



YEAR 8 ASSESSMENT HANDBOOK 2019

Name:

Admin:



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Welcome

Dear Students and Parents

This booklet contains information regarding students' Assigned Tasks. The information contained is the Course Objectives as prescribed by NESA (NSW Educational Standards Authority) and Faculty Assessment Programs. This Information is available for both semesters.

This booklet is designed to help you:

- know what Assigned Tasks need to be completed
- learn to plan for your Assigned Tasks. Please keep in mind that dates may change at times, but the students will be notified.

Students need to be aware of three important issues related to the completion of Assigned Tasks:

1. If you are absent from an Assigned Task or are away when it should be handed in, and there is good reason for this (e.g. sickness, there is an issue at home, you have to attend a funeral), on the day of your return to school, you need to bring a letter from home explaining the absence or fill out a copy of the **Illness, Accident or Misadventure Form** contained in the Appendix of this booklet. After submission of the form, if this is acceptable, you may be asked to do the task on another day or receive an estimated mark. It would also be appreciated if parents could ring the school by 8:45am if you are away when a task is scheduled to enable notification to be given to the relevant Studies Coordinator (see page 9).
2. If you have a good reason for not having time to complete an Assigned Task (i.e. you have been ill), you can apply for an extension by completing the **Illness, Accident or Misadventure Form** in the appendix. The form is to be signed by Parents/Care Givers and returned to the Studies Coordinator (see page 9).
3. If you are absent from an assessment task without extension or an explanation, a phone call or letter may be sent home and the school assessment policy for late hand in of tasks will apply.

It is very important that you realise managing assessment is complex, but together we hope to assist students in becoming responsible and organised in their approach to their Assigned Tasks.

Introduction

All students in all Years 7-9 are being issued with an Assessment Booklet outlining the Assigned Tasks. It is important then to understand the assessment responsibilities.

Assigned Tasks are set in all subjects to cover all the outcomes prescribed by the syllabus for that subject.

Subject Assessment Procedures

Years 7-9 will have an assessment program based on Assigned Tasks. Each of the Assigned Tasks is listed in this booklet. The tasks assess the students' progress in the outcomes set for the particular activity. In line with new government legislation, all students will be graded on an A-E scale at the completion of each semester. These Assigned Tasks will contribute to the assessment grades.

The general performance descriptors describe performance at each of five grade levels.

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

It is important to keep the following in mind when preparing for an Assigned Task:

- a) Assessment is continuous and progressive.
- b) The Assessment Mark is relative to a pre-determined standard.
- c) Assessment may be comprised of a variety of tasks (e.g. tests, assignments) throughout a semester.

Assessment Guidelines

- Are clearly and concisely articulated, and communicated to all involved in the teaching/learning process.
- Are designed in conjunction with the teaching/learning process.
- Are based on the goals of each syllabus and/or school teaching programs.
- Provide to each student, through a variety of assessment tasks, maximum scope to demonstrate breadth of achievement.
- Provide to each student significant opportunity to demonstrate his/her highest level of competence.

Disability Provisions

Disability Provisions is a service delivered by the Learning Support Team to assist students who may have difficulty with reading, writing, language, attention or a medical problem during examinations.

The students who access Disability Provisions are allowed extra time to read and write to enable them to complete as much of the examination as possible. Students can ask the supervising teacher or Teacher's Aide to read a question to them or to write, if necessary. They can also have questions modified by having questions explained in simpler terms. This provides a valuable opportunity for students to develop skills in examination techniques.

To be eligible for Disability Provisions, a student must be referred by the Learning Support Team as having a need for support during examinations. Some testing of literacy skills may be required. Letters will be sent home to parents offering Disability Provisions and seeking permission for their child to receive this support.

NOTE: Use of Disability Provisions in junior examinations does not guarantee that Disability Provisions will be granted in Years 10-12. A formal application to NESA for Disability Provisions will be provided to Year 12 students who will be sitting for Higher School Certificate Examinations. Any questions regarding Disability Provisions should be directed to Mrs Maree Beer, Learning Support Coordinator.

What To Do If?

Lateness in Submitting Tasks

It is expected that students will hand tasks in, on or by the due date. If a student fails to hand in set tasks without a suitable written explanation, **they may be awarded zero marks**. Irrespective of the zero mark the task must still be submitted.

Regardless of the reason for late submission, the student must complete an **Illness, Accident or Misadventure Form** and submit it to the Studies Coordinator. These are available at the end of this book or from the relevant Studies Coordinator or online in the Parent/Student portal. Students should submit any evidence, such as draft copies, or notes to validate their claims in the event of mechanical or technological failure.

Absence from Tasks

- a) If a student will miss a task on a day that they are absent, it is expected that a phone call be made to **the School before 8:45 am** on that day by the parents, where possible requesting to speak to the relevant Studies Coordinator.
- b) Students will be required to provide a **suitable written explanation on the day they return to school**, i.e. note from a parent or guardian.
- c) An **Illness, Accident or Misadventure** form needs to be completed and handed to the Studies Coordinator.

Extensions to Due Date

Extensions to the due date will only be given if special circumstances and a request is made **in writing at least three days prior to the due date** (where applicable). The extension will be granted by the relevant Studies Coordinator. The **Illness, Accident or Misadventure form** is to be filled out to apply for any variation and the extension box ticked. Documentary support is required i.e. parent note, doctor certificate, copy of airline tickets etc so that an extension can be granted.

Academic Malpractice

Cheating

If a student is found cheating during an examination-type tasks will usually result in the cancellation of the paper in whole or part (and a zero mark awarded for the paper or part). Likewise, proven **dishonesty** in relation to other assessment tasks will result in marks being adjusted accordingly.

Plagiarism

DEFINITION: *Plagiarism*: 1. The appropriation or imitation of another's ideas and manner of expressing them, as in art, literature, music (compositions) etc., to be passed off as one's own. 2. Something appropriated and passed off as one's own in this manner. (*Macquarie Dictionary*)

THE SCHOOL'S POSITION FOR STUDENTS: Plagiarism involves dishonesty and will not be accepted at St Joseph's High School Aberdeen.

Importance of Avoiding Plagiarism in Student Assignments

The term 'plagiarism' refers to the practice of presenting the ideas of another person as your own. It is most important that you avoid plagiarism when preparing assessment (or other) tasks.

The following are examples of plagiarism:

- Downloading information from the internet and presenting this as if it is your own work
- Taking information from a published source and presenting this as if it was your own work.
- Copying the work of another student or allowing someone to copy your work.
- Getting help or ideas from another person without acknowledging that you have done this.
- Copying published music and presenting it as your own composition.

There are two main reasons why it is important to avoid plagiarism.

It is unfair to other students if you get help which is not available to others, or if you put forward ideas which are not your own.

Plagiarism is the theft of ideas. At any tertiary institution it is viewed as a serious offence.

When carrying out a research assignment, you should bring together information from a range of sources.

Whenever you quote information word for word, you must place the quote in inverted commas and you must acknowledge the author.

If you change the wording of the information it is still important to acknowledge the source of the information.

Please note that students who commit plagiarism in assessment tasks may receive zero for the task and may be subject to further disciplinary action.

Staff Contacts

School Executive		
Principal	Mr Robert Holstein (robert.holstein@mn.catholic.edu.au)	
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HSIE	Mrs Ellen Fitzgerald (ellen.newberry@mn.catholic.edu.au)	History, Geography & Civics (HGC)
PDHPE	Mr Steven Sokulsky (steven.sokulsky@mn.catholic.edu.au)	PDHPE
TAS & VET	Mr Garry Scruton (garry.scruton@mn.catholic.edu.au)	Technology (Mandatory)
CAPA & LOTE	Miss Morag Aitchison (morag.aitchison@mn.catholic.edu.au)	Visual Arts
Support Staff		
Student Coordinator	Mrs Kelly Pearson (kelly.pearson@mn.catholic.edu.au)	
Career's Advisor	Ms Kristy Pascoe (kristy.pascoe@mn.catholic.edu.au)	
Learning Support	Mrs Maree Beer (maree.beer@mn.catholic.edu.au)	
Indigenous Support	Mr Vince Cooper (vince.cooper@mn.catholic.edu.au)	
School Counsellor	Mr Kaine Griffith & Ms Melissa Brown (kaine.griffith@mn.catholic.edu.au) (melissak.brown@mn.catholic.edu.au)	

Term 1 - Draft

	Year 8		
Weeks 1 – 5	Mandatory Technology (rotation 1)		
Week 6	Religion		
Week 7			
Week 8	English		
Week 9	Mathematics		
Week 10	Visual Art Geography	CROSS COUNTRY	
Week 11	Science Mandatory Technology (rotation 1)		

Term 2 - Draft

	Year 8		
Week 1			
Week 2	Mandatory Technology (rotation 2)		
Week 3			
Week 4	Visual Art Geography		
Week 5	Examination week – End of Semester One Mathematics Science Geography PDHPE		
Week 6		Religion Literacy Test	English
Week 7	PUBLIC HOLIDAY		
Week 8			ATHLETICS CARNIVAL
Week 9	PDHPE		
Week 10	Mandatory Technology (rotation 2)		

Term 3 – Draft

	Year 8
Week 1	Mathematics
Week 2	Mandatory Technology (rotation 3)
Week 3	English
Week 4	
Week 5	
Week 6	Religion
Week 7	Mathematics
Week 8	History
Week 9	Science Visual Art
Week 10	Mandatory Technology (rotation 3) PDHPE

Term 4 – Draft

	Year 8
Week 1	
Week 2	Mandatory Technology (rotation 4)
Week 3	
Week 4	History
Week 5	Examination week (to be confirmed) Religion, English, Mathematics, Science, Visual Art, PDHPE
Week 6	
Week 7	
Week 8	Mandatory Technology (rotation 4)
Week 9	
Week 10	

Religion

Outcomes

JS 4.1	Demonstrates an understanding of the language and books of the Scriptures
JS 4.2	Recognises the impact of the challenging message of Jesus.
JS 4.4	Demonstrates an understanding of the ways the Spirit is at work in the world
JM 4.1	Conveys a knowledge of the values that Jesus lived and taught
JM 4.2	Demonstrates a knowledge of the Church's social teaching and action for justice
JM 4.3	Demonstrates the causes and effects of some justice issues
CP 4.1	Demonstrates a knowledge of prayer and spirituality in the Catholic tradition
CP 4.2	Communicates a knowledge of the symbols and rituals of the Church's liturgical year
CP 4.3	Demonstrates a knowledge and understanding of the meaning of the Sacraments of Initiation and Healing
HB 4.2	Demonstrates an understanding of the impact of significant people in the life of the Church
HB 4.3	Demonstrates a knowledge of the main characteristics of the Church
HB 4.4	Demonstrates a knowledge of significant stages in the story of the Church
HB 4.5	Communicates some beliefs about God and the human person

Religious Studies – Year 8 Assessment Program

				Components			
				Christian Scriptures	Church Past Present and Future	Called to Act Justly	Sacrament
1	Research	10%	JS 4.1	10%			
2	Religion Literacy Examination	20%	JS 4.4, HB 4.2, HB 4.3, HB 4.4		20%		
3	Presentation	30%	JM 4.4, JM 4.2, JM 4.3			30%	
4	Examination	40%	CP 4.3, CP 4.2				40%
	Total	100%		10%	20%	30%	40%

English

Outcomes

A student	
EN4-1A	responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN4-2A	effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
EN4-3B	uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts
EN4-4B	makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
EN4-5C	thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
EN4-6C	identifies and explains connections between and among texts
EN4-7D	demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it
EN4-8D	identifies, considers and appreciates cultural expression in texts
EN4-9E	uses, reflects on and assesses their individual and collaborative skills for learning

English – Year 8 Assessment Program

Task No	Task Nature	Weighting	Outcomes	Components			
				Reading	Writing	Listening/Speaking	View/Representing
1	Visual Literacy	25%	EN4-1A, EN4-5C	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Identity	25%	EN4-2A, EN4-4B, EN4-6C	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
3	Hero/ines Quest	25%	EN4-3B, EN4-4B	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
4	Film Study	25%	EN4-7D, EN4-8D, EN4-9E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Total	100%					

Mathematics

Outcomes

A student			
MA4-1WM	communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols	MA4-12MG	calculates the perimeters of plane shapes and the circumferences of circles
MA4-2WM	applies appropriate mathematical techniques to solve problems	MA4-13MG	uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
MA4-3WM	recognises and explains mathematical relationships using reasoning	MA4-14MG	uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
MA4-4NA	compares, orders and calculates with integers, applying a range of strategies to aid computation	MA4-15MG	performs calculations of time that involve mixed units, and interprets time zones
MA4-5NA	operates with fractions, decimals and percentages	MA4-16MG	applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems
MA4-6NA	solves financial problems involving purchasing goods	MA4-17MG	classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
MA4-7NA	operates with ratios and rates, and explores their graphical representation	MA4-18MG	identifies and uses angle relationships, including those related to transversals on sets of parallel lines
MA4-8NA	generalises number properties to operate with algebraic expressions	MA4-19SP	collects, represents and interprets single sets of data, using appropriate statistical displays
MA4-9NA	operates with positive-integer and zero indices of numerical bases	MA4-20SP	analyses single sets of data using measures of location, and range
MA4-10NA	uses algebraic techniques to solve simple linear and quadratic equations	MA4-21SP	represents probabilities of simple and compound events
MA4-11NA	creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane		

Mathematics – Year 8 Assessment Program

Task No	Task Nature	Weighting	Outcomes	Components	
				Application	Knowledge
1	End Term 1 Test	20%	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA, MA4-5NA, MA4-8NA	10%	10%
2	Examination	25%	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA, MA4-5NA, MA4-8NA, MA4-10NA, MA4-6NA, MA4-16MG	10%	10%
3	Research Task	10%	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA	5%	5%
4	End Term 3 Test	20%	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA, MA4-9NA, MA4-7NA, MA4-19SP, MA420SP, MA4-11NA	10%	10%
5	Examination	25%	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA, MA4-9NA, MA4-7NA, MA4-19SP, MA420SP, MA4-11NA, MA4-12MG, MA4-13MG, MA4-14MG	10%	10%
	Total	100%		50%	50%

Science

Outcomes

A student:	
SC4-1VA	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC4-2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
SC4-3V	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
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

Science – Year 8 Assessment Program

Task No	Task Nature	Weighting	Outcomes	Components	
				Skills	Knowledge & Understanding
1	Investigation	25%	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-14LW, SC4-15LW	25%	
2	Examination	25%	SC4-12ES, SC4-14LW,		25%
3	Investigation	25%	SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-11PW	25%	
4	Examination	25%	SC4-10PW, SC4-11PW, SC4-16CW, SC4-17CW		25%
	Total	100%		50%	50%

HGC Geography

Outcomes

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 human 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

HGC Geography – Year 8 Semester 1 Assessment Program

Task No	Task Nature	Weighting	Outcomes	Components			
				Geographical Concepts	Fieldwork	Geographical tools	Geographical inquiry
1	Homework Topic Task (Intermittent Collection)	20 %	GE4.1, GE4.2, GE4.7, GE4.8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Research Task – Place & Liveability	40 %	GE4.3, GE4.5, GE4.6	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
3	Interconnections Task	40 %	GE4.2, GE4.3, GE4.6, GE4.8	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Total	100%					

HGC History

Outcomes

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 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

HGC History – Year 8 Semester 2 Assessment Program

Task No	Task Nature	Weighting	Outcomes	Components			
				Historical Knowledge	Historical Inquiry	Communication	Source Analysis
1	Homework Topic Task (Intermittent Collection)	20%	HT4.2, HT4.8, HT4.9	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Research Task – Medieval Europe	40%	HT4.2, HT4.4, HT4.6, HT4.7, HT4.10	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3	Topic Test - Aztecs	40%	HT4.1, HT4.3, HT4.5, HT4.7	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Total	100%					

Technology

Outcomes

A student	
4.1.1	applies design processes that respond to needs and opportunities in each design project
4.1.2	describes factors influencing design in the areas of study of Built Environments, Products, and Information and Communications
4.1.3	identifies the roles of designers and their contribution to the improvement of the quality of life
4.2.1	generates and communicates creative design ideas and solutions
4.2.2	selects, analyses, presents and applies research and experimentation from a variety of sources
4.3.1	applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects
4.3.2	demonstrates responsible and safe use of a range of tools, materials and techniques in each design project
4.4.1	explains the impact of innovation and emerging technologies on society and the environment
4.5.1	applies management processes to successfully complete design projects
4.5.2	produces quality solutions that respond to identified needs and opportunities in each design project
4.6.1	applies appropriate evaluation techniques throughout each design project
4.6.2	identifies and explains ethical, social, environmental and sustainability considerations related to design projects

Mandatory Technology – Year 8 Term Assessment Program – 4 Rotations

Task No	Task Nature	Weighting	Outcomes	Components		
				WHS	Folio	Practical
1	Induction – safe use	10%	4.3.2	10%		
2	Design Folio	30%	4.1.1, 4.1.2, 4.1.3, 4.2.1, 4.2.2, 4.4.1, 4.6.1, 4.6.2		30%	
3	Practical (progressive mark in some Areas of Study)	60%	4.3.1, 4.3.2, 4.5.1, 4.5.2,			60%
	Total	100%		10%	30%	60%

Visual Arts

Outcomes

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

Visual Art – Year 8 Assessment Program

Task No	Task Nature	Weighting	Outcomes	Components	
				Artmaking	Art Critical Historical
1	Artmaking Aboriginal Art	30%	4.1, 4.3, 4.5	30%	
2	Art Critical Historical Extended responses	20%	4.8, 4.9		20%
3	Artmaking Portraits	30%	4.1, 4.2, 4.4, 4.6	30%	
4	Examination	20%	4.7, 4.8, 4.9, 4.10		20%
	Total	100%		60%	40%

PDHPE

Outcomes

A student	
4.1	describes and analyses the influences on a sense of self
4.2	identifies and selects strategies that enhance their ability to cope and feel supported
4.3	describes the qualities of positive relationships and strategies to address the abuse of power
4.4	demonstrates and refines movement skills in a range of contexts and environments
4.5	combines the features and elements of movement composition to perform in a range of contexts and environments
4.6	describes the nature of health and analyses how health issues may impact on young people
4.7	identifies the consequences of risk behaviours and describes strategies to minimise harm
4.8	describes how to access and assess health information, products and services
4.9	describes the benefits of a balanced lifestyle and participation in physical activity
4.10	explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity
4.11	selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situations
4.12	assesses risk and social influences and reflects on personal experience to make informed decisions
4.13	demonstrates cooperation and support of others in social, recreational and other group contexts
4.14	engages successfully in a wide range of movement situations that displays an understanding of how and why people move
4.15	devises, applies and monitors plans to achieve short-term and long-term goals
4.16	clarifies the source and nature of problems and draws on personal skills and support networks to resolve them

PDHPE – Year 8 Assessment Program

Task No	Task Nature	Weighting	Outcomes	Components		
				Movement Skill and Performance	Healthy and Active Lifestyles	Health, Wellbeing and Relationships
1	Practical application	20%	PD4-5 PD4-11	✓	✓	
2	Examination	20%	PD4-7 PD4-10		✓	✓
3	Health and fitness research task	30%	PD4-1 PD4-3	✓	✓	✓
4	Examination	30%	PD4-6 PD4-8		✓	✓
	Total	100%				



St Joseph's High School Aberdeen

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Extension/Illness/Misadventure Form

Name:		Admin:
Subject:	Teacher:	Coordinator:
Task No.	Task Type:	Due Date:

Reason for Application	
<input type="checkbox"/>	Extension to submit / complete an Assessment Task
<input type="checkbox"/>	Absent from school for the submission date of a Hand in Assessment Task
<input type="checkbox"/>	Absent from school for an in class Assessment Task
<input type="checkbox"/>	Exceptional Circumstances adversely affecting your ability to complete an Assessment task
<input type="checkbox"/>	Sick during an Assessment Task at school
<input type="checkbox"/>	Misadventure/Undue hardship
<input type="checkbox"/>	Other (explain):

Supporting Evidence – to be completed by the student		
Suggested Alternate Date for task submission:		
I have attached relevant supporting evidence:		
<input type="checkbox"/> Medical Certificate	<input type="checkbox"/> Legal Documents	<input type="checkbox"/> Letter from Guardian
Student Signature:	Guardian Signature:	
Date:	Date:	

Office Use Only: Studies Coordinator's recommendation	
<input type="checkbox"/> Application Accepted	<input type="checkbox"/> Application Rejected
Comment:	
Studies Coordinator's signature:	Date:

Alternate Arrangements to be logged on Sentral Copies to: Student File, Student/Guardian

Office Use Only: Assessment Committee's recommendation if application is rejected.	
Comment:	
Signature:	Date:
Signature:	Date:
Signature:	Date:

Procedure for Requesting an Extension/Illness/Misadventure Consideration

Illness

STEP 1: Parent/Guardian to telephone the school by 8:45am explaining the inability of the student to meet the requirements of the Assessment Task. Obtain a medical certificate to verify student's illness.

STEP 2: Download from the Sentral Student Portal a copy of the Extension/Illness/Misadventure form, complete the relevant sections, attaching all supporting medical evidence.

STEP 3: On the student's return to school submit the completed form to the relevant Studies Coordinator.

STEP 4: Applications will be considered by the Studies Coordinator.

STEP 5: The decision to accept or reject the application will be communicated to the student in writing, with alternate arrangements if required.

Extension

STEP 1: Download from the Sentral Student Portal a copy of the Extension/Illness/Misadventure form, complete the relevant sections, attaching all supporting evidence.

STEP 2: Submit the completed form to the relevant Studies Coordinator at least **three days** prior to the due date.

STEP 3: Applications will be considered by the Studies Coordinator.

STEP 4: The decision to accept or reject the application will be communicated to the student in writing, with alternate arrangements if required.

Misadventure

STEP 1: After an assessment task has been completed in which the student believes they have experienced undue hardship and were disadvantaged, download from the Sentral Student Portal a copy of the Extension/Illness/Misadventure form, complete the relevant sections, attaching all supporting evidence.

STEP 2: Submit the completed for the relevant Studies Coordinator.

STEP 3: Applications will be considered by the Studies Coordinator.

STEP 4: The decision to accept or reject the application will be communicated to the student in writing.