

**ST BEDE'S
CATHOLIC COLLEGE**

**YEAR 8
ASSESSMENT HANDBOOK**



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Dear Parents and Students,

In today's educational environment, 'assessment' cannot be separated from 'learning'. If assessment is appropriately connected to what we are learning then we can clearly understand if learning is really taking place and to what level of success. It is said by many educational leaders that 'assessment drives learning'. Knowing where students are at with their learning assists the class teacher in their planning.

This Assessment Handbook is a valuable resource for you throughout 2019. The purpose of this document is to provide you with detailed information regarding assessment throughout the year. You are notified of the various assessment tasks and when they will go ahead. Additional specific course and assessment task requirements may be issued by individual teachers and the Studies Coordinators as deemed necessary due to the nature of each task.

It is each student's responsibility to become familiar with all the requirements for assessment and with the particular requirements of each course being undertaken. Successful learners are conscious of workloads and manage their time to ensure they complete all assessment tasks by the due date. A balanced approach to homework and study is vital to the wellbeing of all students.

Despite our best intentions in putting together this assessment program, changes may occur. Any change, if it does occur, is expected to be minor and ample forward notice will be given to the relevant students.

I wish all students every success over the course of the year.

Brett Donohoe
Assistant Principal

Introduction

This assessment handbook provides information to parents and students about a range of assessment and reporting matters such as:

- the scheduling and weighting of formal assessment tasks to be conducted in each subject in Year 8 over the duration of the 2019 school year
- Standards-Referenced Assessment and how grades are determined
- rules and regulations regarding the completion of assessment tasks
- details of Reporting
- other relevant information about assessment and reporting.

Year 8 Curriculum 2019

Bell Times

Monday, Tuesday and Thursday

Session	Begins	Ends
Homeroom	8.45am	9.00am
Period 1	9.00am	10.05am
Period 2	10.05am	11.10am
Break 1	11.10am	11.50am
Period 3	11.50am	12.50pm
Period 4	12.50pm	1.50pm
Break 2	1.50pm	2.10pm
Period 5	2.10pm	3.10pm

Wednesday (Wellbeing/Assembly Day)

Session	Begins	Ends
Wellbeing/Assembly	8.45am	9.35am
Period 2	9.35am	10.25am
Period 3	10.25am	11.15am
Break 1	11.15am	11.55am
Period 4	11.55am	12.55pm
Period 5	12.55pm	1.55pm
Break 2	1.55pm	2.15pm
Period 6	2.15pm	3.10pm

Friday (Sport Day)

Session	Begins	Ends
Homeroom	8.45am	9.00am
Reflective Prayer	9.00am	9.05am
Period 1	9.05am	10.10am
Period 2	10.10am	11.15am
Break 1	11.15am	11.45am
Period 3	11.45am	12.50pm
Break 2	12.50pm	1.10pm
Sport	1.10pm	3.10pm

Subjects Taught in Stage 4

Year 7	Year 8
Mathematics	Mathematics
English	English
HSIE (History and Geography, run concurrently)	HSIE (History and Geography, run concurrently)
Science	Science
Religious Studies	Religious Studies
Technology (Mandatory)	Technology (Mandatory)
PDHPE (Personal Development, Health and Physical Education)	PDHPE (Personal Development, Health and Physical Education)
Music	Visual Art
	Languages (Mandarin)

How is High School different?

Students entering High School will experience excitement, challenges and lots of opportunities. Students have added responsibility and it is essential parents appreciate the additional requirements and they support and encourage their child in their learning and organisation. Students in high school will:

- have several class teachers
- have more subjects
- be required to bring specific equipment to class each day
- need to move to different classrooms at the end of each period
- have a timetable for their allocated classes and rooms
- have more homework and requirement for study (expect approximately one hour a night).

Parents are encouraged to support their child by:

- encouraging them to see or email their teacher in times where they have trouble
- showing an active interest in what they are learning at school
- following up on work due
- checking and signing their planners every weekend
- seeing they bring the correct equipment to school including a fully charged device, the Casio fx82AU plus calculator
- providing a suitable quiet learning space for their child each evening
- developing their child's healthy study habits and a balanced 'work, rest and play' routine
- engaging them in everyday tasks such as budgeting, measurement, cooking, reading clocks or timetables or discussing documentaries.

Structure

The College operates on a fortnightly timetable (cycle). In each school term the odd weeks will be Week A, whilst the even weeks will be Week B in their timetable.

There will be four streams of up to 30 students in each of the classes in Religious Studies, Maths, Science, English, HSIE and PDHPE. There will be six streams of up to 20 students in each of the classes in LOTE and TAS.

Subjects have been integrated to form clusters as follows:

- English/HSIE for 11 periods a cycle
- Maths/Science for 11 periods a cycle

The four Religious Studies classes are timetabled as independent classes.

PDHPE has 4 periods every cycle. Two periods are theory lessons and two periods are practical lessons. Students will be notified which lessons will be practical at the beginning of the year. The four PDHPE classes are timetabled as paired classes to begin each lesson but generally practical and theory lessons will be run separately.

There are four Homeroom classes of up to 30 students and each homeroom is associated with a given house. The Homeroom teacher is also the teacher of the wellbeing session period 1 each Wednesday in Week B.

Contemporary Classrooms

A variety of furniture types, including smaller round tables, rectangular tables and amphitheatre style seating, are in most learning spaces to cater for a variety of teaching and learning methods. Furniture is lightweight and easy to move to arrange classes into different configurations.

Teachers personalise the learning within their own spaces to cater for the needs of the students. Teaching and learning approaches include:

- Specialised direct teacher instruction
- Integrated Curriculum (for example, combining English and HSIE where learning covers outcomes in both subjects)
- Small group work
- Independent learning
- Project Based Learning
- Learning through technology
- Combinations of the above at one time
- Three tier Literacy Intervention Program

Learning Technology

- Students utilise Office 365 for education, with particular focus on Microsoft Teams and OneNote Classroom. A range of other educational software and services such as digital textbooks, Mathsonline and Clickview, supports them.
- The College operates a specific BYOD scheme. The device nominated is a DELL hybrid 2-in-1-education device with active digital stylus.

Satisfactory Completion of a Course

When students enter Stage 4 they are commencing a pattern of study that eventually will result in the student being eligible for a Record of Student Achievement (RoSA). 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) followed the course developed by the Board of Studies (NESA)
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all the course outcomes. Attendance at school is an important component for the satisfactory completion of a course.

As a guide, if a student's pattern of attendance does become an issue, the Principal may determine that, because of frequent absence, the above criteria may not be met. Absences will be regarded seriously by the Principal who will give the student early warning of the consequences if further absence from school continues.

Learning Preparation

Teachers often give assignments consisting of reading, problem solving or writing that the students must do after class—usually at home. The purpose of homework is to help reinforce what was taught in class.

Students in Year 8 may receive approximately 15-20 minutes of learning preparation (75 minutes a night) for subjects they have on any given day. Each evening they can expect to have approximately one hour of learning preparation.

Assessment and Reporting

Students who are unable to sit or submit an assessment task on the scheduled day are required to complete and submit an 'Illness, Misadventure Form' with the relevant supporting documentation attached, upon return to school. The 'Illness, Misadventure Forms' are available on the College website in forms under the title 'Parent Information' and a copy is also found in Appendix 1 of this Handbook.

Important Note: All Assessment Tasks must be the students' own work and acts of malpractice and plagiarism are not tolerated at the College.

Students receive reports at the end of each semester. These reports are forwarded online via the Parent and Student Portal on Compass.

Stage 4 (Year 7 and 8) School Assessment Policy

Assessment and its Purpose

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. It is the ongoing process of collecting, analysing and recording information about student progress towards achievement of syllabus outcomes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment for learning, assessment as learning and assessment of learning are approaches that can be used individually or together, formally or informally to gather evidence about student achievement and to improve student learning.

Assessment

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

Responsibilities

It is the responsibility of the College to:

- conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding
- develop quality assessment tasks and well-constructed marking guidelines aligned to the NESA common grade scale
- provide ongoing regular effective feedback to students in relation to their strengths and areas for development
- provide opportunity for students to reflect on their own work to identify their individual strengths and learning needs
- develop an assessment schedule with weightings for tasks and when tasks are due for each subject
- provide an assessment notification through Compass at the commencement of the unit prior to the assessment due date
- provide an evenly balanced schedule of tasks across the year such that students do not have a concentrated assessment block in any given period
- collate all evidence of learning from assessment tasks, both formal and informal, to make a sound judgement of where each student is at in their learning cycle.

It is the responsibility of each student to:

- be aware of their various assessment instruments (essays, presentations etc). This involves reading this booklet carefully and managing their own schedule
- know the date that each assessment is due. Students will be supplied with an assessment schedule at the beginning of the course. Any change in date will be communicated through the assessment notification.
- ensure that all work is submitted by the due date
- understand if they are absent on the day the assessment task is given they must collect a copy of the task from the teacher on return. Students cannot assume an automatic extension – application must be made
- notify class teachers if other College commitments, such as debating or sport, clash with assessment dates
- use feedback from teachers, or opportunities to self-assess, as the basis for developing skills, knowledge and understanding

Absence and Misadventure

Students absent on the day of a formal in-class assessment task or examination, must produce a suitable written explanation of the absence through the Illness, Misadventure and Request for Extension Form (Appendix 1). This form must be completed and sent to the class teacher. The teacher and Studies Coordinator will sign this form with alternate arrangements and provide the completed documentation back to the student.

The written explanation must be an acceptable reason. Parents must also contact the school office indicating absence on the day of the assessment.

The following are acceptable reasons:

1. Absent due to illness

- notify the school office on the day of the task for which the student is absent
- complete the Illness, Misadventure and Request for Extension Form
- the student is to see their class teacher at the beginning of the day of their return to provide their form with an attached parent/carer note explaining the circumstances. Arrangements will then be made with the class teacher for when they will complete the task.

2. Absent due to an acceptable unforeseen circumstance (e.g. funeral)

- notify the school office on the day of the task for which the student is absent
- complete the Illness, Misadventure and Request for Extension Form
- student is to submit this form to their class teacher on immediate return to the College so alternate arrangements can be made to complete the task.

3. Absent due to an acceptable school activity (e.g. representative sport, debating)

The Assistant Principal determines whether the activity warrants a change of circumstance for an approved College representation. In such circumstances the student is to advise their subject teacher prior to the assessment task so that suitable arrangements can be made to complete the task. Generally, the student will complete the task on the following school day and alternate arrangements will be communicated to parents through Compass.

4. Absent due to other acceptable reasons (e.g. granted leave)

Family holidays are strongly discouraged during school periods. Holidays should not be taken during scheduled assessment tasks. Leave from the College during school periods must be applied for in advance, in accordance with the College leave policy. In exceptional circumstances where leave is granted during an assessment period, parents are required to complete the Illness and Misadventure form prior to the leave period and submit this form accompanied by the relevant leave form to the class teacher. The assessment task is to be completed on the day of return to the College. The student must see their class teacher at the beginning of the school day on return. All leave forms and the Absence and Misadventure form are found on the College website in Parent Information. The leave forms are also found in Appendix 2 & 3.

Submission of Tasks

The assessment notification provided by the subject teacher via Compass to students will identify the due date for submission of a task. If a task is due during a lesson, this will be indicated on the assessment task notice. Unless specified otherwise, all tasks will be due at the beginning of the respective subject.

Students must submit tasks in accordance with the instructions provided by their teacher. Failure to submit required work must be accompanied by an acceptable reason and submitted in writing to the relevant Studies Coordinator. Poor organisation of time and/or social events is not considered acceptable.

No responsibility will be taken if a student gives their assessment to another student, teacher or office staff member. If a student is absent on the due date, parents must contact the relevant teacher via Compass to explain their circumstances.

Late or Non-Submission of Assessment Task

Teacher Responsibilities

Teacher responsibilities each day the Learning Task is late include:

- Speak to student and implement strategies to support student in completing the task. This may include removing the student from the yard.
- Advise Studies Coordinator and possibly the Learning Support Coordinator (LSC)

- Enter notification via Compass – Academic Concern Failure to Submit assessment Task each day it is late. Select Stage 1, 2, 3 or 4.
- Deduct 20% of marks allocated to the task each day it is late.
- Upload students name to Non-Submissions folder on SharePoint on each day the task is not submitted.
- Continually monitor and keep the Studies Coordinator updated

Studies Coordinator Responsibilities

- On the fifth day the Studies Coordinator will enter a Stage 5 notification via Compass – Academic Concern Failure to Submit assessment Task. This notice advises the parents the student will receive an E Grade for non-submission.
- Organise with the teacher and possibly the LSC, a parent and student interview to develop a plan for completing the task.
- Following the meeting, where the student doesn't comply it may be escalated to the Assistant Principal.
- Continually monitor and keep the Assistant Principal informed.
- Repeated pattern within subject area may warrant additional interviews with parents earlier in process

Student Coordinator and Assistant Principal Responsibilities

- Repeated pattern across subject areas requires the student coordinator, Assistant Principal and possibly LSC intervention
- Where pattern continues, or tasks are not completed the Assistant principal may escalate the matter to the Principal for a question on the student's enrolment.

Plagiarism

Plagiarism refers to the practice of presenting the ideas of another person as your own. This may be in the form of;

- Downloading information from the Internet (cut/ paste)
- Taking information from a published source without acknowledgement
- Copying another student's work
- Getting help or ideas from another person without acknowledgement

Students who plagiarise an assessment task may be removed from opportunities such as time in the yard, to complete a reflection activity and resubmit their assessment task.

Cheating

Cheating is regarded as a non-genuine attempt and will automatically receive a consequence in accordance with the College Student Behaviour Management Policy. Breaching school examination rules, buying/stealing another person's work, paying someone to write material, assisting another student in malpractice are regarded as cheating. Such offences will be communicated to parents via Compass and may result in the student's removal from opportunities, such as time in the yard to complete a reflection activity. Resubmission of the task may also be required.

Information Technology Misadventure

Students may undertake several IT related assessment tasks within each subject area. Students will need to be aware that it is their responsibility to ensure that IT related tasks are attempted and submitted by the due date.

Technical problems and malfunctions (hard drive failure, loss of internet provider, lost/corrupted email attachment, printing glitches, USB or software incompatibility) are not an acceptable excuse for the late submission of any IT related assessment tasks. All students should use OneDrive CSMN to store their work, thereby ensuring they have a backup.

Students that submit an assessment task late due to technical difficulties or malfunctions will be regarded as a late or non-submission of an assessment task and treated accordingly. The only exception to this rule is when the student can provide the relevant Studies Coordinator with hard evidence (earlier draft copies) of the content and standard of the outstanding assessment task. This evidence will need to be presented to the Studies Coordinator no later than recess on the day that the assessment task is due.

It is strongly recommended that when students are using technology to produce an assessment task, they should aim to complete the task ahead of time so that last minute technical problems/ malfunctions may be resolved.

Non-Serious Attempts

Where an assessment task is submitted and determined to be of an unacceptable standard, the class teacher will bring this to the attention of the relevant Studies Coordinator. The student will be interviewed, and parents will be notified via Compass. The student may be withdrawn from the yard and required to resubmit the task or complete the task to an acceptable standard.

Extensions

All extensions for assessment tasks must be requested by completing the Illness, Misadventure and Request for Extension form. Requests must be submitted to the class teacher prior to the due date of the assessment task. The outcome will be communicated to the student through this form.

Appeals Policy

Any disputes over an individual task must be resolved at the time the task is returned to the student. Where the matter cannot be resolved, the class teacher will consult with the relevant Studies Coordinator to resolve the matter.

Standards-Referenced Assessment

All schools in NSW adopt a standards-referenced approach to assessment and reporting. Teachers collect assessment data and their professional judgement to decide which grades best match the standards that students have achieved.

Allocating Grades within a Standards-Referenced Framework

The Common Grade Scale describes performance at five levels. The scale lets teachers report student achievements in terms of clear, common standards. It summarises how well students achieve at each grade by describing the depth of knowledge and understanding and the range of skills which students at that standard typically demonstrate.

The Common Grade Scale

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.

Allocation of Grades

- Allocation of grades requires teachers to use their professional judgement in relation to standards.
- A professional judgement does not come from a single piece of work such as an end of semester task. Teachers weigh up the information collected for a student up to the time of compilation of the Semester Report. This information comes from formal assessments and informal observations and is accumulated over time.
- a 'C grade' indicates the student has achieved a sound understanding of the content.
- A grade does not label a student, it labels a standard.

Half-Yearly and Yearly Parent Teacher Interviews

The focus of these interviews is about how well the student achieved the overall standard, the level of achievement in each area of assessment, what needs to be done to improve or maintain achievable standards, not about comparisons with other students.

Parent/Teacher interviews are an integral second part of the reporting process that will follow shortly after the distribution of reports.

Parents and carers will receive an email notification advising them of when Parent teacher Interviews are open for making bookings. Parents will make all bookings through the Parent Portal on Compass.

Mandatory Curriculum Requirements for the Award of the Record of School Achievement

The BOSTES mandatory curriculum requirements for the award of a RoSA apply to all NSW schools, and for all students who are candidates for the RoSA.

Religious Studies	The Board Endorsed syllabus to be studied substantially throughout each of Years 9–10. 200 hours to be completed by the end of Year 10.
English	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Mathematics	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Science	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	The Board Developed syllabuses are to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10, including 100 hours each of History and Geography in each Stage.
Languages Other than English	100 hours to be completed in one Board Developed syllabus or Board Endorsed language course over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
Technological and Applied Studies	The Board Developed Technology (Mandatory) syllabus to be studied for 200 hours in Years 7-8.
Creative Arts	200 hours to be completed consisting of the Board Developed 100-hour mandatory courses in each of Visual Arts and Music. It is an expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
Personal Development, Health and Physical Education	The Board Developed mandatory 300-hour integrated syllabus in Personal Development, Health and Physical Education to be studied in each of Years 7–10.

Individual Course Details

At the end of each semester students will receive a report that contains outcomes taught in the semester, their achievement in the formally gazetted Learning Tasks and an overall grade.

The overall grade is an on-balance judgement by the teacher based on informal and formal assessment.



Assessment Schedule for Religious Studies 2019

Subject	Religious Studies
Teachers	Mrs F Duque, Ms A Cagney, Mrs A Humphries
Subject Coordinator	Mrs F Duque

Overview

This Religious Studies course enables students attending Catholic schools to study the Catholic faith and tradition as expressed in the life and mission of the Church, providing them with opportunities to research and critically reflect upon religious, social and moral questions within the context of the Catholic Tradition and to become familiar with some of the religious traditions that are part of multicultural, multi faith Australian society.

The course provides students with a systematic and thorough study of Catholicism by allowing opportunities to develop skills of critical reflection, social analysis and moral decision-making within the Christian context.

This course also serves as a preparation for the Stage 5 Religious Studies course

Areas of Study

Areas of Study:

- Catholic Prayer and Spirituality
- The Church
- Sacraments
- Called to Act Justly
- The Christian Scriptures

Semester 1

Due Date	11 March 2019	5 June 2019
Nature of Task	Artwork/Explanation	Diocesan Religious Literacy Exam
Weight (%)	50	50
Outcomes	HB 4.5, CP 4.1, CP 4.2	JS 4.4, HB 4.2, HB 4.3, HB 4.4

Semester 2

Due Date	2 August 2019	25 October 2019
Nature of Task	Research/Game Development	Research/Oral
Weight (%)	50	50
Outcomes	CP 4.3, CP 4.2	JS 4.2, JS 4.4, JM 4.1, JM 4.2, JM 4.3



Assessment Schedule for English 2019

Subject	English
Teachers	Ms T Powell and Mrs J Hutchinson
Subject Coordinator	Mrs T Powell

Overview

During Stage 4 students respond to a variety of texts critically, imaginatively and interpretively and compose accurate, clear and coherent texts. They use English in personal, social and learning contexts with increasing control and understanding of the form and features of language and structures of texts, and with increasing awareness of purpose, audience and context. Students make connections between texts, they recognise the main ideas and points of view, and the ways in which texts seek to position responders. Students are encouraged to read regularly.

Areas of Study

Areas of Study:

- Picture Books
- Genre and Narrative
- Film and Documentary
- Slam Poetry
- Drama
- Literacy

Semester 1

	Task 1	Task 2
Due Date	Term 1, Week 8	Term 2, Week 3
Nature of Task	Picture Book Project* Speaking Task*	Picture Book Project* Speaking Task*
Weight (%)	50	50
Outcomes	EN4-2A, EN4-4B, EN4-8D	EN4-1A, EN4-5C

Semester 2

	Task 4	Task 5
Due Date	Term 3, Week 10	Term 4, Week 6
Nature of Task	Multimodal Project (Integrated with Geography) *	Interconnections Project (Integrated with Geography) *
Weight (%)	50	50
Outcomes	EN4-5C, EN4-6C, EN4-7D, EN4-EN4-5C, EN4-6C, EN4-7D, EN4-9E	EN4-5C, EN4-6C, EN4-7DEN4-9E EN4-2A, EN4-3B, EN4-4B, EN4-7D

* Tasks that are an accumulation of work over the duration of a unit and are due in this given week.



Assessment Schedule for Geography 2019

Subject	Geography
Teachers	Ms A Cagney and Mr A Cornwall
Subject Coordinator	Mr A Cornwall

Overview

In Geography during Stage 4, students describe geographical processes that influence the features and characteristics of places and environments across a range of scales. They describe how places are perceived and valued differently and explain interconnections within environments and between people, places and environments. Students investigate environmental change and differences in human wellbeing and discuss strategies for addressing geographical challenges, taking into account environmental, economic and social factors.

Areas of Study

Areas of study

- Water in the World
- Interconnections

Semester 2		
	Task 1	Task 2
Due Date	Term 3, Week 10	Term 4, Week 6
Nature of Task	Weather Report Task	Interconnections Project
Weight (%)	50	50
Outcomes	GE4-2; GE4-5; GE4-7;	GE4-3; GE4-4; GE4-8



Assessment Schedule for History 2019

Subject	History
Teachers	Mr A Cornwall and Ms Cagney
Subject Coordinator	Mr A Cornwall

Overview

In History during Stage 4, students describe the nature of history and archaeology, and explain their contribution to an understanding of the past. They describe major periods of historical time and sequence events, people and societies from the past. Students recognise and explain patterns of change and continuity over time and explain the causes and consequences of events and developments. They describe and assess the motives and actions of people in the past. Students demonstrate an understanding of the causes and effects of events, past societies and developments over time.

Areas of Study

Areas of study

- Depth Study 4: The Western and Islamic World
- Depth Study 5: The Asia-Pacific World
- Depth Study 6: Expanding Contacts

Semester 1		
	Task 1	Task 2
Due Date	Term 1, Week 8	Term 2, Week 6
Nature of Task	Collection of student work (portfolio)	Source Study
Weight (%)	50	50
Outcomes	HT4-2; HT4-3; HT4-8; HT4-9; HT4-10	HT4-4; HT4-5; HT4-6; HT4-7; HT4-9; H4-10



Assessment Schedule for Chinese (Mandarin) 2019

Subject	Chinese (Mandarin)
Teachers	Louise Robertson
Subject Coordinator	Andrew Cornwall

Overview

The Stage 4 Chinese (Mandarin) course aims to develop students' communication skills, focus on languages as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits. Students will begin to develop the knowledge, understanding and the listening, reading, speaking and writing skills necessary for effective interaction in Chinese on a variety of subjects. Students will also develop knowledge of the culture of Chinese-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection of their own cultural heritage.

Areas of Study

- | | |
|--|--|
| <ul style="list-style-type: none"> • Pinyin and tones • Formation of characters • Greetings • Numbers • Dates / Days of the week / Birthday • Things I use | <ul style="list-style-type: none"> • Family • Pets • Country names • Sports • Mapping • Directions |
|--|--|

Semester 1

	Task 1	Task 2
Due Date	Term 1, Week 10	Term 2, Friday, Week 6
Nature of Task	Pinyin Quiz	My Favourite Celebrity Project
Weight (%)	40	60
Outcomes	4.MBC.1; 4.MLC.2; 4.UL.2	4.UL.2; 4.UL.3; 4.MLC.1; 4.MBC.2

Semester 2

	Task 3	Task 4
Due Date	Term 3, Friday, Week 8	Term 4, Week 5
Nature of Task	My Family PowerPoint / Speech	Examination
Weight (%)	40	60
Outcomes	4. UL.1; 4.UL.2; 4.UL.3; 4.UL.4; 4.MBC.2	4.UL.1; 4.UL.2; 4.UL.4



Assessment Schedule for Mathematics 2019

Subject	Mathematics
Teachers	Mr N Moroney, Mr B Donohoe
Subject Coordinator	Mr N Moroney

Overview

The Stage 4 Mathematics course aims to develop to students' knowledge, skills and understanding of the content strands Number and Algebra, Geometry and Measurement and Statistics and Probability. Students will be given the opportunity to develop an appreciation and understanding of the importance of Mathematics as an essential part of life and find links between mathematical ideas from varying contexts. Students develop skills in critical thinking, ability to communicate, reason and solve problems with and without the aid of digital technologies. The program has been carefully developed to include opportunities for cross-curricular activities, as well as specialised learning.

Areas of Study

- | | |
|---|--|
| <ul style="list-style-type: none"> • Pythagoras Theorem • Area, Volume and Time • Percentages • Algebra and Equations • Congruence | <ul style="list-style-type: none"> • Ratio, Rates and Scale Drawing • Graphs • Statistics and Probability • Coordinate Geometry • Reasoning in Geometry |
|---|--|

Semester 1

	Task 1	Task 2
Due Date	Term 1, Friday, Week 7	Term 2, Week 7,
Nature of Task	Project	Examination
Weight (%)	40	60
Outcomes	MA4-12MG, MA4-13MG, MA4-14MG, MA4-16MG	MA4-8NA, MA4-9NA, MA4-10NA, MA4-5NA, MA4-6NA

Semester 2

	Task 3	Task 4
Due Date	Term 3, Friday, Week 9	Term 4, Week 7
Nature of Task	Project	Examination
Weight (%)	40	60
Outcomes	MA4-7NA, MA4-19SP, MA4-20SP	MA4-21SP, MA4-11NA, MA4-17MG, MA4-18MG



Assessment Schedule for PDHPE 2019

Subject	PDHPE
Teachers	Mrs S Millen, Mr M Eccleston
Subject Coordinator	Mrs T Borkowski

Overview

Personal Development, Health and Physical Education (PDHPE) develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively.

In Year 8, students will focus on looking at ways that they can improve their health and lifestyle. They will explore mental health and look at ways that they can improve their own and others mental health, as well as effective coping strategies. Students will explore equal and respectful relationships, with a particular focus on advocacy. They will also explore a variety risk taking scenarios and focus on ways to keep themselves and others safe in such situations, including road safety, drug use and sexual health. In the practical component of PDHPE, students will be required to perform a variety of different movement sequences, across a variety of physical activity contexts. They will be required to reflect on their skills, abilities and participations.

Areas of Study

PDH (Theory)

- Mental Health
- Equal & Respectful Relationships
- Drug Use
- Risk Taking

PE (Practical)

- Coping Strategies
- Focus on Fitness
- Athletics
- Invasion Games
- Movement Games
- Class Comp, Dance

Semester 1

	Task 1	Task 2
Due Date	Term 1, Week 9	Term 2, Week 6
Nature of Task	Mental Health Awareness Project	In Class Scenarios
Weight (%)	50	50
Outcomes	4.2, 4.6, 4.8	4.3, 4.11, 4.13, 4.16

Semester 2

	Task 3	Task 4
Due Date	Term 3, Week 10	Term 4, Week 5
Nature of Task	Drug Awareness Project	Yearly Exam
Weight (%)	20	20
Outcomes	4.6, 4.12, 4.16	All



Assessment Schedule for Science 2019

Subject	Science
Teachers	Mrs L Buckley
Subject Coordinator	Mrs T Borkowski

Overview

The Stage 4 Science course aims to develop student appreciation of and understanding of scientific inquiry by actively engaging in using and applying the processes of Working Scientifically. Students will process and analyse data and information from first-hand investigations and secondary sources to identify trends, patterns and relationships, drawing relevant, evidence-based conclusions. By engaging in scientific inquiry, students develop their knowledge of and about science ideas and concepts, as well as the nature, development and importance of scientific evidence. They explain how scientific knowledge changes as new discoveries and technological developments are made available, appreciating that new evidence leads to an improved understanding of the world.

Areas of Study

Chemical World – Physical and Chemical Changes
 Living World – Multicellular Organisms
 Earth and Space - Resources
 Physical World - Energy

Semester 1

	Task 1	Task 2
Due Date	Term 1, Week 10	Term 2, Week 7
Nature of Task	Physical and Chemical Changes Class Test	Artificial Limb Project (Cross Curricular Task – TAS/Mathematics)
Weight (%)	50	50
Outcomes	CW1, CW2, CW4	LW3, LW4, WS8

Semester 2

	Task 3	Task 4
Due Date	Term 3, Week 8	Term 4, Week 7
Nature of Task	Student Research Project Working Scientifically	Solar Car Project
Weight (%)	50	50
Outcomes	WS4, WS5, WS6, WS7, WS8, WS9	ES3, WS8, WS9



Assessment Schedule for TAS 2019

Subject	Technology Mandatory
Teachers	Mr M Redman
Subject Coordinator	Mrs T Borkowski

Overview
<p>The Digital Technologies context encourages students to develop an empowered attitude towards digital technologies, use abstractions to represent and decompose real-world problems, and implement and evaluate digital solutions. Students become innovative creators of digital technologies in addition to effective users of digital systems and critical consumers of the information they convey.</p> <p>Students are provided with opportunities to develop fluency in a general-purpose programming language and use these skills to solve information problems and to automate repetitive tasks.</p> <p>The Material Technologies context focuses on the application of specialist skills and techniques to a broad range of traditional, contemporary and advancing materials. Students develop knowledge and understanding of the characteristics and properties of a range of materials through research, experimentation and practical investigation, and when they make products to satisfy identified needs and opportunities.</p> <p>The Material Technologies context can include but is not limited to electronics, graphics, metals, multimedia, polymers, textiles, timber.</p>

Areas of Study
Digital Technologies Materials Technologies

Semester 1		
	Task 1	Task 2
Due Date	Term 1, Week 11	Term 2, Week 5
Nature of Task	Product and Portfolio	Product and Portfolio
Weight (%)	50	50
Outcomes	TE4-1DP, TE4-2DP, TE4-4DP, TE4-7DI, TE4-10TS	TE4-1DP, TE4-2DP, TE4-10TS

Semester 2	
	Task 3
Due Date	Term 4, Week 5
Nature of Task	Product and Portfolio
Weight (%)	100
Outcomes	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA, TE4-10TS



Assessment Schedule for Visual Art 2019

Subject	Visual Art
Teachers	Mrs N Ross
Subject Coordinator	Mr A Cornwall

Overview

In Year 8, students will investigate different material techniques and procedures in 2D, 3D and 4D forms. They will create artworks with meaning to represent ideas and interests. Students will interpret art from different points of view and discuss how time and place impacts artworks.

Areas of Study

Conceptual Framework (world/artist/audience/artwork)
 Frames (structural/postmodern/subjective/cultural)
 Artistic Practice

2D art – Painting and Drawing

3D art – Sculpture

4D art – Digital Media

Students will study Australian art history, Australian architecture, *contemporary Postmodern art*, and many other art movements. Students will learn practical skills in painting, portraiture, found object *Papier-mâché* sculpture, and many other art making techniques.

Semester 1

	Task 1	Task 2
Due Date	Term 1, Week 10	Term 2, Week 5
Nature of Task	Practical Major Work: Photo Realistic self portrait	Artist Research Case Study
Weight (%)	50	50
Outcomes	4.1, 4.2, 4.3, 4.4, 4.5, 4.6,	4.7, 4.8, 4.9, 4.10

Semester 2

	Task 1	Task 2
Due Date	Term 3, Week 9	Term 4, Week 6
Nature of Task	Practical Major Work: Found Object <i>Papier-mâché</i> <i>Sculpture</i>	Part A) Practical Major Work: Recontextualized Comic Strip Part B) In Class Examination
Weight (%)	40	60
Outcomes	4.1, 4.2, 4.3, 4.4, 4.5, 4.6,	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10



Illness, Misadventure and Request for Extension

(Note: A new form is required for each subject requiring attention)

Please tick the relevant box

Illness

Misadventure

Request for extension

Section 1: To be completed by student. Form must be handed in on return to school

NAME: _____ HOMEROOM _____

SUBJECT: _____ TEACHER: _____

TASK NUMBER: _____

NATURE OF TASK: _____ DUE DATE: _____

REASON FOR ABSENCE/REQUEST _____

STUDENT'S SIGNATURE

PARENT'S SIGNATURE

Date: _____

Date: _____

Section 2: To be completed by the class teacher

ACTION TAKEN: _____

TEACHER'S SIGNATURE

STUDIES COORDINATOR'S SIGNATURE

Date: _____

Date: _____

Comment: _____

Copy to be kept on file by Studies Coordinator

Copy to Assistant Principal



ST BEDE'S CATHOLIC COLLEGE

CHISHOLM

APPLICATION FOR LEAVE UP TO TEN DAYS

This form is required to be completed in cases where leave of absence for a period of three or more school days is requested. This documentation is required to be completed by both the parent/caregiver (Part A) and the student (Part B) not less than one week prior to the first day for which the first day of leave is requested.

Note also, in every case where a student is absent from a formal assessment task an Absence, Illness and Misadventure form must also be completed and attached to this request.

Part A

To be completed by parent/caregiver; if exemption is sought for more than one student, separate applications need to be made

Student Details			
Family name:		Given name(s):	
Address:			Postcode:
Date of Birth:	Age:	Year:	Homeroom:

Application for Leave			
If consecutive dates: Dates exemption applied for:	From:	To:	Total number of school days:
If non-consecutive dates: Individual dates applied for:			

Reason for leave

Parent/Caregiver Details

Family name:	Given name(s):	
Address:		Postcode:
Contact telephone:	Relationship to student:	

Declaration/Signature

As the parent/caregiver of the abovementioned student, I understand that, if the leave is granted:

- I am responsible for the supervision of the student during the Period of Leave/Exemption
- the leave/exemption is limited to the period indicated
- the leave/exemption is subject to the conditions listed on the Certificate of Leave/Exemption
- the leave/exemption may be cancelled at any time.

I declare that the information provided in this Application for a Leave is, to the best of my knowledge and belief, accurate and complete. I recognise that, should statements in this application later prove to be false or misleading, any decision made because of this Application may be reversed.

Signature _____ Date _____

Privacy Statement

The information provided will be used to process the student's application for an exemption from the requirement to enrol at and/or attend school. It will only be disclosed for the following purposes:

- general student administration relating to the education and welfare of the student
- communication with students and parents
- to ensure the health, safety and welfare of students, staff and visitors to the school
- State and national reporting purposes
- for any other purpose required by law.

The information will be stored securely. You may access or correct any personal information. If you have any concerns or complaints about the way your personal information has been collected, used or disclosed, please contact the school.

Part B***To be completed by student requesting exemption from attendance at school***

List all your subjects and teachers, including your homeroom teacher. You must show this application to each teacher to have them sign so they may discuss your intended leave period.

Subject	Teacher	Teacher signature	Assessment due during period of leave?

Student Coordinator:	Signature:
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In cases where you are absent from an assessment task, test or examination whilst you are absent you must also discuss this matter with your teacher or coordinator. You must attach an Illness/Misadventure form for any absences.

Student Declaration		
	Signature	Date
I have attached an Illness/Misadventure form for any assessments during my period of absence.		
I do not have any assessments due during my period of absence?		

Once you have completed and signed the relevant section above please return this completed form to the Assistant Principal for their comment and signature. The form will then be forwarded to the Principal for their final approval.

Assistant Principal's Recommendation		
Recommended <input type="checkbox"/>	Conditionally Recommended <input type="checkbox"/>	Not Recommended <input type="checkbox"/>
Comment:		
Signature:		Date:

Principal's Recommendation	
Approved <input type="checkbox"/>	Not Approved <input type="checkbox"/>
Comment:	
Signature:	Date:



ST BEDE'S CATHOLIC COLLEGE

Appendix 3

CHISHOLM

APPLICATION FOR EXTENDED LEAVE – TEN DAYS or MORE

To be completed by parent/caregiver for leave of 10 or more days **for the purpose of travel** within Australia and/or overseas. This documentation is required to be completed by both the parent/caregiver (Part A) and the student (Part B) not less than one week prior to the first day for which the first day of leave is requested.

Note also, in every case where a student is absent from a formal assessment task an Absence, Illness and Misadventure form must also be completed and attached to this request.

Part A

To be completed by parent/caregiver; if exemption is sought for more than one student, separate applications need to be made

Student Details

Family name:		Given name(s):	
Address:			Postcode:
Date of Birth:	Age:	Year:	Homeroom:

Application for Leave

Dates leave applied for:	From:	To:	Total number of school days:
Reason for travel:			

Relevant travel documentation, such as an eTicket (in case of flight bound travel) or itinerary (in the case of non-flight bound travel within Australia only), must be attached to this application.

Are there any prior or current leave applications	Yes <input type="checkbox"/>	No <input type="checkbox"/>	(If yes, provide details below)
Dates of prior/current leave/exemption(s) applied for	From:	To:	No of school days:
Is a copy of prior/current Certificate of Exemption attached?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

Parent/Caregiver Details (applicant)		
Family name:	Given name(s):	
Address:		Postcode:
Contact telephone:	Relationship to student:	

Declaration/Signature

As the parent/caregiver of the abovementioned student, I understand that, if the leave is granted:

- I am responsible for the supervision of the student during the Period of Leave/Exemption
- the leave/exemption is limited to the period indicated
- the leave/exemption is subject to the conditions listed on the Certificate of Leave/Exemption
- the leave/exemption may be cancelled at any time.

I declare that the information provided in this Application for a Leave is, to the best of my knowledge and belief, accurate and complete. I recognise that, should statements in this application later prove to be false or misleading, any decision made because of this Application may be reversed.

Signature of applicant/s _____ Date _____

Privacy Statement

The information provided will be used to process the student's application for an exemption from the requirement to enrol at and/or attend school. It will only be disclosed for the following purposes:

- general student administration relating to the education and welfare of the student
- communication with students and parents
- to ensure the health, safety and welfare of students, staff and visitors to the school
- State and national reporting purposes
- for any other purpose required by law.

The information will be stored securely. You may access or correct any personal information. If you have any concerns or complaints about the way your personal information has been collected, used or disclosed, please contact the school.

Part B

To be completed by student requesting exemption from attendance at school

List all your subjects and teachers, including your homeroom teacher. You must show this application to each teacher to have them sign so they may discuss your intended leave period.

Subject	Teacher	Teacher signature	Assessment due during period of leave?

Student Coordinator:	Signature:
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In cases where you are absent from an assessment task, test or examination whilst you are absent you must also discuss this matter with your teacher or coordinator. You must attach an Illness/Misadventure form for any absences.

Student Declaration		
	Signature	Date
I have attached an Illness/Misadventure form for any assessments during my period of absence.		
I do not have any assessments due during my period of absence?		

Once you have completed and signed please return this completed form to the Assistant Principal for their comment and signature. The form will then be forwarded to the Principal for their final approval.

Assistant Principal's Recommendation		
Recommended <input type="checkbox"/>	Conditionally Recommended <input type="checkbox"/>	Not Recommended <input type="checkbox"/>
Comment:		
Signature:		Date:

Principal's Recommendation	
Approved <input type="checkbox"/>	Not Approved <input type="checkbox"/>
Comment:	
Signature:	Date: