2022 Year 8 Assessment Handbook

SHINE WITH CHRIST'S GLORY

ST BEDE'S
CATHOLIC COLLEGE

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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 2022. 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:

- an overview of each subject they will be studying in Year 8 over the duration of the 2022 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.

Students in Stage 4 (Year 7 and 8) will receive assessment schedules at the beginning of each term. They will utilise their planners and enter the dates of these tasks to assist with their organisation under the guidance and support of their Leader of Wellbeing and Engagement.

Year 8 Curriculum 2022

Subjects Taught in Year 8 and 9

2022 (Year 8)	2023 (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 six streams of up to 30 students in each of the classes in Mathematics, Science, English, and HSIE. There will also be six streams of up to 30 students in each class in Religious Studies, PDHPE, and Languages. There will be eight streams of up to 23 students in each of the classes in Visual Art, and TAS.

Students in Humanities (English and HSIE) are also timetabled at the same time and classes are co-located as students learn an integrated curriculum. 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.

Once per fortnight students will have a Careers lesson which is designed to teach students critical skills to be able to explore, design, and navigate their future. This course continues through until the end of Year 10 following the same structure of one lesson each fortnight.

There are eight Homeroom classes of up to 23 students and each homeroom is associated with a given house. The Homeroom teacher is also the teacher of the wellbeing session in extended homeroom each Friday 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.
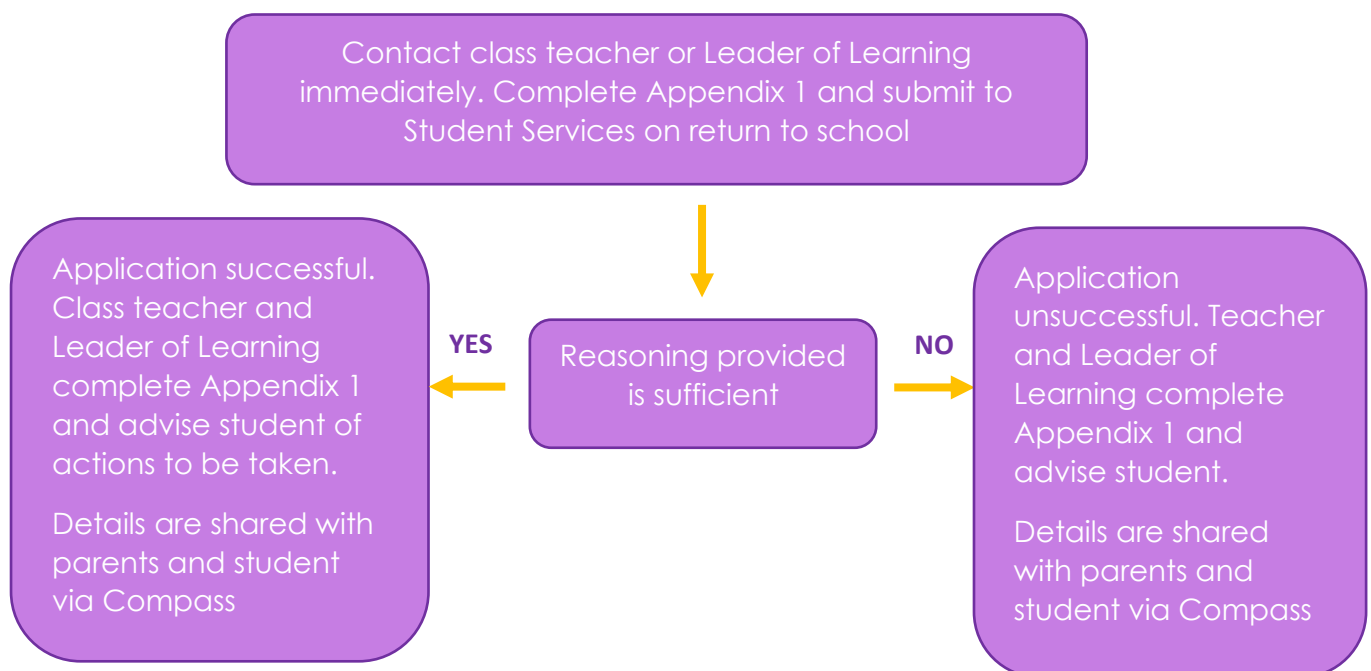
It is the responsibility of each student to:

- 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

Illness, Misadventure and Requestion for Extension

Students who are unable to sit or submit an assessment task on the scheduled day are required to complete and submit an 'Illness, Misadventure and Request for Extension form' with the relevant supporting documentation attached, upon return to school. The 'Illness, Misadventure and Request for extension 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.

This form must be completed and delivered to Student Services. The teacher and Leader of Learning will consider this application and once approved sign this form with alternate arrangements and provide the completed documentation back to the student. See below for the flow chart of this process.

Year 7 - 9 Illness/Misadventure Procedure

Contact class teacher or Leader of Learning immediately. Complete Appendix 1 and submit to Student Services on return to school

Reasoning provided is sufficient

YES → Application successful. Class teacher and Leader of Learning complete Appendix 1 and advise student of actions to be taken.

Details are shared with parents and student via Compass

NO → Application unsuccessful. Teacher and Leader of Learning complete Appendix 1 and advise student.

Details are shared with parents and student via Compass

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, students and parents are required to complete the Illness and Misadventure form **one week prior to the leave period** and submit this form to Student Services. The assessment task is to be completed on the day of return to the College or as arranged by the Leader of Learning. 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. Leave forms are also found at Appendix 2 and 3.

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 Assessment Task

Failure to submit required work must be accompanied by an Illness/Misadventure Form as outlined above. **Poor organisation of time and/or social events are not considered acceptable reasons.**

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.

Teacher Responsibilities

Teacher responsibilities each day the Learning Task is late include:

- Speak to the student and implement strategies to support the student in completing the task. This may include removing the student from the yard.
- Advise the Leader of Learning and possibly the Learning Support Coordinator (LSC)
- Enter a Late Submission of Task notification via Compass each day it is late.
- Deduct 20% of marks allocated to the task each day it is late. The final mark should be recorded in Compass. The Compass entry in the Learning Task should have a comment added to record the original mark.
- Continually monitor and keep the Leader of Learning updated.

Leader of Learning Responsibilities

- On the fifth day the Leader of Learning will enter a Non-Submission notification via Compass. This notice advises the parents the student will receive an E Grade for non-submission.
- Support the teacher to ensure that the task is completed
- Where the student doesn't 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

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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 2022 Religious Studies

Subject	Religious Studies
Teachers	Ms F Duque, Mr A Slater, Ms A Horder, Ms E Reynolds
Leader of Learning	Ms 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 Christian Scriptures The Sacraments Called to Act Justly The Catholic Church

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 Christian Scriptures	Conducting research and reporting information	Year 8 Diocesan Religious Literacy Exam
Unit 3 The Sacraments	Working co-operatively in a variety of learning environments Organising and evaluating material	Board Game Project
Unit 4 Called to Act Justly	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 The Catholic Church	Reflection and contemplation	Pirozzi Grid Matrix

Year 8 2022 Humanities

Subject	Humanities
Teachers	Ms T Powell, Ms L Power, Ms J Simmons, Ms J Nemeth, Ms K Bradley, Mr A Coates
Leaders of Learning	Ms Tamara Powell (English), Mr Andrew Cornwall (HSIE)

Overview
Humanities is the integrated study of English, History, and Geography with a specific focus on literacy, and historical and geographical knowledge and understanding. While these subjects are taught in an integrated manner, they will be reported on separately throughout the year.
In History, students will develop an understanding of change and continuity and the ways that history is represented through a series of depth studies.
In Geography, students will investigate the geographical processes that influence the features and characteristics of places and environments with a specific focus on the local scale and on the topic of water. They will also explore the way the world is interconnected.
In English, students respond to a variety of texts critically, imaginatively and interpretively. They compose with increasing control and understanding of the form and features of language and structures of texts, and 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. Through the study of English, students will engage with a range of texts and text types aligned to the Geography and History content. Students are also encouraged to read regularly.

Areas of study	
History: DS4: *The Western and Islamic World* (Medieval Europe), DS5: *The Asia-Pacific World* (Japan under the Shoguns), and DS6: *Aboriginal and Indigenous Peoples, Colonisation and Contact History*. Geography: Water in the World and Interconnections	English: Narrative and Genre, Non-fiction, Film and Documentary, Information reports, Drama, Literacy

UNIT	FOCUS: Knowledge and Understanding and Skills	Formative And Summative Integrated Strategies
Unit 1: The Medieval World	Change and continuity, using sources, historical empathy, representing, writing, imaginative thinking and reading comprehension	Source analysis Historical Narrative Project
Unit 2: Contact	Use of sources, perspective and interpretation, explanation and communication, collecting, processing and communicating data, writing, speaking, critical and interpretive thinking	Geographical Fieldwork Portfolio of student work
Unit 3: Utopias and Dystopias	Collecting, processing, and communicating data, geographical investigation, reading comprehension, writing, representing and analysing language	Geographical Fieldwork Skills assessment Imaginative writing

Year 8 2022 Languages (Mandarin)

Subject	Languages (Mandarin)
Teacher	Ms L Robertson, Ms A Zhong
Leader of Learning	Ms Tamara Powell

Overview
The Stage 4 Chinese (Mandarin) course aims to develop students' communication skills. The course focuses on languages as a system and students gain insights into the relationship between language and culture, leading to life-long 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 topics. 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	
Pinyin and tones	Birthday
Formation of characters / Radicals	Family
Greetings	Pets
Numbers	Nationalities
Calendar	Dining Out /Food
Classroom Language	Festivals
Hobbies	Likes / Dislikes
Appearance	Traditional Chinese Crafts
Weather	Chinese Landmarks / Minecraft

UNIT	FOCUS: Knowledge and Understanding and Skills	Formative And Summative Integrated Strategies
1 – Chinese New Year and Personal World	Identify that language use reflects cultural ideas, values and beliefs. Demonstrate understanding of the main ideas of written and spoken texts.	Vocabulary Quizzes Reading comprehension tasks
2 – My Favourite Celebrity	Apply core vocabulary and language structures to introduce a celebrity.	My Favourite Celebrity Project
3 – 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.	Dining Out Project - script and role play
4 – Pen Pals	Apply a range of linguistic structures to compose texts. Engage in written, listening and reading tasks.	Examination: reading comprehension / translation / listening comprehension Pen pal letters and cultural activities

Year 8 2022 Mathematics

Subject	Mathematics
Teachers	Ms S Kinloch, Mr N Moroney, Ms G Cugaly, Mr Menzies, Ms S Young, Mr C Ryan
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	
• Pythagoras Theorem	• Ratio, Rates and Scale Drawing
• Area, Volume and Time	• Graphs
• Percentages	• Statistics and Probability
• Algebra and Equations	• Coordinate Geometry
• Congruence	• Reasoning in Geometry

Unit	Focus: skills and competencies
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.
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
Unit 4	Plot linear relationships on the Cartesian plane with and without the use of digital technologies
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
Unit 8	Identifies and uses angle relationships. Classifies, describes and uses the properties of triangles and quadrilaterals
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 2022 PDHPE

Subject	Personal Development, Health and Physical Education (PDHPE)
Teachers	Ms A Unicomb/Ms M Collison and Ms B McCabe
Leader of Learning	Ms Sarah Millen

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 overall health and wellbeing. 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. They will explore ways that they can include others, focus on diversity and appreciating all cultures. They will also explore a variety risk taking scenarios and focus on ways to keep themselves and others safe in such situations, including relationships, 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): Our Mind Matters Imagine All the People Risk Taking Looking Out & Speaking Up	**PE (Practical):** Invasion Games Athletics Around the World Games Modified Games Class Competition Movement Sequences

UNIT	Focus Skills and Competencies
Our Minds Matter	Explore factors that contribute to wellbeing, address misconceptions about mental health, develop positive language towards mental health, access and assess support services, identify barriers to seek help and propose strategies to make informed decisions.
Imagine All the People	Explore influences that affect relationships in society, describe how respecting diversity and challenging racism and discrimination are inclusive behaviours, explore their own values towards discrimination, research how stereotypes and prejudice can be challenged, describe the skills required to contribute to an inclusive community and recognise how the Aboriginal and Torres Strait Islander culture value connection.
Risk Taking	Investigate reasons why young people take risks, examine risk taking scenarios, recognise the importance of trusting their own thoughts and feelings, analyse how emotions affect decision making and propose strategies to keep safe.
Looking Out & Speaking Up	Recognise scenarios that involve change and challenge for young people, understand and apply social protocols to protect safety, develop a sense of advocacy, discuss safe and unsafe use of technology, demonstrate ways to resolve conflict and examine strategies to keep safe.
Practical	Refinement of fundamental movement skills in predictable and dynamic movement environments, transfer of skills across different movement contexts, understanding of the role of different types of feedback, rhythmic movement and create and perform different moment sequences.

Year 8 2022 Science

Subject	Science
Teachers	Ms L Buckley, Ms A Bohatko, Ms R Haines, Mr N Kelly
Leader of Learning	Ms Liane 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: skills and competencies
Unit 1 Earth's Resources	- Explore resource use and management - Questioning and predicting - Planning Investigations - Conducting Investigations - Processing and analysing data and information - Communicating science ideas
Unit 2 Energised	- Describe energy transfers and transformations - Questioning and predicting - Problem Solving - Communicating science ideas
Unit 3 Body Parts	- Describe systems of organs that carry out specialised functions in the body - Explore developments in technology that contribute to finding solutions to contemporary issues - Problem Solving - Communicating science ideas
Unit 4 You Matter	- Explore the properties and behaviour of matter - Conducting investigations - Communicating science ideas

Year 8 2022 Technologies

Subject	Technology Mandatory
Teachers	Mrs T.Borkowski, Mrs O. Graetz, Mr A.Stienbeck
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/ textiles and graphics.   The Digital Technologies context encourages students to develop an empowered attitude towards, decomposing real-world problems, implementing and evaluating digital solutions.

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/textiles projects. 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 2022 Visual Arts

Subject	Visual Arts
Teachers	Ms A Pyne, Ms N Ross, Mrs E South, Ms L Young
Leader of Learning	Ms Michelle Burgess

Overview
Students investigate different material techniques and procedures in 2D, 3D and 4D forms. They create artworks with meaning to represent ideas and interests and 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, Lino Printing and Drawing, 3D art – Sculpture, 4D art – Digital Media
Students study Australian art history and architecture, *contemporary Postmodern art*.

Unit	Focus: skills and competencies	Formative and summative integrated strategies
Unit 1 The Photo-Real Me	• 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	• 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 Our House… In the Middle of Our Street	• 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	• 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 3 Sugar Skull Vessels	• 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	• Critical & Historical Study: Artist Studies & ALARM (Frida Kahlo and Ricky Swallow) • Major work: 3D Ceramic clay skulls. • Aboriginal X-Ray art scratch board (with PDHPE Cross KLA),
Unit 4 Fish in Form	• 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	• Critical & Historical Study: Artist Studies & ALARM (Hokusai and Lin Onus) • Artmaking activities: soap sculptures, • Artmaking activities: Koi zentangles (with LOTE cross KLA) • Major work: 3D found object papier mache sculpture.

Illness, Misadventure and Request for Extension

A new form is required for each subject task. Only one form is required for cross-curricular tasks where one assessment is provided – see note below*

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

Name: _____ Year _____ Homeroom_____

Subject(s)*: _____ Teacher(s)*: _____

Task Name: _____ Task No: _____

Nature of Task: _____ Due Date: _____

Reason for Absence/Request _____

_____

_____

If you missed other tasks for this reason list the subjects here _____

_____   _____
          Student's Signature   Parent's Signature

    Date: _____   Date: _____

Section 2: To be completed by the class teacher/Leader of Learning

Resolution Decision: Accepted / Declined

Action Taken: _____

_____

_____

_____   _____
          Teacher's Signature   Leader of Learning's Signature*

    Date: _____   Date: _____

Comment/Reason: _____

_____

_____

Copy to be kept on student file and filed in the student chronicle on Compass

*For cross-curricular tasks ensure you write down all subjects and all teachers.
A Leader of Learning responsible for the task must sign this form before you hand this to Student Services.

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:

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:

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 □	Conditionally Recommended □	Not Recommended □
Comment:		
Signature:	Date:	

Principal's Recommendation	
Approved □	Not Approved □
Comment:	
Signature:	Date:

ST BEDE'S CATHOLIC COLLEGE **Appendix 3**

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 ☐	No ☐	(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 ☐	No ☐	

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:

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 ☐	Conditionally Recommended ☐	Not Recommended ☐
Comment:		
Signature:	Date:	

Principal's Recommendation	
Approved ☐	Not Approved ☐
Comment:	
Signature:	Date: