simultaneously expanding the musical foundation established in Year 7.
- ◆ *Music Media & Australia Music*. This unit examines the characteristics of music in the media in context with Australian music.

## Outcomes to be Assessed

As a result of studying these units, the 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 the 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.
- 4.10 Identifies the use of technology in the music selected for study, appropriate to the musical context.
- 4.12 Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.

## Reporting Descriptors

- E The student has an elementary musical knowledge and understanding in a few areas of the Course content and has achieved very limited competence in musical skills involving performance, composition and listening activities.
- D The student has a basic musical knowledge and understanding of the Course content and has achieved a limited level of competence in musical skills involving performance, composition and listening activities.
- C The student has a sound musical knowledge and understanding of the predominant areas of the Course content and has achieved an adequate level of competence in musical skills involving performance, composition and listening activities.
- B The student has a thorough musical knowledge and understanding of the Course content and has achieved a high level of competence in practical skills. In addition, the student is able to apply this knowledge and these practical skills to most performance, composition and listening activities.
- A The student has an extensive musical knowledge and understanding of the Course content and can readily apply this to activities in performance, composition and listening. In addition, the student has achieved a very high level of competence in practical skills and can apply these to performance and composition.

## Assessment

*Scheduled Assessment (60%)*

*Ongoing Assessment (40%)*

## Assessment dates

Term	Week	Study Area	Weighting
3	6	8MUSC Keyboard Studies (Assignment) - Hand In	30%
4	5	8MUSC Keyboard Performance - In Class	30%
3 & 4	Ongoing	8MUSC Informal Assessment - Ongoing	40%

# Personal Development, Health and Physical Education

## Areas of Study

In Semester Two students will be studying the following topics;

- Nutrition
- Safety and Aquatics
- Movement and Skill development (Cricket)

## Outcomes to be Assessed

The student:

- 4.4 demonstrates and refines movement skills 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 minimize 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.
- 4.12 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 situation that displays an understanding of how and why people move.

## Reporting Descriptors

- E The student has an elementary knowledge and understanding in areas related to nutrition, movement skills, skill development, benefits of physical activity, road safety, exploring risk and minimising harm. He has achieved a very limited competence in movement skills, skill development and composition.
- D The student has a basic knowledge and understanding in areas related to nutrition, movement skills, skill development, benefits of physical activity, road safety, exploring risk and minimising harm. He has achieved a limited level of competence in movement skills, skill development and composition.
- C The student has a sound knowledge and understanding in areas related to nutrition, movement skills, skill development, benefits of physical activity, road safety, exploring risk and minimising harm. He has achieved an adequate level of competence in movement skills, skill development and composition.
- B The student has a thorough knowledge and understanding in areas related to nutrition, movement skills, skill development, benefits of physical activity, road safety, exploring risk and minimising harm. He has achieved a high level of competence in movement skills, skill development and composition. In addition, he is able to apply this knowledge and these skills to most situations.
- A The student has an extensive knowledge and understanding in areas related to nutrition, movement skills, skill development, benefits of physical activity, road safety, exploring risk and minimising harm and can readily apply this knowledge. He has achieved a very high level of competence in movement skills, skill development and composition. He is able to apply this knowledge and skills to new situations.

## Assessment

*Scheduled Assessment (70%)*

*Ongoing Assessment (30%)*

## Assessment dates

Term	Week	Study Area	Weighting
3	10	8PDH Nutrition – Hand In Written Task	30%
3 & 4	1-10	8PDH Cricket / Safety – Ongoing Practical	40%

# Religious Education

## Areas of Study

Throughout the semester, students will be studying two units: Reconciliation and People of the Covenant. Areas of study include:

- The human experience and Catholic understanding of sin, forgiveness and reconciliation.
- The celebration of the sacraments of Penance and Anointing of the Sick, with specific reference to the saving mission of the Church.
- Events and themes of salvation history, including the Passover and the Exodus.
- The students expectations, responsibilities and aspirations as adolescents in relationships with others.

## Outcomes to be Assessed

The student:

- C4.3 explains how the Scriptures are central to the teaching and life of the Church
- C4.5 examines ways in which the sacraments are actions of Christ and the Church which reconcile, renew and build up the Christian community.
- C4.9 gathers and analyses information about religion, independently and in teams.
- C4.10 communicates information, ideas and issues in appropriate forms to different audiences and in different contexts.
- C4.11 uses appropriate terminology related to religion and belief systems.
- C4.12 names, reflects on and integrates life experience, within a response to the Christian story and vision.

## Reporting Descriptors

- E The student has an elementary knowledge and understanding of the way Sacraments are actions of the church that reconcile, renew and build up the Christian community. In addition, this student has demonstrated the ability identify important scripture passages for Christians to follow.
- D The student has a basic knowledge and understanding of the way Sacraments are actions of the church that reconcile, renew and build up the Christian community. In addition, this student has demonstrated the ability to describe relevant scripture passages that are central to church teachings and living as a Christian.
- C The student has a sound knowledge and understanding of the way Sacraments are actions of the church that reconcile, renew and build up the Christian community. In addition, this student has demonstrated the ability to explain how scripture passages inform Christians about the teachings and life of the church.
- B The student has a thorough knowledge and understanding of the way Sacraments are actions of the church that reconcile, renew and build up the Christian community. In addition, this student has demonstrated the ability to explain the way scripture is the driving force for guiding people in the life of the church.
- A The student has an extensive knowledge and understanding of the way Sacraments are actions of the church that reconcile, renew and build up the Christian community. In addition, this student has demonstrated the ability to thoroughly explain how scripture in central to the life of the church.

## Assessment

*Ongoing Assessment 40%*

*Scheduled Assessment 60%*

## Assessment dates

Term	Week	Study Area	Task	Weighting
3	8	8RELG Reconciliation Task	Submission	50%
4	4	8RELG People of the Covenant	Submission	50%



# Science

## Areas of Study

In Semester Two students will be studying the following topics;

- Forces
- Human Body I
- The Changing Earth
- Plants

## Outcomes to be Assessed

The 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 dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
- SC5-14LW 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
- SC4-12ES describe the dynamic nature of models, theories and laws in developing scientific understanding of the earth and solar system

## Reporting Descriptors

- E The student has an elementary knowledge and understanding in few areas of the content (forces, human body, geology, plants) and has achieved very limited competence in some of the processes and skills.
- D The student has a basic knowledge and understanding of the content (forces, human body, geology, plants) and has achieved a limited level of competence in the processes and skills.
- C The student has a sound knowledge and understanding of the main areas of (forces, human body, geology, plants) and has achieved an adequate level of competence in the processes and skills.
- B The student has a thorough knowledge and understanding of the content (forces, human body, geology, plants) 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.
- A The student has an extensive knowledge and understanding of the content ((forces, human body, geology, plants) 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.

## Assessment

*Scheduled Assessment (80%)*

*Ongoing Assessment (20%)*

## Assessment dates

Term	Week	Study Area	Weighting
3	8	Practical Task – The Changing Earth	30%
4	5	8SCI Semester Two Examination – In Class	
		a) knowledge & understanding	20%
		b) processing & presenting	20%
		c) extracting information	10%



# Technology Mandatory

## Areas of Study

An area of study that is the focus of this unit is Products and the design specialisation of Industrial Design and Food. The technology specific content students will study is related to graphics technology, timber technology, media technology and food technology.

Students will be studying;

- Design principles to create a CO<sub>2</sub> gas powered vehicle
- Coding technology
- Metal technology and metal working processes
- Food technology by exploring Food Around The World

## Outcomes to be Assessed

The student:

- 4.1.1. applies design processes that respond to needs and opportunities in the design project.
- 4.1.2. describes factors influencing design in the area of 'Products'.
- 4.2.1. generates and communicates creative design ideas and solutions.
- 4.3.1. applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of the design project.
- 4.3.2. demonstrates responsible and safe use of a range of tools, materials and techniques in the completion of the design project.
- 4.5.1. applies management processes to successfully complete design project.
- 4.5.2. produces quality solutions that respond to the needs and opportunities in the design project.
- 4.6.1. applies appropriate evaluation techniques throughout the design project.

## Reporting Descriptors

- E The student has demonstrated an elementary knowledge and understanding of the design process and has produced a design project with assistance. In addition, the student has demonstrated a very limited level of competence in the work practices relevant to the design project.
- D The student has demonstrated a basic knowledge and understanding of the design process and has produced a design project with guidance. In addition, the student has demonstrated a limited level of competence in the work practices relevant to the design project.
- C The student has demonstrated a sound knowledge and understanding of the design process and has produced a design project with minimal guidance. In addition, the student has demonstrated an adequate level of competence in the work practices relevant to the design project.
- B The student has demonstrated a thorough knowledge and understanding of the design process and has applied this in the production of a quality project. In addition, the student has achieved a high level of competence in the work practices relevant to the design project and has worked independently.
- A The student has demonstrated an extensive knowledge and understanding of the design process and has applied this in the production of a high-quality project. In addition, the student has achieved a very high level of competence in the work practices relevant to the design project and has worked consistently and independently.

## Assessment

### Formal Assessment

Student achievement of the targeted unit outcomes via the successful completion of the following tasks:

- Students will design and construct a Pitsco (CO2) racing car OR a Balancing Man project
- Students will use their understanding of the design process to create and submit a design folio either the Pitsco or Balancing Man.
- Students will develop a coding solution using the Ollie robot and block coding apps.
- Students will produce a Vice Jaw protector in the metal-based focus area
- Students design, produce and prepare a (Menu & Practical)
- Students complete a Food Safety Quiz Food Around the World menu & dish

### Informal Assessment

- Ongoing periodical assessment of the folio and the completion of related theory will provide the basis for the informal assessment for this unit. Observation of practical skills and safe work practices occurs as a matter of course during all lessons.
- Completion of related theory will provide the basis for the informal assessment for this unit. Observation of practical skills and safe work practices occurs as a matter of course during all lessons.

### Assessment dates

Term	Week	Study Area	Weighting	Weighting
4	7	8TECH Pitsco Project*	30%	
4	7	8TECH Pitsco Folio*	20%	
4	7	8TECH Balancing Man Practical**		20%
4	7	8TECH Balancing Man Folio**		15%
4	7	8TECH Vice Jaw**		5%
4	7	8TECH Coding**		10%
3 & 4	Ongoing	8TECH Informal	15%	
4	3	8TECHF Practical – Food Around the World	15%	
3 & 4	Ongoing	8TECHF Class Practical Tasks	10%	
4	6	8TECHF Quiz	10%	

\* Please note that these projects are being developed concurrently during Technology Mandatory classes this semester. Classes working developing the Pitsco\* will rotate next semester to work on the metal-based\*\* and coding\*\* projects and vice versa. All students work in the Food focus area for the entire semester in addition to the other focus area

# Visual Arts

## Areas of Study

**Animals and Insects:** A structural investigation of drawing animals and Insects as well as the formal qualities that can be applied to drawing in various mediums to create expressive depictions of both animals and insects.

**Australiana:** Within this unit students will learn about a number of Australian artists and will continue to develop their artmaking skills.

## Outcomes to be Assessed

The student:

- 4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks
- 4.2 explores the function of and relationships between the artist – artwork – world – audience
- 4.3 makes artworks that involve some understanding of the frames
- 4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
- 4.5 investigates ways to develop meaning in their artworks
- 4.6 selects different materials and techniques to make artworks.

## Reporting Descriptors

- E The student has an elementary knowledge and understanding of the frames and applies this knowledge in written accounts, in a very limited manner. In addition, the student has achieved a minimal level of competence in the processes and techniques in drawing and applies some of these skills in their artmaking.
- D The student has a basic knowledge and understanding of the frames and applies this knowledge in written accounts in a limited manner. In addition, the student has achieved a basic level of competence in the processes and techniques in drawing and has applied some of these skills in their artmaking.
- C The student has a sound knowledge and understanding of the frames and can apply this knowledge in written accounts. In addition, the student has achieved an adequate level of competence in the processes and techniques in drawing and has applied some of these skills in their artmaking.
- B The student has a thorough knowledge and understanding of the frames and can apply this knowledge in written accounts. In addition, the student has achieved a high level of competence in the processes and techniques in drawing and has applied many of these skills in their artmaking.
- A The student has an extensive knowledge and understanding of the frames and can readily apply this knowledge in written accounts. In addition, the student has achieved a very high level of competence in the processes and techniques in drawing and has applied these skills in their artmaking.

## Assessment

### *Formal Assessment 90%*

- Writing Task
- Body of Work (Animals & Insects)
- Body of Work (Australiana)

### *Informal Assessment 10%*

- Art Making Process
- Presentation of VAPD
- Self & Peer Evaluations

### *Assessment dates*

Term	Week	Study area	Weighting
3	8	8VART Body of Work (Animals & Insects)	20%
4	5	8VART Writing Task – In Class	40%
4	5	8VART Body of Work (Australiana)	30%
3 & 4	1 -10	8VART Informal – Classwork & Practical	10%