

2021 Year 8 Assessment Handbook



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Assistant Principal's Message

Dear Parents/Carers 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 2021. 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 Leader of Learning 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.



Emma South

Assistant Principal

Introduction

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

- the scheduling of assessment tasks to be conducted in each subject in Year 8 over the duration of the 2021 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 2021

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 1	9.35am	10.25am
Period 2	10.25am	11.15am
Break 1	11.15am	11.55am
Period 3	11.55am	12.55pm
Period 4	12.55pm	1.55pm
Break 2	1.55pm	2.15pm
Period 5	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 Year 8 and 9

2021 (Year 8)	2022 (Year 9)
Mathematics	Mathematics
English	English
HSIE (History and Geography)	HSIE (History and Geography)
Science	Science
Religious Studies	Religious Studies
Technology Mandatory	PDHPE (Personal Development, Health and Physical Education)
PDHPE (Personal Development, Health and Physical Education)	Elective 1
Visual Art	Elective 2
Languages (Mandarin)	

Home support

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. Students will have a requirement to study or complete homework
- 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 Mathematics, Science, English, HSIE, and PDHPE. There will be six streams of up to 20 students in each of the classes in Religious Studies, Music and TAS.

English and HSIE are combined to form clusters of up to sixty students and 2-3 teachers. Students learn an integrated curriculum in 1i periods each

cycle. This enables co-teaching, flexibility in learning, a greater ability to provide targeted intervention and differentiate learning for all students.

Students learn Mathematics through a learning and teaching model called Maths Pathway. This model combines a range of teaching methods and classroom practices with an online environment to support each student's individual learning needs.

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.

Having studied Music in Year 7, students will commence the study of Languages (Mandarin) and Visual Art this year. These subjects are each carried out over 5 periods each cycle for the year.

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 sessions in extended homeroom each Wednesday in Week B.

What happens at the end of Year 8?

Towards the end of Term 3 students will be provided a Stage 5 Elective Handbook which will have important information on the processes involved in deciding elective choices when they enter Year 9. Students will also be provided elective information sessions from the specialist teachers in these subjects to help students decide. In Term 4 students will then submit their preferences. The College will then confirm each student's electives based on demand for each subject. Students will need to commit to two 200-hour electives which will be completed over the two years. Such electives may include Food technology, Industrial Technology – Timber, Drama, iSTEM, Music, Commerce, Physical and Applied Sports Studies (PASS) and Visual Art.

Contemporary Learning Spaces

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 use the learning spaces to personalise learning and 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. They are supported by a range of other educational software and services such as digital textbooks, Maths Pathways and Clickview.

The College operates a specific BYOD scheme. The device nominated is a Dell hybrid 2-in-1 education device with active digital stylus.

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 (75 minutes a night) of learning preparation 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 may be required to produce a suitable written explanation for the absence. Refer to Absence and Misadventure in the Stage 4 School Assessment Policy below for further information.

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 to parents and carers via the School Management System.

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
- provide an evenly balanced schedule of tasks across the year
- 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
- ensure all tasks are completed on time.
- notify class teachers of any absences or other College commitments, such as debating or sport that clash with assessments
- 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 class assessment task or examination, may be required to produce a suitable written explanation for the absence.

The written explanation must be an acceptable reason. Parents must also notify the school of any absences via Compass.

Following an absence, the student is to see their class teacher on the day of their return to arrange for the completion of any missed work. This includes absence due to any acceptable school activity (e.g. representing the College).

Family holidays are strongly discouraged during school periods. Leave from the College during school periods must be applied for in advance, in accordance with the College leave policy. **Leave from the College during school periods must be applied for in advance, in accordance with the College Leave Policy.** Any missed assessment task needs to be completed on the day of return to the College or as arranged by the class teacher.

Submission of Tasks

Students must submit tasks in accordance with the instructions provided by their teacher.

Feedback for Learning Tasks is provided via Compass and made visible to parents and students. Parents and students will be able to view all Project notifications, task details and feedback via the respective Parent and Student Portal.

No responsibility will be taken by the College if a student gives their assessment to another student, teacher or office staff member.

Late or Non-Submission of Tasks

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 Leader of Learning and possibly the Learning Support Coordinator (LSC)
- Enter notification via Compass – Non-Completion of Learning Task
- Continually monitor and keep the Leader of Learning updated

Leader of Learning Responsibilities

- Support the teacher to ensure that the task is completed
- Where the student does not comply, it may be escalated to the Assistant Principal.
- Continually monitor and keep the Assistant Principal informed.
- Table students of concern at Leader of Learning meetings.

Leaders of Wellbeing and Engagement (LWE) and Assistant Principal Responsibilities

Repeated pattern across subject areas requires the LWE, 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.

Information Technology Issues

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 or Teams 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 Leader of Learning 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 Leader of Learning.

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.

Academic Malpractice

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

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

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

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

providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas

answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Penalties for plagiarism will depend on the amount of plagiarised material contained within the task. For example, if an entire essay has been plagiarised then zero will be given for that task. If it's proven that half an essay has been plagiarised, then the student will only be marked on the 50% that was not plagiarised.

Cheating during examination-type tasks will usually result in the cancellation of the paper in whole or part (and a zero-mark awarded for the paper or part).

Such offences will be communicated to parents by the teacher 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.

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 Leader of Learning. The student will be interviewed, and parents will be notified via Compass. The student may be removed from yard during breaks to resubmit the task or complete the task to an acceptable standard. Marks will be awarded based on the initial attempt or submission.

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 Leader of Learning 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.

End of Semester Parent Teacher Student (PTS)

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.

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

When reports are released online parents and carers will receive an email notification advising them of that PTS Interviews are open for making bookings. Parents will make all bookings through the Parent Portal on Compass. Interview bookings will close at 8am on the day of the PTS interviews.

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.



Year 8 2021 Religious Studies Assessment Plan

Subject	Religious Studies
Teachers	Mrs F Duque, Mr A Slater, Mr R Copas
Leader of Learning	Mrs Fiona 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, multifaith 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

Catholic Prayer
The Catholic Church
Sacraments
Called to Act Justly
Christian Scriptures

UNIT	FOCUS: SKILLS and COMPETENCIES	FORMATIVE AND SUMMATIVE INTEGRATED STRATEGIES
Unit 1 – Catholic Prayer	Communicating religious ideas and concepts effectively Catholic religious literacy	Artwork - connecting to the visual elements of prayer. Connection with Chisholm Parish
Unit 2 - The Catholic Church	Conducting research and reporting information	Year 8 Diocesan Religious Literacy Exam
Unit 3 - Sacraments	Working co-operatively in a variety of learning environments	Board Game Project
Unit 4 – Called to Act Justly	Organising and evaluating material from a variety of sources Problem solving and critical thinking in relation to issues of justice and morality	Explorations of Catholic Social Teaching Principles, the Corporal works of Mercy and See Judge Act
Unit 5 – Christian Scriptures	Reflection and contemplation	Pirozzi Grid Matrix



Year 8 2021 English Assessment Plan

Subject	English
Teachers	Ms Simmons, Ms Martin
Leader of Learning	Ms Tamara 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

- Picture books
- Genre and Narrative
- Film and Documentary
- Information reports
- Slam poetry
- Drama
- Literacy

UNIT	FOCUS: SKILLS and COMPETENCIES	FORMATIVE AND SUMMATIVE INTEGRATED STRATEGIES
Unit 1 - Representing Ideas	Writing, representing, imaginative thinking, reading, analysing language	Picture Book Project
Unit 2 - Say it. Slam it.	Public speaking and communication skills, reading, analysing language	Poetry analysis and reflection and Slam Poetry performance
Unit 3 - Imagine all the people	Reading, interpretive thinking, expressing views	Reflection tasks and ALARM paragraphs
Unit 4 - Coquun	Writing, research, information report writing, interpretive and critical thinking	Cross-curricular Water Project
Unit 5 - Dystopian Worlds	Writing, reading, representing and analysing language	Student Portfolio of writing



Year 8 2021 History Assessment Plan

Subject	History
Teachers	Mrs Powell and Mrs Shaw
Leader of Learning	Mr Andrew 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

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

UNIT	FOCUS: SKILLS and COMPETENCIES	FORMATIVE AND SUMMATIVE INTEGRATED STRATEGIES
Unit 1 – Medieval Europe	Historical skills of comprehension, chronology, terms and concepts, analysis and use of sources, and empathetic understanding.	Student Portfolio of historical skills.
Unit 2 – Kings and Khans	Historical skills of analysis and use of sources, perspective and interpretation, and explanation and communication.	Cross – curricular Horrible History Project



Year 8 2021 Geography Assessment Plan

Subject	Geography
Teachers	Mrs Powell and Mrs Shaw
Leader of Learning	Mr Andrew 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

- Water in the World
- Interconnections

UNIT	FOCUS: SKILLS and COMPETENCIES	FORMATIVE AND SUMMATIVE INTEGRATED STRATEGIES
Unit 1 – Water in the World (Coquun)	Acquiring, processing, and communicating Geographic information.	Student Portfolio of Geographical skills.
Unit 2 – Interconnections	Acquiring, processing, and communicating Geographic information.	Student Portfolio of Geographical skills.

Year 8 2021 Languages (Mandarin) Assessment Plan

Subject	Languages (Mandarin)
Teacher	Mrs L Robertson
Leader of Learning	Mrs Tamara Powell

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 • Hobbies • Family 	<ul style="list-style-type: none"> • Pets • Countries • Sports • Dining Out • Weather

UNIT	FOCUS: SKILLS and COMPETENCIES	FORMATIVE AND SUMMATIVE INTEGRATED STRATEGIES
Unit 1: Chinese New Year	-Identify that language use reflects cultural ideas, values and beliefs.	Completion of Chinese New Year activities.
Unit 2: Personal World	-Demonstrate understanding of the main ideas of written and spoken texts.	Weekly Vocabulary Quizzes Reading comprehension tasks.
Unit 3: My Favourite Celebrity	-Apply core vocabulary and language structures to introduce a celebrity.	My Favourite Celebrity Project
Unit 4: Dining Out	- Interact with others to exchange information. - Apply a range of linguistic structures to compose texts. - Engage in collaborative written, speaking, listening and reading tasks. -Recognise and use features of Chinese sound system.	Menu / Role-play Script / Short Film
Unit 5: Pen Pals	- Apply a range of linguistic structures to compose texts. - Engage in written, listening and reading tasks.	Pen Pal Letters / Exam (reading comprehension / translation / listening comprehension)



Year 8 2021 Mathematics Assessment Plan

Subject	Mathematics
Teachers	Mr N Moroney, Ms G Cugaly, Miss A Bohatko, Mrs S Young
Leader of Learning	Mr Nicholas 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 |
|---|--|

UNIT	FOCUS: SKILLS and COMPETENCIES	FORMATIVE AND SUMMATIVE INTEGRATED STRATEGIES
Unit 1	Perform operations with percentages including increasing and decreasing amounts, discounts, best buys and GST. Simplify ratios, divide a quantity in a given ratio, calculate and convert rates.	Individualised assessment consisting of fortnightly paper and online tests. Test results are used to update the personal learning plan of each student and measure their growth.
Unit 2	Simplify, substitute into and expand and simplify algebraic expressions	
Unit 3	Classify and organise data. Analyse data using mean, median, mode and range. Compare data sets. Construct and interpret histograms, dot plots, stem and leaf plots	Cross-curricular project with Science and PDHE – Fitness and Data
Unit 4	Plot linear relationships on the Cartesian plane with and without the use of digital technologies	Individualised assessment
Unit 5	Uses formulas to calculate area of triangles, quadrilaterals such as parallelograms, kites, trapeziums and rhombuses and find volumes of prisms. Convert between units of measurement.	
Unit 6	Solve multi-step equations including basic quadratics	
Unit 7	Develop an understanding of Pythagoras' Theorem and its application to real world problems	Zip line investigation
Unit 8	Identifies and uses angle relationships. Classifies, describes and uses the properties of triangles and quadrilaterals	Individualised assessment
Unit 9	Determine the probability of simple events. Recognise complementary events. Represent events in two-way tables and Venn diagrams and solve related problems	



Year 8 2021 PDHPE Assessment Plan

Subject	Personal Development, Health and Physical Education (PDHPE)
Teachers	Mr M Eccleston, Mrs S Millen & Miss K Proctor
Leader of Learning	Mrs Sarah Millen

Overview

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.

Students in Year 8 will explore a variety of ways they can look after their own and other's health. They will begin by focusing on their mental health and ways that they improve their own wellbeing and be cover a variety of coping strategies to assist with the stresses of daily life. They will then reflect on ways that they can include others and focus on appreciating diversity and different cultures. Students will be provided the opportunity to recognise the importance of being an upstander and how to support others. They will finish the year by exploring how to keep safe in a variety risk taking scenarios, including relationships, road safety, drug use and sexual health.

In practical, students perform a variety of different movement sequences, across a variety of physical activity contexts. They reflect on their skills, abilities and participation and provide peer feedback and self-evaluations. The students will be graded on an ongoing basis throughout their practical lessons.

Areas of Study

PDH (Theory)

- Our Mind Matters (Mental Health)
- Imagine All the People (inclusion, diversity, culture)
- Risk Taking
- Looking Out & Speaking Up

PE (Practical)

- Coping Strategies
- Invasion Games
- Athletics
- Inclusive Movement
- Game Design
- Class Competition
- Movement Sequences

UNIT	Theory		Practical	
	SUBJECT CAPABILITIES	FORMATIVE AND SUMMATIVE INTEGRATED STRATEGIES	SUBJECT CAPABILITIES	FORMATIVE AND SUMMATIVE INTEGRATED STRATEGIES
Unit 1	Examine factors that improve mental health and wellbeing	Care Plan Post Test	Transfer of skills and tactics in invasion games	Application and reflection
Unit 2	Respecting difference and diversity	Diversity Collage Post Test	Improving performance in athletics	Cross Curricula Task with Maths
Unit 3	Examine risk taking scenarios	Drug Safety Task Post Test	Game modification to suit needs and interests	Creation of Modified Game and Self & Peer Evaluation
Unit 4	Standing up for the rights of ourselves and others	Upstander Project Keeping Myself Online Presentation Post Test	Creating a class competition	Participation and Self Evaluation



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Year 8 2021 Science Assessment Plan

Subject	Science
Teachers	Mrs R Haines, Mr N Kelly
Leader of Learning	Mrs Lianne Buckley

Overview

Students process and analyse data and information from first-hand investigations and secondary sources. By engaging in scientific inquiry, students develop their knowledge of and about science ideas and concepts. They explain how scientific knowledge changes as new discoveries and technological developments are made available.

The Physical World strand is concerned with how energy can be transferred and transformed from one form to another. In the Earth and Space strand students explore the ways that humans use resources from the Earth and appreciate the influence of human activity on the surface of the Earth and the atmosphere. Through the Living World strand students gain an understanding of how the structure of living things relates to the functions that their body systems perform and how these features aid their survival. The key concepts developed in the Chemical World strand are that the chemical and physical properties of substances are determined by their structure on an atomic scale and that substances change, and new substances are produced in chemical reactions by rearranging atoms through atomic interactions and energy transfer.

Areas of Study

Chemical World, Living World, Physical World, Earth and Space

UNIT	FOCUS: Knowledge and Understanding and Skills	FORMATIVE AND SUMMATIVE INTEGRATED STRATEGIES
Unit 1 - Earth's Resources	<ul style="list-style-type: none"> - Resource use and management - Questioning and predicting - Planning Investigations - Conducting Investigations - Processing and analysing data and information - Problem Solving - Communicating science ideas 	Working Scientifically Formative Tasks Student Research Project – Scientific Report
Unit 2 - Energised	<ul style="list-style-type: none"> - Energy transfers and transformations - Questioning and predicting - Problem Solving - Communicating science ideas 	Rube Goldberg Machine Project Targeting task words
Unit 3 - You Matter	<ul style="list-style-type: none"> - Properties and behaviour of matter - Conducting investigations - Communicating science ideas 	Quizzes and topic test Targeting task words Scientific investigations
Unit 4 - Body Parts	<ul style="list-style-type: none"> - Body systems - Developments in technology - Problem Solving - Communicating science ideas 	Cross-curricular Portfolio - 3D Bioprinting Targeting task words Scientific investigations



Year 8 2021 Technologies Assessment Plan

Subject	Technology Mandatory
Teachers	Mr M Redman
Leader of Learning	Mrs Tamara Borkowski

Overview

Technology Mandatory is a rich and complex subject that provides students with opportunities to become technologically literate individuals capable of developing creative solutions to identified problems and situations. Through the practical application of knowledge and understanding, students develop skills in the safe use of a range of technologies to design, produce and evaluate solutions to identified needs and opportunities.

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.

The Material Technologies context will include both timber and graphics. Students will produce a trinket box with a laser cut design into the lid and a digital portfolio. The graphics component will involve students developing skills in the production of oblique, isometric and orthogonal drawings.

The **Digital Technologies** context encourages students to develop an empowered attitude towards, decomposing real-world problems, implementing and evaluating digital solutions. 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. Students have the opportunity to become innovative creators of digital technologies in addition to effective users of digital systems and critical consumers of the information they convey. Throughout the semester students will learn about the internet and develop skills in block coding using code.org. Students will also, complete a series of activities using a Microbit, where they will explore the basics of programming and hardware. Students will also complete a digital portfolio displaying their learning.

Areas of Study

- Material Technologies
- Digital Technologies

UNIT	FOCUS: SKILLS and COMPETENCIES	FORMATIVE AND SUMMATIVE INTEGRATED STRATEGIES
Unit 1 – Material Technologies.	Cutting, shaping, joining & finishing timber project. Completion of digital portfolio. Oblique, isometric & orthogonal drawings.	Project & digital folio.
Unit 2 – Digital Technologies.	Completion of block coding activities. Developing a flowchart, completing Microbit tasks & completing a digital folio.	Digital folio, including timeline, analysis, flowchart & evaluation.



Year 8 2021 Visual Art Assessment Plan

Subject	Visual Art
Teachers	Mrs A Pyne, Mrs N Ross, Mrs E South
Leader of Learning	Mrs Michelle Burgess

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, and 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*, digital media, installation, and many other artmaking techniques.

UNIT	FOCUS: KNOWLEDGE, UNDERSTANDING and SKILLS	FORMATIVE AND SUMMATIVE INTEGRATED STRATEGIES
Unit 1 - The Photo-Real Me	Students will: <ul style="list-style-type: none"> • make artworks informed by their understanding of practice, the conceptual framework and the frames • critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames 	<ul style="list-style-type: none"> • Critical & Historical Study: Artist Studies & ALARM (Chuck Close and Shirin Neshat) • Artmaking activities: Photoshop self-portrait, grid drawing • Major work: 2D photorealistic grid drawing self-portrait.
Unit 2 - Stripped Comic Recontextualized	Students will: <ul style="list-style-type: none"> • make artworks informed by their understanding of practice, the conceptual framework and the frames • critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames 	<ul style="list-style-type: none"> • Critical & Historical Study: Artist Studies & ALARM (Hokusai and Lin Onus) • Artmaking activities: Koi zentangles (with LOTE cross KLA) • Major work: 4D Photoshop appropriated comic strip.
UNIT	FOCUS: KNOWLEDGE, UNDERSTANDING and SKILLS	FORMATIVE AND SUMMATIVE INTEGRATED STRATEGIES
Unit 3- Our House... In the Middle of Our Street	Students will: <ul style="list-style-type: none"> • make artworks informed by their understanding of practice, the conceptual framework and the frames • critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames 	<ul style="list-style-type: none"> • Critical & Historical Study: Artist Studies & ALARM (Howard Arkley) • Artmaking activities: Colour wheel, Elements of Design activity and Keith Haring poster, • Major work: 2D synthetic polymer painting on canvas panel

Unit 4- The Fish in Form	Students will: <ul style="list-style-type: none"> • make artworks informed by their understanding of practice, the conceptual framework and the frames • critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames 	<ul style="list-style-type: none"> • Critical & Historical Study: Artist Studies & ALARM (Aboriginal Artists) • Artmaking activities: soap sculptures, Aboriginal X-Ray art scratch board (with PDHPE Cross KLA), • Major work: 3D found object papier mache sculpture.
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Appendix 1

ST BEDE'S CATHOLIC COLLEGE

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?

Leader of Wellbeing:	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 Leader of Learning.

Student Declaration		
	Signature	Date
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 2

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.

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?

Leader of Wellbeing:	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 Leader of Learning.

Student Declaration		
	Signature	Date
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: