St Paul's Catholic College, Manly

Year 8 Assessment Handbook 2024

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1 Formal assessment program introduction

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

1.1 Course completion criteria

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

(a) studied the course developed or endorsed by the NSW Education Standards Authority (NESA); and
(b) applied themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school (this is explained in more detail below); and
(c) achieved some or all of the course outcomes.

1.1.1 Successfully completing a course

Throughout the year staff at St Paul's will provide students with learning opportunities to allow them to successfully complete the requirements of each course. If a student experiences challenges in meeting these requirements he will be given support and assistance to allow these challenges to be overcome.

1.1.2 Completing assessment tasks

In every course it is expected that students will complete every learning activity, including assessment tasks, to the best of their ability and by the specified date and time. If a student fails to complete an assessment task specified in the assessment program without a valid and accepted reason his parents will be sent an academic concern notification and assistance will be provided in supporting the student to complete the task. This will allow him to demonstrate achievement of the outcomes assessed.

1.2 What are the attendance requirements?

For the satisfactory completion of a course, a student's attendance at school is compulsory. There are four main areas that need to be clarified with regard to absenteeism.

(a) All absences must be supported by the parent or caregiver providing letter, email, phone call or notification via the Compass parent portal.
(b) Where absence coincides with either:
    (i) the due date of an assessment task, or
    (ii) the date an assessment task is to be held; an AIM form must be submitted to substantiate the absence.
(c) Where a student's pattern of attendance interferes with his engagement with a substantial number of course outcomes, the student's parents / caregivers will be contacted to assist him develop acceptable attendance patterns that ensure outcomes are satisfactorily met.
(d) **Approved Leave**: This **may** be granted by the Principal. An *Exemption from Attendance Form* must be completed prior to the absence. However, this does NOT exempt a student from completing assessment tasks. An AIM form must be submitted if an assessment task is scheduled or due during the approved leave. This must take place before the leave is taken.

2 What do I need to know about assessment tasks?

2.1 What is assessment?

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

Measuring achievement at various points throughout the course provides a better indication of ongoing student achievement.

2.1.1 How am I notified about assessment tasks?

Details of specific assessment tasks for each course have been provided later in this handbook. The approximate date of each task is also provided. It is the student's responsibility to keep himself informed about the timing of assessment tasks. It is the teacher's duty to provide the students with **an official notification** of the:

(a) outcomes formally assessed in the task,
(b) areas for assessment addressed in the task,
(c) task due date and time (e.g., Period 3, Wednesday, 15 May 2024 – Week 3 Term 2), and
(d) specific requirements

for each assessment task. This information must be given with **adequate notice** prior to the task due date. Any changes to the assessment schedule will be notified to students in writing.

2.2 What do I do if I need to apply for an extension?

Extensions (extra time to complete an assessment task) may be granted to a student in some cases of illness and/or misadventure. A student must apply in writing at least ONE week before the scheduled date of the task. (See 'AIM Form' in Section 3)

2.2.1 Applying for an extension

(a) Obtain an *"Application for Illness and Misadventure Form"* (refer to copy in this handbook Section 3).
(b) Complete the form and return it to the relevant KLA Leader of Learning at least a week prior to the scheduled due date.
(c) The application will be considered by the KLA Leader of Learning and the Director of Teaching and Learning.
(d) The student will be notified of the decision and if the extension is:
    (i) **granted**, a new submission date will be given
    (ii) **declined**, the student has the right to appeal this decision. This is done by writing to the Principal, who will discuss the application for extension with the student, Director of Teaching and Learning and relevant KLA / teacher.

2.3 What happens if I am sick, or some other unforeseen circumstance happens?

2.3.1 Illness or misadventure

If, due to illness, misadventure or compassionate grounds a student either:

(a) misses an assessment task, or
(b) is unable to complete an assessment task by the due date, or
(c) is absent from school just prior to an assessment task being due or
(d) his performance in a task is affected, or
(e) is absent on the day an assessment task is due to be submitted.

In Year 8 a student must submit a completed *"Application for Illness/Misadventure Form"* (AIM Form - refer to Section 3 of this handbook) with an explanation of their absence. This must also be completed for a school event (e.g., sport) and if the student is on approved leave. When applicable, the task must still be completed by the due date or submitted the day before the due task. The outcome of the AIM Form will stipulate the decision.

The completed 'AIM form', with any necessary supporting documentation must be returned to the relevant KLA Leader of Learning within two days of the student returning to school.

The application will be considered by the KLA Leader of Learning and the Director of Teaching and Learning. The student will be notified of the decision and if the application is:
    (iii) **granted**, the student will be notified of the outcome
    (iv) **declined**, the student has the right to appeal this decision. This is done by writing to the Principal, who will discuss the application with the student, Director of Teaching and Learning and relevant KLA leader.

2.4 What happens if I hand in an assessment task late or miss it completely?

2.4.1 Implications of late or missed assessment tasks

If a student misses an assessment task without a valid reason his parents will be sent an academic concern notification and assistance will be provided in supporting the student to complete the task. This will allow him to demonstrate achievement of the outcomes assessed.

2.4.2 Establishing the exact due time

Teachers will indicate to students in writing when an assessment task is precisely due e.g., beginning of Period 3, Wednesday, 15 May 2024 – Week 3 Term 2. There are some instances though when an exact lesson cannot be specified. In such cases, where only a due date is given, students have until **3:30pm on the due date** to submit an assessment task to their teacher. If the teacher cannot be found students are to submit the assessment task to the **College Reception** where office staff will sign and stamp the time/date on the task and place it in the relevant teacher's pigeonhole.

2.5 What happens when technology fails?

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

2.6 What happens in the case of malpractice in an assessment task?

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

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

A panel comprising the Director of Teaching and Learning and relevant KLA Leader of Learning will review any cases of suspected malpractice. If malpractice is proven, the student's parents will be sent an academic concern notification and an academic conference will take place with the student, teacher and relevant KLA Leader of Learning to assist the student understand the importance of completing assessment tasks with authenticity and integrity.

2.7 What do I do if I require disability provisions?

If a student requires disability provisions for assessment tasks (e.g., reader, writer, extra time, separate supervision etc.) his parents need to contact the Leader of Diverse Learning to discuss his eligibility. This needs to be done well in advance to allow sufficient time for the disability provisions required to be put in place.

2.8 What happens if I have transferred into St Paul's Catholic College after assessment has commenced?

If a student transfers into the school after the commencement of the Stage 4 Course assessment, he:

(a) will sit all the remaining assessment tasks as prescribed in the assessment outline
(b) may be required to complete alternative tasks for any assessments missed

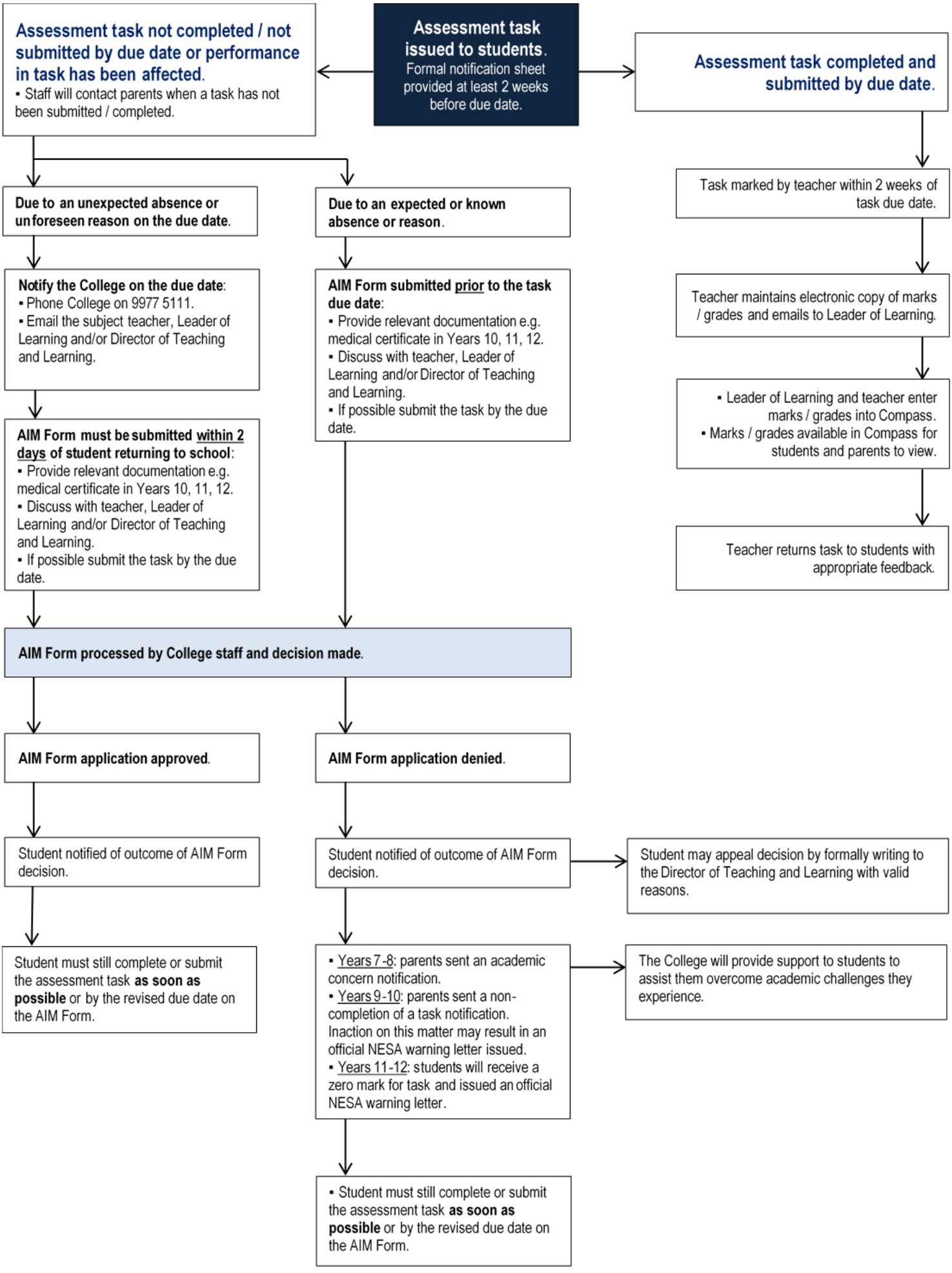
2.9 What type of assessment feedback will I receive?

Students will be given feedback on their level of achievement in each assessment task. This may take the form of grades, teacher comments, description of the understanding and skills demonstrated by the student, description of what was not achieved or areas that may need improvement. The type of assessment task conducted will determine the nature of the feedback.

Every student should reflect upon and analyse the feedback they receive in order to assist their understanding of the outcomes assessed in the task. Remember that the main purpose of assessment is to improve learning.

2.10 Procedure for the completion of assessment tasks

The flowchart on the next page provides an overview for the completion of assessment tasks. Specifically, it provides information on what procedures are followed when tasks are appropriately and not appropriately completed as per their specific requirements.


Assessment task not completed / not submitted by due date or performance in task has been affected.
▪ Staff will contact parents when a task has not been submitted / completed.
Assessment task issued to students.
Formal notification sheet provided at least 2 weeks before due date.
Assessment task completed and submitted by due date.
Due to an unexpected absence or unforeseen reason on the due date.
Due to an expected or known absence or reason.
Task marked by teacher within 2 weeks of task due date.
Notify the College on the due date:
▪ Phone College on 9977 5111.
▪ Email the subject teacher, Leader of Learning and/or Director of Teaching and Learning.
AIM Form submitted prior to the task due date:
▪ Provide relevant documentation e.g. medical certificate in Years 10, 11, 12.
▪ Discuss with teacher, Leader of Learning and/or Director of Teaching and Learning.
▪ If possible submit the task by the due date.
Teacher maintains electronic copy of marks / grades and emails to Leader of Learning.
▪ Leader of Learning and teacher enter marks / grades into Compass.
▪ Marks / grades available in Compass for students and parents to view.
Teacher returns task to students with appropriate feedback.
AIM Form must be submitted within 2 days of student returning to school:
▪ Provide relevant documentation e.g. medical certificate in Years 10, 11, 12.
▪ Discuss with teacher, Leader of Learning and/or Director of Teaching and Learning.
▪ If possible submit the task by the due date.
AIM Form processed by College staff and decision made.
AIM Form application approved.
AIM Form application denied.
Student notified of outcome of AIM Form decision.
Student notified of outcome of AIM Form decision.
Student may appeal decision by formally writing to the Director of Teaching and Learning with valid reasons.
Student must still complete or submit the assessment task as soon as possible or by the revised due date on the AIM Form.
▪ Years 7-8: parents sent an academic concern notification.
▪ Years 9-10: parents sent a non-completion of a task notification. Inaction on this matter may result in an official NESA warning letter issued.
▪ Years 11-12: students will receive a zero mark for task and issued an official NESA warning letter.
The College will provide support to students to assist them overcome academic challenges they experience.
▪ Student must still complete or submit the assessment task as soon as possible or by the revised due date on the AIM Form.

3 Formal Assessment: Absence–Illness–Misadventure (AIM) Form

This form is to be used when a student is absent for a formal assessment task or unable to submit a task by its due date or time due to illness, misadventure, approved Principal leave or approved involvement in a College event. Where absences are foreseen, the form must be submitted prior to the due date of the task. For unforeseen absences it is to be submitted within two days of the student returning to the College, accompanied by supporting documentation (where applicable).

Student name:			
Year group:			
Subject:			
Teacher:			
Task requiring consideration:	▪ Task number: ……. ▪ Task description: ……		
Date task is / was due:	……. / ……. / …….	**Date task was issued:**	……. / ……. / …….
Date(s) absent from school:	……. / ……. / ……. to ……. / ……. / …….		
Reason for this absence:	☐ Illness ☐ Misadventure ☐ Principal leave ☐ College event ☐ Other		
Specific details / evidence for this absence: (attach any supporting documents to this form, e.g. medical certificate)			
……			
……			
……			
Has the task been completed / submitted?	☐ Yes ☐ No		

…… Student signature

…… Parent / Caregiver signature

Please return this form to staff at Reception and ensure all sections above have been completed before submitting.

College use only

Received stamp

Date received: ……. / ……. / …….

College decision

The student's reason for being absent from sitting / submitting this assessment task has been deemed:

☐ **Justified** ☐ **Unjustified**

As a result, the action to be taken is as follows:

……

……

……

…… Director of Teaching and Learning signature

……. / ……. / ……. Date

- Scan of completed form emailed via Compass to: ☐ **Parent and student** ☐ **Leader of Learning** ☐ **Subject teacher** ☐ **Director of Teaching and Learning**
- For AIM forms involving HSC courses: ☐ **Scanned electronic copy saved in student archives folder**
- All AIM forms: ☐ **AIMS database updated**

4 Course assessment outlines

The following section contains assessment outlines for all Year 8 courses at St Paul's in 2024. Each assessment outline indicates the:

(a) course category
(b) syllabus outcomes
(c) areas for assessment
(d) focus outcomes assessed in each task
(e) areas for assessment for each task
(f) nature of each task (i.e., what students will be engaged in)
(g) timing of each task

English

Course: Year 8 (Stage 4)
Assessment Period: 2024

ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)			Your grade
			A	B	C	
Wk. 9 Term 1	EN4-URA-01, EN4-URB-01, EN4-ECA-01	**In class viewing, listening and representing** Suspense in film: analytical response.		✓	✓	
Wk. 7 Term 2	EN4-URA-01, EN4-ECA-01, EN4-ECB-01	**Extended response** Novel study.	✓	✓	✓	
Wk. 9 Term 3	EN4-URA-01, EN4-URB-01, EN4-ECB-01	**Speech and reflection** Landscape poetry.		✓	✓	
Wk. 7 Term 4	All outcomes possible	**Written examination** Short answer and extended response on Term 3 and Term 4 content (Poetry Study and persuasive writing).	✓	✓	✓	

AREAS FOR ASSESSMENT

A	Reading, viewing and listening to texts
B	Understanding and responding to texts
C	Expressing ideas and composing texts

OUTCOMES

Code	**Descriptor.** A student …
EN4-RVL-01	uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
EN4-URA-01	analyses how meaning is created through the use of and response to language forms, features and structures
EN4-URB-01	examines and explains how texts represent ideas, experiences and values
EN4-URC-01	identifies and explains ways of valuing texts and the connections between them
EN4-ECA-01	creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas
EN4-ECB-01	uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

Geography

Course: Year 8 (Stage 4)
Assessment Period: 2024

ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)			Your grade
			A	B	C	
Wk. 9 Term 3	GE4.4, GE4.5, GE4.7, GE4.8	**School-based research task** Water in the world.	✓	✓	✓	
Wk. 7 Term 4	All outcomes possible.	**Written examination** Geographical skills and concepts, Geography content studied throughout the year.	✓	✓	✓	

AREAS FOR ASSESSMENT

A	Communication
B	Geographical concepts, tools and skills
C	Geographical knowledge

OUTCOMES

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

History

Course: Year 8 (Stage 4)
Assessment Period: 2024

ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)			Your grade
			A	B	C	
Wk. 8 Term 1	HT4.2, HT4-3, HT4.6, HT4-8, HT4-9, HT4-10	**Research and multimodal presentation** Medieval Europe.	✓	✓	✓	
Wk. 7 Term 2	HT4-2, HT4.5, HT4-7, HT4-9, HT4-10	**Writing task** Japan under the Shoguns.	✓	✓	✓	

AREAS FOR ASSESSMENT

A	Historical knowledge
B	Research and historical inquiry skills
C	Communication

OUTCOMES

Code	**Descriptor.** A student …
HT4-1	describes the nature of history and archaeology and explains their contribution to an understanding of the past
HT4-2	describes major periods of historical time and sequences events, people and societies from the past
HT4-3	describes and assesses the motives and actions of past individuals and groups in the context of past societies
HT4-4	describes and explains the causes and effects of events and developments of past societies over time
HT4-5	identifies the meaning, purpose and context of historical sources
HT4-6	uses evidence from sources to support historical narratives and explanations
HT4-7	identifies and describes different contexts, perspectives and interpretations of the past
HT4-8	locates, selects and organises information from sources to develop an historical inquiry
HT4-9	uses a range of historical terms and concepts when communicating an understanding of the past
HT4-10	selects and uses appropriate oral, written, visual and digital forms to communicate about the past

Japanese

Course: **Year 8 (Stage 4)**
Assessment Period: **2024**

ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)			Your grade
			A	B	C	
Wk. 4 Term 2	ML4-INT-01, ML4-UND-01, ML4-CRT-01	**On-going portfolio** Preparation for homestay tasks: a brief self-introduction, reading task, hiragana levels tests, write a business card in Japanese and cultural research task.	✓	✓	✓	
Wk. 8 Term 3	ML4-INT-01, ML4-UND-01, ML4-CRT-01	**Speaking portfolio** Preparation for student exchange: Two speaking tasks, one interview, one speech introducing yourself, listening task, online tasks and a cultural research task.	✓	✓	✓	
Wk. 7 Term 4	ML4-UND-01, ML4-CRT-01	**Learning portfolio and written examination** Students will develop skills in learning how to learn a language through online tasks, hiragana level tests and an in-class topic test on Japanese food and dining etiquette, time, transport, Japanese currency, Hiroshima, likes and dislikes and telephone numbers.		✓	✓	

AREAS FOR ASSESSMENT

A	Interacting
B	Understanding
C	Creating

OUTCOMES

Code	**Descriptor.** A student …
ML4-INT-01	exchanges information and options in a range of familiar contexts by using culturally appropriate language
ML4-UND-01	interprets and responds to information, opinions, and ideas in texts to demonstrate understanding
ML4-CRT-01	creates a range of texts for familiar communicative purposes by using culturally appropriate language

Mathematics

Course: Year 8 (Stage 4)
Assessment Period: 2024

ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)				Your grade
			A	B	C	D	
Ongoing Term 1	MAO-WM-01, MA4-ALG-C-01, MA4-IND-C-01, MA4-ANG-C-01, MA4-GEO-C-01, MA4-FRC-C-01, MA4-LIN-C-01	**Portfolio of ongoing topic tests** Algebraic techniques and index laws, percentages, angle relationships and properties of geometrical figures	✓	✓	✓		
Wk. 8 Term 2	MAO-WM-01, MA4-EQU-C-01, MA4-LEN-C-01, MA4-PYT-C-01, MA4-ARE-C-01, MA4-VOL-C-01	**In class written test with notes** Equations and inequalities, measurement and Pythagoras theorem.	✓	✓	✓		
Wk. 9 Term 3	MAO-WM-01, MA4-RAT-C-01, MA4-DAT-C-01, MA4-DAT-C-02, MA4-PRO-C-01	**In class written test** Rates and ratios, probability and statistics.	✓	✓		✓	
Wk. 7 Term 4	MAO-WM-01, MA4-RAT-C-01, MA4-DAT-C-01, MA4-DAT-C-02, MA4-LIN-C-01, MA4-PRO-C-01	**Written examination** End of semester examination covering rates and ratios, probability and statistics, linear relationships.	✓	✓		✓	

AREAS FOR ASSESSMENT

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

OUTCOMES

Code	**Descriptor.** A student …
MAO-WM-01	develops understanding and fluency in mathematics through exploring and connecting mathematics concepts, choosing and applying mathematics techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
MA4-INT-C-01	compares, orders and calculates with integers to solve problems
MA4-FRC-C-01	represents and operations with fraction, decimals and percentages to solve problems
MA4-ALG-C-01	generalises number properties to operate with algebraic expressions including expansion and factorisation
MA4-IND-C-01	operates with primes and roots, positive integer and zero indices involving numerical bases and establishes the relevant index laws
MA4-EQU-C-01	solves linear equations up to 2 steps and quadratic equations of the form $ax^2 = c$
MA4-LIN-C-01	creates and displays umber patterns and fins graphical solutions to problems involving linear relationships
MA4-LEN-C-01	applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems
MA4-ARE-C-01	applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems
MA4-VOL-C-01	applies knowledge of volume and capacity to solve problems involving right prisms and cylinders
MA4-ANG-C-01	applies angle relationships to solve problems, including those related to transversals on sets of parallel A4lines
MA4-GEO-C-01	identifies and applies the properties of triangles and quadrilaterals to solve problems
MA4-DAT-C-01	classifies and displays data using a variety of graphical representations
MA4-DAT-C-02	analyses simple datasets using measures of centre, rage and shape of the data
MA4-PR0-C-01	solves problems involving the probabilities of simple chance experiments
MA4-PYT-C-01	applies Pythagoras' theorem to solve problems in various contexts
MA4-RAT-C-01	solves problems involving ratios and rates, and analyses distance-time graphs

Music

Course: Year 8 (Stage 4)
Assessment Period: 2024

ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)			Your grade
			A	B	C	
S1: Wk. 10 Term 1 **S2:** Wk. 9 Term 3	4.1, 4.2, 4.3, 4.10, 4.11, 4.12	**Performance** Aussie rock group performance.	✓			
S1: Wk. 5 Term 2 **S2:** Wk. 6 Term 4	4.4, 4.5, 4.6, 4.7, 4.9, 4.10, 4.11, 4.12	**Composition** Film music composition.		✓		
S1: Wk. 6 Term 2 **S2:** Wk. 7 Term 4	4.7, 4.8, 4.9, 4.10, 4.11, 4.12	**Listening task** Aural identification of a range of repertoire.			✓	

AREAS FOR ASSESSMENT

A	Performing
B	Composing
C	Listening

OUTCOMES

Code	**Descriptor.** A student …
4.1	performs in a range of musical styles demonstrating an understanding of musical concepts
4.2	performs music using different forms of notation and different types of technology across a broad range of musical styles
4.3	performs music demonstrating solo and/or ensemble awareness
4.4	demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
4.5	notates compositions using traditional and/or non-traditional notation
4.6	experiments with different forms of technology in the composition process
4.7	demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
4.8	demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
4.9	demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
4.10	identifies the use of technology in the music selected for study, appropriate to the musical context
4.11	demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
4.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Personal Development, Health and Physical Education

Course: Year 8 (Stage 4)
Assessment Period: 2024

ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)			Your grade
			A	B	C	
Wk. 10 Term 1	PD4-4, PD4-5, PD4-11	**Practical assessment** Transfer of skills.		✓		
Wk. 6 Term 2	PD4-2, PD4-3, PD4-6, PD4-7, PD4-8	**Wellbeing inquiry** Healthy relationships project based learning (PBL) task.	✓		✓	
Wk. 8 Term 3	PD4-4, PD4-8, PD4-11	**Practical assessment** Mind, body and soul fitness testing.		✓		
Wk. 7 Term 4	PD4-1, PD4-2, PD4-6, PD4-9	**Community health investigation** Healthy choices structured literacy task.	✓		✓	

AREAS FOR ASSESSMENT

A	Health, wellbeing and relationships
B	Movement, skill and performance
C	Healthy, safe and active lifestyles

OUTCOMES

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

Religious Education

Course: Year 8 (Stage 4)
Assessment Period: 2024

ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)			Your grade
			A	B	C	
Wk. 7 Term 2	RECKA8, RECSA8, RECKB8, RECSB8, RECKE8, RECSE8	**Visual presentation and oral report** Inspired by Jesus, courageous Christians.	✓	✓	✓	
Wk. 7 Term 4	RECKC8 RECSC8, RECKD8, RECSD8	**Written examination** Called to belong, the battle between good and evil.	✓	✓	✓	

AREAS FOR ASSESSMENT

A	Religious knowledge
B	Research and religious enquiry skills
C	Communication of religious concepts and beliefs

OUTCOMES

Code	**Descriptor.** A student …
RECKA8	explains Jesus' principal teachings
RECSA8	draws meaning from the actions and parables of Jesus and applies this to everyday living and Christian discipleship
RECKB8	describes the key characteristics of life in the early Christian communities
RECSB8	uses a range of sources to investigate the significance of key people and events in the early Church
RECKC8	explains the importance of the sacraments of healing in the Catholic tradition, and the lives of the faithful
RECSC8	investigates the scriptural underpinnings of the sacraments of healing
RECKD8	describes the nature and significance of the sacraments of initiation
RECSD8	considers and attributes meaning to the signs, symbols and rituals associated with the sacraments of initiation
RECKE8	describe how Jesus changed the lives of the people he encountered
RECSE8	identifies the core values and espoused by Jesus and apply them to contemporary life situations

Science

Course: Year 8 (Stage 4)
Assessment Period: 2024

ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)						Your grade
			A	B	C	D	E	F	
Wk. 9 Term 1	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-9WS, SC4-16CW, SC4-17CW	**Working scientifically skills test** Physical and chemical properties and changes.	✓	✓	✓	✓	✓	✓	
Wk. 6 Term 2	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-9WS, SC4-14LW, SC4-15LW	**Working scientifically skills test** Processing and analysing data and information.	✓	✓	✓	✓	✓	✓	
Wk. 5 Term 3	SC4- 4WS, SC4-9WS, SC4-13ES	**Working scientifically skills test** Comparisons between planets of the solar system.	✓			✓		✓	
Wk. 7 Term 4	SC4-5WS, SC4-7WS, SC4-9WS, SC4-11PW	**Written test** Australian bushfires.	✓	✓	✓	✓	✓	✓	

AREAS FOR ASSESSMENT

A	Knowing and understanding
B	Questioning and predicting
C	Planning and conducting investigations
D	Processing and analysing data and information
E	Problem-solving
F	Communicating

OUTCOMES

Code	**Descriptor.** A student …
SC4-4WS	identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
SC4-5WS	collaboratively and individually produces a plan to investigate questions and problems
SC4-6WS	follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
SC4-7WS	processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
SC4-8WS	selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
SC4-9WS	presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
SC4-10PW	describes the action of unbalanced forces in everyday situations
SC4-11PW	discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
SC4-12ES	describes the dynamic nature of models, theories and laws in developing scientific understanding of the earth and solar system
SC4-13ES	explains how advances in scientific understanding of processes that occur within and on the earth, influence the choices people make about resource use and management
SC4-14LW	relates the structure and function of living things to their classification, survival and reproduction
SC4-15LW	explains how new biological evidence changes people's understanding of the world
SC4-16CW	describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
SC4-17CW	explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life

Technology

Course: Year 8 (Stage 4)
Assessment Period: 2024

ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)						Your grade
			A	B	C	D	E	F	
Wk. 7 Term 2	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO, TE4-9MA, TE4-10TS	**Design project** Agriculture and food technology – design and create a food product based around Australian agriculture.	✓	✓	✓	✓		✓	
Wk. 4 Term 4	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN, TE4-9MA, TE4-10TS	**Design project** Engineered systems: $C0_2$ cars.	✓	✓	✓	✓	✓	✓	
Wk. 7 Term 4	All outcomes possible	**Written examination** Covering Semester 2 content.	✓				✓	✓	

AREAS FOR ASSESSMENT

A	Working with tools, materials and processes
B	Designing and producing digital and non-digital solutions
C	Project management and evaluation
D	Traditional, contemporary and emerging technologies and sustainable solutions
E	Use of data to automate digital solutions
F	Developing innovative solutions for preferred futures

OUTCOMES

Code	**Descriptor.** A student …
TE4-1DP	designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
TE4-2DP	plans and manages the production of designed solutions
TE4-3DP	selects and safely applies a broad range of tools, materials and processes in the production of quality projects
TE4-4DP	designs algorithms for digital solutions and implements them in a general-purpose programming language
TE4-5AG	investigates how food and fibre are produced in managed environments
TE4-6FO	explains how the characteristics and properties of food determine preparation techniques for healthy eating
TE4-7DI	explains how data is represented in digital systems and transmitted in networks
TE4-8EN	explains how force, motion and energy are used in engineered systems
TE4-9MA	investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
TE4-10TS	explains how people in technology related professions contribute to society now and into the future

Visual Arts

Course: Year 8 (Stage 4)
Assessment Period: 2024

ASSESSMENT TASKS

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

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Areas for Assessment (✓)		Your grade
			A	B	
S1: Wk. 2 Term 2 **S2:** Wk. 2 Term 4	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	**Artmaking task** Life In The Undergrowth. Sculpture and associated artworks.	✓		
S1: Wk. 6 Term 2 **S2:** Wk. 6 Term 4	4.7, 4.8, 4.9, 4.10	**In class written task** Life In The Undergrowth and Journey. Frames, conceptual framework and practice.		✓	
S1: Wk. 7 Term 2 **S2:** Wk. 7 Term 4	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	**Artmaking task** Journey.	✓		

AREAS FOR ASSESSMENT

A	Artmaking
B	Critical and historical studies

OUTCOMES

Code	**Descriptor.** A student …
4.1	uses a range of strategies to explore different artmaking conventions and procedures to make artworks
4.2	explores the function of and relationships between artist – artwork – world – audience
4.3	makes artworks that involve some understanding of the frames
4.4	recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
4.5	investigates ways to develop meaning in their artworks
4.6	selects different materials and techniques to make artworks
4.7	explores aspects of practice in critical and historical interpretations of art
4.8	explores the function of and relationships between the artist – artwork – world – audience
4.9	begins to acknowledge that art can be interpreted from different points of view
4.10	recognises that art criticism and art history construct meanings