

ST JOSEPH'S CATHOLIC HIGH SCHOOL YEAR 8 ASSESSMENT MANUAL 2017





Year 8 Assessment Policy

1. Rationale:

Through the development of effective and informative assessment teachers and students are able to identify specific learner strengths and needs whilst measuring achievement based on a wide range of syllabus outcomes and objectives. Learners are entitled to be challenged, to take responsibility for their own learning, to be motivated to achieve their full potential and to receive meaningful feedback regarding their learning.

In addition 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.

1.1 Assessment Experiences & Plans

Students can expect assessment:

- To be valid and based on syllabus outcomes
- To include criteria to clarify for students what aspects of learning are being assessed
- To enable students to demonstrate their learning in a range of different contexts
- Be reliable, free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- To enable students and teachers to use feedback effectively and reflect on the learning process
- To be inclusive of and accessible for all students
- To be part of an ongoing process where progress is monitored over time.

Assessment across the many Key Learning Areas (KLA) of secondary schooling will vary considerably, however they are all designed to assess a student's achievement according to standards known as the common grade scale (A-E scale).

Assessment plans are required to be in place for each KLA, subject or course in Years 7 – 11. Assessment plans aim to provide an overview of how student performance will be assessed, monitored and recorded during a school calendar year.



1.2 Number of tasks & Submission

Assessment will take many forms throughout the calendar year and it is important to find a balance between obtaining sufficient information and not over assessing. It is for this reason that formal tasks will not exceed:

- **Stage 4 & 5 0 - 4 per year**
- **Year 11 2 unit courses (3 per year)**
- **Year 11 1 unit courses (2 per year)**
- **Year 12 (3 – 4 per year as prescribed by BOS excluding English and Music which can be 5)**

Assessment for learning (ongoing informal assessments) will be a prominent feature of the assessment plan in each year group reducing the amount of formal assessment throughout the year. In some cases informal assessment that is ongoing may be the preferred mode of assessment instead of formal assessment tasks. Faculties choosing to assess in this manner will inform students of this in their assessment plans.

Assessment will take place intermittently throughout the year across all KLA's to gather snapshots of each student's learning and provide further evidence to use in the grade allocation process.

Message for Students:

Every lesson counts when it comes to gaining the best possible grades

Classroom teachers will decide the mode of submission for assessments.

Assessments will be either completed during timetabled lessons or if externally completed, collected during specified lessons.

Assessment undertaken within courses remains significant to the grade allocation process in each Semester. Formal assessments will typically be summative in nature and be issued in the form of a notification, task outline and marking criteria. Informal assessments will be completed more frequently and act as ongoing skill and knowledge development checks for the benefit of formal assessment. As it will be occurring more frequently it will be a critical element of the grade allocation.

Assessment tasks will have an **appropriate amount of time** for completion and submission dates if published must be adhered to by all students. Failure to meet deadlines will result in written notification of late / non-submission and a personal consequence for each student, for example: Coordinator's withdrawal, after school community service or internal isolation depending on the frequency of infringement.



The consequence in most cases will be an allocated period of time to ensure that the required work is completed to a satisfactory standard. Late tasks can still be used in the grade allocation for each student but as year 7 – 11 are seen as preparation for the HSC it is important for students in 7 – 11 to take responsibility for their learning and completion of all required work items. Ongoing infringements with deadlines will result in further consequences at the discretion of the KLA Coordinator, Curriculum Coordinator and if further transgressions the Assistant Principal.

1.3 SJCHS Student Submission and Resubmission

Classroom teachers within each of the courses undertaken will specify modes of submission of assessment tasks. Students at SJCHS may be required to resubmit their work to further demonstrate their levels of achievement according to the standards, the common grade scale.

Classroom teachers and/or KLA Coordinators will outline the resubmission process when it is deemed appropriate or necessary. This will provide students with the opportunity to re-consolidate recent learning or enhance their skills further and act on the feedback provided by their teachers.

This process is only applicable to students in Year 7 – 11, as it doesn't align to the practices of the HSC.

1.4 Examination, Assessment Tasks & Holiday periods:

In the case of examination periods and / or Assessable items being implemented students will receive the adequate amount of notification of the task being completed at this time.

Examinations may be considered to be a formal assessment task and not additional to the assessment plans provided for each subject.

Assessment tasks can be assigned over holiday periods permitting that adequate instructional and time on task is provided.

1.5 Illness & Misadventure

Assessment of student's performance in tasks will be based on the student's actual performance, not potential performance. Where a student feels that circumstances outside their control have affected or may affect their performance in an individual assessment task, they may complete an **Illness / Misadventure Form** requesting special consideration.



Illness / Misadventure forms must be submitted prior to, on the day of the task or on the day of the student's return to school as applicable.

Forms are obtained from and returned to the relevant KLA coordinator with WRITTEN DOCUMENTATION (In 7 – 9 a parental letter may be sufficient). The appropriate paperwork needs to be filled out by ALL students.

NOTE: Illness / Misadventure Forms can also be obtained from the Curriculum Coordinator (Mr Hughes) or from the front office.

2. Procedures to ensure students are adequately informed of Assessment Tasks

2.1 At the commencement of each calendar year, students will be given a detailed Assessment Plan for each course that will include:

- The nature of each task
- How and when the task is to be submitted
- The outcomes to be assessed

2.2 To ensure students have adequate time to prepare for an assessment task, they will be informed of all details pertaining to the task before its due date, including:

- The scope of the assessment task
- The form it will take
- Proposed time and duration
- Specific details on how and when the task is to be submitted
- The outcomes to be examined
- The marking criteria

It is the responsibility of the KLA coordinator and Class teacher to ensure that all students receive relevant notification. This will take the form of a digital copy (sent only to student's school email addresses) although a hard copy may also be provided. Students must recognise that there is a shared responsibility in this area, and should make every effort to find out about work missed during any absence.

2.3 To ensure the integrity of formal assessment tasks, any change of scheduled date must be discussed with the Curriculum Coordinator and all affected students must be notified in writing of the change.

3. Grade Allocation

3.1 The Common Grade Scale:

The Board of studies has developed a set of general performance descriptors that describe grades A to E as five levels of achievement. The following table gives an indication of how these help to assess a student's performance across all elements of each course.

A	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
B	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
C	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

A range of formal and informal assessment experiences are used throughout the learning and teaching of a particular KLA or course during a semester to develop holistic understanding of how a student is performing. These experiences will be developed and evaluated using the



standards-referenced approach, teacher professional collaboration and consistent teacher judgement (refer 3.3). This process would also include where applicable the establishment of shared understanding among teachers of a Year/grade or course of the definition of standards and the process of awarding final grades.

3.2 How are students informed of their progress?

Feedback will be provided to students and can occur at any point in the learning, teaching and assessment cycle and involves regular teacher-student dialogue to guide student learning. The nature of the assessment activity and the context of the learning influences the type of feedback provided to students. Teachers may engage students in the following forms of feedback:

- Whole class discussions to clarify the task during the activity, including online tools
- Whole class or individual student comments about aspects of the activity where students performed well, and how to improve
- Peer and self assessments and self reflections
- Checklists, criteria sheets, comments or grades
- Ongoing oral or written comments, including questioning students' understanding
- Cues, reinforcements or prompts to redirect learning
- Drafts and resubmissions
- Peer collaborations using online tools
- Written, audio or digital annotations
- Discussion of a range of student work samples and other examples beyond the classroom in relation to criteria.

Student performance in each subject will be **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual assessment experiences as determined by the criteria for the task and standards-referenced levels of achievement (A-E Grade scale) and in the recording of professional anecdotal notes by teachers.

4. Satisfactory Completion of Course

Students will be considered to have satisfactorily completed the subject being attempted if there is sufficient evidence that they have applied themselves with diligence and sustained effort to all set tasks; this includes formal and informal assessment and all classwork as it collectively contributes to their grade allocation.



5. Absences and Assessment Tasks

5.1 Absence on the day of completion / submission of an assessment task.

Students are required to provide written notification if circumstances occurring on the day or days leading into an assessment task prohibit the student submitting or completing the task on that day; or, if they have been disadvantaged in the preparation of the assessment task due to factors beyond their control.

5.1.1 If a student knows in advance that they are to be absent on the day of the completion/submission of a task, they must provide written documentation to the relevant KLA coordinator.

This is inclusive of Principal approved leave.

OR

5.1.2 If a student is absent due to illness/misadventure, they must approach the relevant KLA coordinator with their written documentation on the day of his or her return to school.

When the reason for illness / misadventure has been accepted, an extension of time or a rescheduled task may be provided by the classroom teacher.

For the above circumstances, the relevant KLA coordinator may:

- allow the student to complete the given task
- allow the student to complete an alternative task
- grant an extension of time

N.B Any requirements may be waived at the discretion of the Principal

6. Failure to meet assessment requirements

6.1 Late submission of an assessment task

If a task is not submitted by the specified due date, students will still be required to complete the task. It is the school's responsibility to ensure that students satisfactorily complete all set tasks throughout each course undertaken.



Failure to submit a task will result in the following consequences:

Initial incident/s :

- Written notification is provided to parents regarding the late submission.
- In addition the student completes the task at a time decided by the KLA Coordinator, classroom teacher and parent. This may be either in the afternoon after school or before school commences.
Please note that students will only be required to attend at this time until the work has been completed satisfactorily. Completion of the task prior to the organised date will result in the student not having to attend.
- Inability to attend will result in the task being completed at an alternate time that is arranged by the KLA coordinator of the affected subject whilst at school. Again students will only remain until the task is completed.

Ongoing late / non-submissions:

Personal consequences remain the same as above with the addition of a parental interview with Curriculum Coordinator. Further monitoring or work ethic through the use of personal booklets may be implemented, as may sanctions on personal time at school.

Further occasions:

Personal consequences continue as above with the addition of a parental interview with the Assistant Principal and / or Principal. The use of other behaviour modification strategies may again be implemented at this time whilst continued monitoring of work ethic through the use of personal booklets.

6.2 Non-genuine attempt at a task

If a student is deemed to have not made a genuine attempt in any item of assigned work the classroom teacher will ask for the work to be re-submitted to a satisfactory standard. The process of undertaking this can be either managed by the classroom teacher or may follow the procedures for late submission / non-submission as outlined above.



6.3 Malpractice

Plagiarism and/or cheating in an assessment task will be deemed MALPRACTICE and the student will not have their result contribute to their grade allocation. Whilst collaboration between students will occur in regard to take home tasks, it is an expectation that each student's submission will be distinctly individual.

Where two or more tasks are identical students will be notified and required to resubmit an alternative task that may be considered for grade allocation.

Written notification of malpractice will be provided to parents.

6.4 Technology

Students cannot sight technology errors for lateness of submission. It is expected that in extreme cases of computer malfunction, students will have copies of notes to demonstrate the development and progress of their work.

The backing up of work on to external hard drives or in the cloud is strongly encouraged

If you need assistance with this then please ask any of your classroom teachers or speak to the I.T. Department

Rules pertaining to the late submission of tasks will apply in these situations.

7. Students transferring to St Joseph's Catholic High school

Where a student has transferred from another school after the completion of assessments it would be expected a grade is allocated from the data collected since their enrolment.

The data used may not include any formal assessment instead being made up class work and informal assessments.

In the case of Year 10 & 11 students transferring their previous school may be responsible for allocating a grade, particularly if the date of transfer is around or after June 30th of that school year.



8. Student's Appeals Process

Students who believe the assessment procedures have not been met must first approach the specific classroom teacher to discuss the issue.

- If the matter is unresolved, the student then should seek advice from the respective KLA coordinator who will decide on a course of action and inform the Curriculum Coordinator of the decision. If clarification is needed the KLA Coordinator will;
- Consult the Curriculum Coordinator who will provide the student with a Student's appeal form that is filled out by student and signed by student, parents and curriculum coordinator.
- An appeals meeting will be scheduled by the Curriculum coordinator involving a panel of three coordinators (outside of the faculty that the appeal is coming from), the student and their parent/s / guardians to decide on the most appropriate course of action.
- At no time is the professional judgement of the teacher to be appealed against.

9. Basis of discretion

1. The Curriculum Coordinator in consultation with the KLA coordinator, upon consideration of all relevant information, may decide what is or is not a justifiable reason for late submission / completion of an assessment task.
2. If the final decision made is not seen as appropriate students may, through appointment, consult the Principal.



Subject Assessment Information



Year 8 Religion

Student performance in Religious Education is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Religious Education syllabus via their ability to:

- Making sense of everyday life experiences in the broader contexts of mystery, complexity, confusion and awe
- Gaining access to and understanding the Scriptures, the traditions of the Catholic community, its stories, its experiences and its teachings
- Celebrating with others the mystery and life of the Risen Christ
- Responding to the activity of God in their lives and in the whole of creation.

Student performance in Religious Education is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. They are based on demonstrated skill by each individual student in relation to the common A to E grade scale.

A	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
B	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
C	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.



YEAR 8 RELIGIOUS EDUCATION 2017 ASSESSMENT EXPERIENCES RELIGIOUS EDUCATION FACULTY				
		Formal Task 1	Formal Task 2	Formal Task 3
	Areas for Assessment	The Teachings of Jesus Research Task Term 1 Week 10 5 th April, 2017	Disciples, Martyrs and Witnesses to the Faith Religious Literacy Assessment Term 3 Week 5 16 th August, 2017 tbc	Yearly Examination Term 4 Week 5 8 th November, 2017
	Skills & Knowledge	A8-4	B10-4	C8-4
		Suggested informal (AFL) experiences: pre & post testing, substantial written responses, substantial multiple choice testing, quizzes, substantial study and revision notes to be checked.		

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Year 8 English

The purpose of assessment is to gather valid, reliable and useful information about student learning in order to:

- monitor student achievement in relation to outcomes
- guide future teaching and learning opportunities
- provide ongoing feedback to students to improve learning.

The type of assessment activity and the way evidence of learning will be gathered will vary, depending on the:

- outcomes being assessed
- evidence to be gathered
- teaching and learning activity
- context
- students' learning needs.

The assessment schedule in English incorporates a wide range of experiences. Students will be assessed through collaborative activities, peer and self assessment and teacher observations in both formative and summative tasks. The BOSTES Common Grade Scale is used to measure the various levels of student achievement.

Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the English syllabus via their ability to:

- A. Communicate through speaking, listening, reading, writing, viewing and representing
- B. Use language to shape and make meaning according to purpose, audience and context
- C. Think in ways that are imaginative, creative, interpretive and critical
- D. Express themselves and their relationships with others and their world
- E. Learn and reflect on their learning through their study of English

Student performance in English is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. They are based on demonstrated skill by each individual student in relation to the common A to E grade scale.

A	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
B	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
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D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

YEAR 8 ENGLISH 2017 ASSESSMENT EXPERIENCES ENGLISH FACULTY					
		Informal Assessment	Formal Task 1	Informal Assessment	Formal Task 2
		'Words for All Time' Poetry Through the Ages Term 1	"Same Same but Different" Essay on Studied Text Term 2 Week 7	'Grow Up!' Bildungsroman Term 3	'Living With Trash' Oral Presentation Term 4 Week 6
	Syllabus Components / Areas for Assessment	EN4-1A, EN4-3B, EN4-6C, EN4-8D, EN4-9E	EN4-1A, EN4-3B, EN4-5C, EN4-6C	EN4-1A, EN4-2A, EN4-4B, EN4-5C, EN4-7D, EN4-8D	EN4-3B, EN4-5C, EN4-7D, EN4-9E
	Communication	AFL: Post test Poetry techniques	AFL – Introductory paragraph for essay	AFL: Oral presentation of picture book	
	Using language			AFL: Oral presentation of picture book	AFL: Write a blurb for book/film
	Thinking	AFL: <i>The Walrus and The Carpenter</i> listening task	AFL: Hotseat		AFL: Annotated Bibliography
	Expressing	AFL: Poem – own composition	AFL: Film review of <i>She's the Man</i>		AFL: Creative Writing task – Landfill Harmonic
	Reflecting	AFL: Annotation of poem		AFL: Peer and self assessment of digital picture book	AFL: Reflective paragraph on Yes/No statements

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Year 8 Mathematics

Student performance in Mathematics is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial / symbolic, digital and written formats.

Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Mathematics syllabus via their ability to:

- apply understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning
- use efficient strategies for numerical calculation, recognize patterns, describe relationships and apply algebraic techniques and generalisation
- identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems
- collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements

Student performance in Mathematics is **monitored** and **recorded** through the practices of tracking students on the Numeracy Continuum K-10, the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers. Externally provided diagnostic assessments are also used to monitor the performance of a student over time.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. They are based on demonstrated skill by each individual student in relation to the common A to E grade scale.

A	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
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E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.



YEAR 8 MATHEMATICS 2017 ASSESSMENT EXPERIENCES MATHEMATICS FACULTY		
	Formal Task 1	Formal Task 2
Syllabus Components / Areas for Assessment	Written Examination Term 2 Week 6	Written Examination Term 4 Week 5
Number and Algebra	MA4-5NA, MA4-6NA, MA48NA, MA49NA, MA410NA	MA411NA, MA46NA, MA47NA
Measurement and Geometry	MA417MG, MA418MG	MA412MG, MA413MG, MA414MG, MA415MG, MA416MG
Statistics and Probability		MA419SP, MA420SP
Suggested Informal Assessment FOR, AS and OF Learning Experiences; Knowledge Pre-test, Classroom activities and discussion, Personal response, Peer marking, Class quiz, Problem solving and demonstration, ICT quiz – Hotmaths, Non-calculator activities, Open-book task, iPad project, Group work, Research task – iPad/newspaper article.		

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Year 8 Science

Student performance in Science is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial / symbolic, digital and written formats.

Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Science syllabus via their ability to:

- identify questions and problems that can be tested or researched and makes predictions based on scientific knowledge
- collaboratively and individually produces a plan to investigate questions and problems
- follow a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
- process and analyse data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
- select and use appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
- present science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
- demonstrate knowledge contained within the Physical World, Earth and Space, Living World and Chemical World strands, and understanding about the nature, development, use and influence of science.

Student performance in Science is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. They are based on demonstrated skill by each individual student in relation to the common A to E grade scale.

A	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
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D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.



YEAR 8 SCIENCE 2017 ASSESSMENT EXPERIENCES SCIENCE FACULTY

		Formal Task 1	Formal Task 2	Formal Task 3	Informal Assessment	
	Syllabus Components / Areas for Assessment	Science Research Project (SRP) Week 1 Term 2	S1 Unit Examination Week 4-5 Term 2	S2 Unit Examination Week 4 Term 4	Mandatory Practicals (3 per Unit)	Unit Post-test (1 per Unit)
	Skills – Planning and Conducting Investigations	SC4-4WS, SC4-5WS, SC4-6WS			SC4-4WS, SC4-5WS, SC4-6WS	
		Pre-test, Summarising key terms, Exit cards or Traffic Light activity during/ at end of each section of work, Socrative, Google Form exit surveys, Exit forms, quick quizzes, represent concepts visually, thumbs up-thumbs down, ABCD cards, collaborative Google docs, iMovie, report writing				
	Skills – Communicating and Problem Solving	SC4-7WS, SC4-8WS, SC4-9WS	SC4-7WS, SC4-8WS, SC4-9WS	SC4-7WS, SC4-8WS, SC4-9WS	SC4-7WS, SC4-8WS, SC4-9WS	SC4-7WS, SC4-8WS, SC4-9WS
		Pre-test, Summarising key terms, Exit cards or Traffic Light activity during/ at end of each section of work, Socrative, Google Form exit surveys, Exit forms, quick quizzes, represent concepts visually, thumbs up-thumbs down, ABCD cards, collaborative Google docs, iMovie, report writing				
	Knowledge and Understanding		SC4-10PW, SC4-11PW, SC4-12ES, SC4-13ES, SC4-14LW, SC4-15LW, SC4-16CW, SC4-17CW	SC4-10PW, SC4-11PW, SC4-12ES, SC4-13ES, SC4-16CW, SC4-17CW		SC4-10PW, SC4-11PW, SC4-12ES, SC4-13ES, SC4-16CW, SC4-17CW
		Pre-test, Summarising key terms, Exit cards or Traffic Light activity during/ at end of each section of work, Socrative, Google Form exit surveys, Exit forms, quick quizzes, represent concepts visually, thumbs up-thumbs down, ABCD cards, collaborative Google docs, iMovie				

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Year 8 History

Student performance in History is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the History syllabus via their ability to:

- Explain and assess the historical forces and factors that shaped the modern world and Australia
- Sequence and explain the significant patterns of continuity and change in the development of the modern world and Australia
- Describe and assess the motives and actions of past individuals and groups in the context of past societies
- Explain and analyse the causes and effects of events and developments in the modern world and Australia
- Identify and evaluate the usefulness of sources in the historical inquiry process
- Use relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
- Explain different contexts, perspectives and interpretations of the modern world and Australia
- Locate, select and organise information from sources to develop an historical inquiry
- Apply a range of relevant historical terms and concepts when communicating an understanding of the past
- Select and use appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Student performance in History is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. They are based on demonstrated skill by each individual student in relation to the common A to E grade scale.

A	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
B	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
C	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.



YEAR 8 HISTORY 2017 ASSESSMENT EXPERIENCES HSIE FACULTY			
		Formal Task 1	Formal Task 2
	Syllabus Components / Areas for Assessment	The Asian World Research with in-class component Term 3 Week 8	Medieval Europe Plague Survival Kit Term 4 Week 6
	Outcomes	HT4-1, HT4-2, HT4-3, HT4-4, HT4-6, HT4-9, HT4-10	HT4-3, HT4-5, HT4-7, HT4-8, HT4-9, HT4-10
	Common Informal AFL's	Terracotta Warriors pamphlet, Literacy summary and visual representation on Religious Beliefs	Medieval Europe Blooms gird
	Suggested Informal AFL Ideas; Google Form exit surveys, Exit forms, Quick quizzes, traffic lights, represent concepts visually, thumbs-up-thumbs-down, ABCD cards, collaborative Google docs, creative writing tasks, pre-test, quizzing peers, iMovie.		

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Year 8 Geography

Student performance in Geography is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Geography syllabus.

Student performance in Geography is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



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E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.



YEAR 8 GEOGRAPHY 2017 ASSESSMENT EXPERIENCES HSIE FACULTY			
		Formal Task 1	Formal Task 2
	Syllabus Components / Areas for Assessment	Global Change Literacy and Comprehension Task Term 1 Week 5	Global Issues and the Role of Citizenship Research Task Term 2 Week 6
	Outcomes	4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.9, 4.10	4.2, 4.3, 4.4, 4.7, 4.8, 4.9, 4.10
	Common Informal AFL's	Photo Story on globalisation, Letter/diary entry task on global change	Research report on geography issues, Role of sweatshops video, Q+A and advertisement
	Suggested informal (AFL) experiences: Google Form exit surveys, Exit forms, quick quizzes, traffic lights, represent concepts visually, thumbs-up-thumbs-down, ABCD cards, collaborative Google docs, creative writing tasks, pre-test, quizzing peers, iMovie		

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Year 8 Technology Mandatory

Student performance in TAS is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Technology Mandatory syllabus via their ability to:

Thinking skills are developed experientially through the Technology (Mandatory) course as students design and make. The use of reflective, flexible and creative thinking skills are encouraged to build understanding of underlying principles that can be transferred to different project settings and applications. Study in technology develops skills in enterprise and initiative. Through practical experience it leads students to develop, select and apply technological skills involved in designing and producing. This includes processes of analysing, planning, producing, evaluating and maintaining the material and information needs of our society.

Student performance in TAS is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. They are based on demonstrated skill by each individual student in relation to the common A to E grade scale.

A	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
B	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
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D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.



YEAR 7/8 TECHNOLOGY MANDATORY 2017 ASSESSMENT EXPERIENCES TAS FACULTY				
	Year 7		Year 8	
Syllabus Components Areas for Assessment	Ongoing Practical Skills (Specialisation)	Assessment Introduction to Design Term Week 5	Ongoing Practical Skills (Specialisation)	Assessment Design Portfolio Term 2 Week 5
KNOWLEDGE	AFL – Specialisation Based practical skills development and refinement, WHS testing, expand knowledge and understanding through Short Quizzes, Testing Stoplights.			
	4.2.1			
		4.1.1, 4.1.2, 4.1.3, 4.2.2		4.1.1, 4.1.2, 4.2.1, 4.2.2
UNDERSTANDING	AFL – Stop Lights, Exit Pass, Short Quiz, Classroom discussion, questioning and input used to demonstrate understanding Industrial concepts.			
	4.3.1			
		4.4.1, 4.6.2		4.6.1
SKILLS	AFL All practical lessons used to observe and establish skill development. PMI during design development – used to inform final grade .			
	4.3.2, 4.5.1, 4.5.2			

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Year 8 Italian

Student performance in Italian is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial / symbolic, digital and written formats.

Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the Italian syllabus via their ability to:

Using Language

- Students will develop the knowledge, understanding and the listening, reading, speaking and writing skills necessary for effective interaction in Italian.

Making Linguistic Connections

- Students will explore the nature of languages as systems by making comparisons between Italian and English, leading to an appreciation of the correct application of linguistic structures and vocabulary.

Moving Between Cultures

- Students will develop knowledge of the culture of Italian-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.

Student performance in Italian is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. They are based on demonstrated skill by each individual student in relation to the common A to E grade scale.

A	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
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D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

YEAR 8 ITALIAN 2017 ASSESSMENT EXPERIENCES LANGUAGES FACULTY					
		Formal Task 1	Formal Task 2	Formal Task 3	Formal Task 4
	Syllabus Components / Areas for Assessment	Listening Term 1	Reading Term 2	Writing Term 3	Speaking Term 4
		Assessment for Learning Topics: <ul style="list-style-type: none"> • Introductions/ Greetings • Italian facts • My Identity/Spelling 	Assessment for Learning Topics: <ul style="list-style-type: none"> • Family & Friends • Pets • Celebrities 	Assessment for Learning Topics: <ul style="list-style-type: none"> • School Timetable • Subjects • Classroom Commands 	Assessment for Learning Topics: <ul style="list-style-type: none"> • Sports/Pastimes • Grammar verb structures • Times
	Listening & Responding			4.UL.1	
	Speaking	4.UL.3	4.UL.2		
	Reading & Responding			4.UL.2	4.UL.2
	Writing	4.MBC.1	4.MBC.2 4.UL.4		4.UL.4

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



Year 8 Visual Arts

Student performance in VISUAL ARTS is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial / symbolic, digital and written formats.

Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the VISUAL ARTS syllabus via their ability to:

Knowledge, understanding and skills

Students will develop knowledge, understanding and skills:

- to **make artworks** informed by their understanding of practice, the conceptual framework and the frames
- to **critically and historically interpret art** informed by their understanding of practice, the conceptual framework and the frames.

Values and attitudes

Students will value and appreciate:

- their engagement in the practice of the visual arts and understand how the visual arts, as a field of practice and understanding, is subject to different interpretations.

Student performance in VISUAL ARTS is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. They are based on demonstrated skill by each individual student in relation to the common A to E grade scale.

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E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

YEAR 8 VISUAL ARTS 2017 ASSESSMENT EXPERIENCES CREATIVE ARTS FACULTY				
Learning Experiences (Informal Assessment)				
Wet and Wild			Celebration of Spirit	
Syllabus Component/ Areas for Assessment	Making 2D Artworks exploring Wildstream and the environment Term 2	Critical and Historical Study of John Olsen and water based artworks Term 2	Making Printed and painted artworks exploring Celebration of Faith Term 4	Critical and Historical Study of early Christian art forms and biblical figures Term 4
Outcomes	4.1, 4.3, 4.4, 4.5, 4.6	4.7, 4.9	4.2, 4.3, 4.4, 4.5, 4.6	4.7, 4.8, 4.9
Assessment For Learning	<p>Creating water based work . A collection of works with an emphasis on the qualities of fluid materials. Learning experiences could include:</p> <ul style="list-style-type: none"> • Drawing • Collage • Pen pattern work • Marbling • Painting 	<p>Studies of a range of artists and responses to water oriented work in particular John Olsen Learning experiences could include: Examples of Olsen's work, information on artist practices, description, analysis and interpretation. Literacy studies: glossary of terms. Pretest and post test</p>	<p>Creating printed and painted work with an emphasis on Christian art. Learning experiences could include:</p> <ul style="list-style-type: none"> • Drawing • Lino/ Foam Printing • Water colour • Acrylic • Collage enhancement 	<p>Studies of a range of Christian art works. Learning experiences could include: Examples of historical works practices, description, analysis and interpretation. Literacy studies: glossary of terms. Pretest and post test</p>

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Year 8 Music

Student performance in MUSIC is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial / symbolic, digital and written formats.

Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the MUSIC syllabus via their ability to:

Knowledge, understanding and skills

Students will develop knowledge, understanding and skills in the concepts of music through:

- **performing** as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques
- **composing** as a means of self-expression, musical creation and problem solving
- **listening** as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.

Values and attitudes

Students will value and appreciate:

- the aesthetic value of music and the enjoyment of engaging in performing, composing and listening.

Student performance in MUSIC is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



Grades are awarded through use of the A to E Grading Scale. Grades are calculated at the end of both Semester 1 and 2 and take into consideration formal and informal assessment/learning experiences. They are based on demonstrated skill by each individual student in relation to the common A to E grade scale.

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E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

YEAR 8 MUSIC 2017 ASSESSMENT EXPERIENCES CREATIVE ARTS FACULTY			
	Learning Experience	Learning Experience	Learning Experience
	Traditional Music of Africa	Rock Music and its Hidden Faces (Focus on Australian Rock Music)	Music in Television Advertising
Syllabus Components / Areas for Assessment	Term 1	Term 2-3	Term 4
Performing	Relevant Outcomes 4.1, 4.2, 4.3, 4.11, 4.12		
	Assessment for Learning (AFL) <ul style="list-style-type: none"> Students will be involved in self-assessment of performance abilities, beginning with an estimate of the level of their own performance skills and setting goals for improvement. Teachers will be involved in dialogue with students about their current performance skills and how they can improve. Students will be asked to demonstrate their learning and understanding of individual and ensemble performance skills. Teachers will model appropriate performance skills. 		
Composing	Relevant Outcomes 4.4, 4.5, 4.6, 4.11, 4.12		
	Assessment for Learning (AFL) <ul style="list-style-type: none"> Teacher to share learning goals for composition activities. Students will engage in self-assessment through performance of their composition work. Students will peer assess compositions. Teachers will question students about notation choices. Students share their understanding through composition activities * Pre and post-test. 		
Listening	Relevant Outcomes 4.7, 4.8, 4.9, 4.10, 4.11, 4.12		
	Assessment for Learning (AFL) <ul style="list-style-type: none"> Specific, targeted written feedback will be provided via student workbooks. Assessment of pupil responses through written and verbal activities. Group and individual questioning to demonstrate understanding through verbal responses. Self-assessment of their own research using a given scaffold. 		

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Year 8 Personal Development, Health and Physical Education

Student performance in PDHPE is **assessed** through a range of formal and informal assessment experiences that, in a standards-referenced structure, allow students to demonstrate various levels of achievement. Assessment experiences include opportunities for students to demonstrate their learning in a variety of ways including concrete, practical, oral, pictorial/symbolic, digital and written formats. Appropriate assessment experiences are considered for each unit of work, such that students are provided with a range of opportunities throughout the year to demonstrate their knowledge, understanding and skills as articulated in the objectives, outcomes and stage statements of the PDHPE syllabus via their ability to:

- enhance their sense of self, improve their capacity to manage challenging circumstances and develop caring and respectful relationships
- move with confidence and competence, and contribute to the satisfying and skilled performance of others
- take actions to protect, promote and restore individual and community health
- participate in and promote enjoyable lifelong physical activity
- develop and apply the skills that enable them to adopt and promote healthy and active lifestyles.

Student performance in PDHPE is **monitored** and **recorded** through the use of frequent teacher interaction and of making appropriate notations of student achievement. Notations include but are not limited to feedback on student work, performance on individual tasks as determined by the criteria for the task and standards-referenced levels of achievement and in the recording of professional anecdotal notes by teachers.



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E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.



YEAR 8 PDHPE 2017 ASSESSMENT EXPERIENCES PDHPE FACULTY		
	Formal Task 1	Formal Task 2
Syllabus Components / Areas for Assessment	Multi Media Safety Campaign Term 2 Week 8-10	Hand in: NIMBY Magazine Mid Term 4
Self and Relationships		4.1, 4.2, 4.3
Movement, Skill and Performance		
	Suggested informal (AFL) experiences; All practical lessons (involvement, participation, leadership roles, decision making, skills, strategies and tactics) used to inform final grade 4.4, 4.5	
Individual and Community Health	4.6, 4.7	
	Suggested informal (AFL) experiences; create own definition of Health (Digital), class debate “Genetics V Environment”, create a fact sheet “health issues affecting young people” used to inform final grade. 4.6, 4.7, 4.8	
Life-long Physical Activity		
	Suggested informal (AFL) experiences; All practical lessons (involvement, participation, leadership roles, decision making) used to inform final grade 4.9, 4.10	

When making an on-balance judgement in relation to student achievement of outcomes using the Common Grade Scale (A-E) for reporting purposes, consideration is given to both formal and informal assessment information built up over time throughout the reporting period.



ST JOSEPH'S CATHOLIC HIGH SCHOOL

Illness / Misadventure Form

(to be completed by the student)

Student's Name: Year

Teacher's Name: Subject:

KLA Coordinator:

Due date of Task: Date of Notification:

Type of Assessment (eg: Exam, in class task):

Was any staff member approached before due date? ☐ Yes ☐ No

Please provide details:

.....
.....
.....

Outline the nature of the misadventure:(Student or Doctor completed) Please indicate

.....
.....
.....
.....
..... Signed:

Medical Certificate attached: ☐ Yes ☐ No

Other written evidence attached: ☐ Yes ☐ No

Student's Signature:

Parent's Signature:

(To be completed by the KLA Coordinator)

Action Taken:

.....
.....
.....

KLA Coordinator's Signature:

Curriculum Coordinator:



ST JOSEPH'S CATHOLIC HIGH SCHOOL

Illness / Misadventure Form

(Independent evidence of illness: to be completed by a medical practitioner)

Diagnosis of medical condition:

Date of onset of illness:

Date(s) and time(s) of all consultations/meetings relating to this illness:

Please describe how the student's condition/symptoms could affect their examination/assessment performance. (If the student was unable to attend an examination, it is essential that you provide full details in the space provided or on additional sheet(s) and attach them to the application.)

.....
.....
.....

Any other comments or information that may assist in the assessment of the student's application misadventure. (If there is not enough space, please attach additional sheet(s).)

.....
.....
.....

Please note that any fee for providing this report is the responsibility of the student.

Name of Doctor or other health professional providing this information:

.....

Profession: Place of work/organisation:.....

Address:

Contact phone:.....

Signed:.....

Date:.....