

PEACE AND UNITY



Year 8

HANDBOOK

Student Subject Choices

2024

In One Spirit... we welcome · we nurture · we excel

HSC – Learning Community

WELCOME TO YEAR 8, 2024 AT HOLY SPIRIT COLLEGE!

Purpose, Trust, and Quality & Adventure in LEARNING

HSC Learning Community has two fundamental goals:

First, as a **SCHOOL**, to provide **quality education** for our Students.

Second, as a **CATHOLIC SCHOOL** to achieve **a sense of positive community** for our Students and between Staff and Parents.

The Year 8 program at Holy Spirit College is designed to maximise the learning outcomes for each individual student as they begin to explore specialist areas of interest and ability following the Year 7 Transition to Secondary Education. The program is also designed to promote positive attitudes to future schooling experiences as students continue the journey to becoming successful Lifelong Learners.

What does a Lifelong Learner look like?

Holy Spirit College embraces the 21st century skills identified by QCAA, which are considered the essential ingredients for post-school success in a rapidly changing and complex world – whether via study, apprenticeships, community service, paid or unpaid work.

In addition to literacy and numeracy, these skills are:

- Critical thinking
- Communication
- Personal and social skills
- Creative thinking
- Collaboration and teamwork
- Information & Communication Technologies (ICT) skills

At Holy Spirit College we are dedicated to establishing a health-promoting school culture characterised by:

- warmth and positive interest
- respectful adult-student interactions
- a safe environment for students
- strong pastoral structures
- positive active support by Parents with constructive interactions between Staff and Parents

HSC has a strong and proud tradition of academic excellence. The Staff of HSC are committed to encouraging and supporting Students to achieve high academic standards and, also, to develop a sense of connectedness. We are dedicated to developing a culture that holds, encourages, and supports our adolescent students through these vital years, whilst also facilitating them to remain affiliated and contributing positively.

Our Learning and Pastoral programs focus upon encouraging and supporting Students to:

- set clear goals,
- plan strategies to achieve the results they want, and
- understand that effort is not merely an optional extra but rather is an essential ingredient to achieving dreams.

In short, at HSC, we are about...

Launching Adolescents into Lifelong Learning!

I wish you well with your subject selection.



Alison Wales
Principal



Table of Contents

HSC – Learning Community.....	1
Subject Selection Guidelines.....	3
General Information	5

CORE SUBJECTS

Civics and Citizenship.....	8
English.....	8
Geography.....	9
Health and Physical Education (HPE)	9
History	10
Japanese.....	10
Mathematics	11
Religious Education.....	11
Science.....	12

ELECTIVE SUBJECTS

Art.....	14
Business Studies	14
Communicating through Art and Technology (CAT)	15
Dance.....	15
Design Technology.....	16
Digital Technology	16
Drama.....	17
Food for Living Plus.....	17
Graphics	18
Media	18
Metal Technology	19
Music.....	19
Wood Technology.....	20

APPENDIX 1 – Cognitive Verbs

APPENDIX 2 – Academic Integrity

Subject Selection Guidelines

All students, in Year 8, study seven compulsory core subjects and four semester elective subjects. All subjects are designed in accordance with guidelines from the relevant education authorities: Australian Curriculum, Assessment and Reporting Authority (ACARA); Queensland Curriculum and Assessment Authority (QCAA); and Rockhampton Catholic Education.

The study of Core Learning Areas ensures students experience a broad general learning program. Such an approach ensures that students experience a meaningful curriculum in their Junior years and are well-prepared for studying Senior subjects (in Years 11 and 12).

Core Subjects

All students in Year 8 study:

1. Civics and Citizenship/ Geography/History
2. English
3. Health and Physical Education
4. Japanese
5. Mathematics
6. Religious Education
7. Science

Elective Subjects

Students study elective subjects within the Learning Areas of:

- The Arts
- Technologies
- Humanities and Social Sciences

Students will study **four elective subjects** from a wide range of Learning Area elective subject offerings. (Refer table below.)

Students **nominate six elective subjects in preference order**. Students will be allocated four of their six nominated elective subjects to study: two in Semester 1; and two in Semester 2. In the list of six elective subject preferences, students are to include **ONE SUBJECT** from **The Arts** and **ONE SUBJECT** from **Technologies** as their **FIRST 2 PREFERENCES**. The remaining four subjects can be nominated from any of the three columns.

THE ARTS	TECHNOLOGIES	HUMANITIES & SOCIAL SCIENCES
Art	Design Technology	Business Studies
Communicating through Art and Technology (CAT)	Digital Technology	
Dance	Food For Living Plus	
Drama	Graphics	
Media	Metal Technology	
Music	Wood Technology	

The timetabling of electives is dependent upon sufficient interest from students. Classes of uneconomical size might not go ahead. Students in the situation where a class does not run, will be mentored to finalise their elective choices. In addition, appropriate combinations of subjects may provide an opportunity for subjects with smaller interest to proceed.

Subject Selection Guidelines

The Year 8 Handbook has been written so that students may understand the organisation of the curriculum around the Learning Areas.

Students should make their selections based on their interests and abilities.

Choices should involve:

- reading the descriptors of each elective subject in this handbook,
- thinking about your talents and strengths so that you select subjects which enhance and develop your abilities,
- talking to your Teacher or Curriculum Dean if you are unsure about what a subject entails, and
- understanding that, during Term 3 of Year 8, you will be given an opportunity to select more elective subjects, for Year 9, that will enable you to begin shaping your pathway into Senior schooling.

Whilst appropriate choice of subjects in Year 8 is important, choosing them should not be an onerous task. Your choices can be based on interest and enjoyment and need not necessarily be related to career and study options.

The decision-making process, that you will undergo in preparation for Year 8, will be the next step in extending the length of time spent in specialist areas from a term, in Year 7, to a semester, in Year 8. This will enable more in-depth development of knowledge and skills.

Elective subjects chosen in Year 8 do not close opportunities for the future. All electives in Year 9 are open to students regardless of their selections in Year 8. Skills and knowledge acquired in Year 8, however, will be a positive contribution to future studies and will also contribute to each student's broad life experiences and abilities.

SUBJECT SELECTION GUIDELINES

It will be helpful to consider the following when deciding elective subjects for Year 8.

1. Which subjects am I **particularly good at**?
2. In which subjects do I want to **extend my knowledge**?
3. Which subjects do I **enjoy**?
4. What **types of occupations** might I like to enter after the completion of my education?
5. What were my **results on my last report**?

Subject Changes

Once students have commenced Year 8, they are encouraged to remain in their electives for the whole semester. Any requests for subject changes are discussed with the Director of Learning Pathways and Careers so that the best possible outcome may be achieved for the individual student. Some subject changes may not be possible due to class size restrictions or because of the nature of the subject. There are many facets to be considered before changes can be made.

Change to Senior Studies in Queensland

In 2019, Year 11 students in Queensland commenced the new Queensland Certificate of Education (QCE) Senior System with Year 12 Graduates of 2020 being the first to receive an ATAR (Australian Tertiary Admission Rank) replacing the OP (Overall Position) score. Holy Spirit College has reviewed learning programs for Years 7 – 10, to ensure that students are well prepared for the new styles of teaching, assessment and new content when they reach Year 11. In your Information Pack, a brochure outlining the new Senior System for Queensland students is included. Our Senior Students have transitioned smoothly into the new system following a comprehensive preparation program designed by the College.

Cognitive Verbs

The new QCE System uses Cognitive Verbs. These verbs can be found in tests, assignments and other forms of assessment. They are used to tell the student what type of answer is needed. These are now embedded in Years 7 – 10 teaching and assessment. A full list of Cognitive Verbs and their meanings can be found in Appendix 1 and in the Student Diary.



General Information

Study Habits

Your main work at school is studying. Your main job is being a student. With an honest effort, you can learn habits and develop skills which will:

- make your study more effective,
- make your study more pleasant, and
- reduce the amount of time you need to spend on study – often more can be achieved in one hour of focussed study than a much longer period of homework distracted by other activities. [Working in 20 – 30 minute blocks, and then having a short break, can help.]

Where you do your homework and study is important. Consider the following:

- Noise* – Move out of the range of TV and other digital devices.
- Light* – A strong, even, white light from above and behind will help avoid unnecessary tiredness.
- Furniture* – A comfortable chair and a table or desktop are a priority. Try to establish a sitting position in which you are not hunched, slumped or cramped, in a chair that gives some support to your back.
- Distractions* – Choose a location with minimal distractions but where parents are able to monitor computer usage.
- Place* – Make a habit of using the same room, same table and same chair, where possible.

Routine

It is important to have a REGULAR work time and to keep to it as much as possible. Late in the afternoons and early in the evenings are particularly useful times. Whilst family commitments may interrupt, having an allocated time each day for homework may help to ensure that this important learning experience is not being left until a student is too tired to concentrate.

Variety

Don't spend too long on any one subject or any one type of activity if you are not making progress.

Concentration

Keep your mind on what you are doing. Avoid daydreaming. Continually test yourself while you are studying. Question yourself on what you have just read before going on to the next page. Mobile phones, games, and social media can all be distractions which mean that homework and assessments take much longer to complete.

Activity

You have to be active to learn effectively. Practise the writing of key ideas and facts from memory.

Summaries

These are essential. Set out the summaries in diagrammatic form with plenty of space and a minimum of words. Do not write sentences when two words will do. Revision of summaries at regular intervals will save having to re-study the topic in detail. Revision of summaries also needs to involve an active process of questioning yourself and writing out what you remember and then rechecking and writing again. Don't put summaries on scraps of paper – write them systematically into a Summary Book.

Organisation

Careful planning of your study timetable is very important so that you are able to meet your assessment due dates. Equally necessary is the need to record carefully, in your Student Diary, the work to be done. This needs to be done at the end of every lesson and in enough detail for you and your parents to understand what is required.

Understanding

Information is only of use so far as it assists understanding. Rote learning is only helpful if what is learnt can be used effectively in coping with other problems. If, after carefully reading and thinking about a section of work, you do not understand it, ask your Teacher for assistance.

Revision

Forgetting occurs fairly quickly after learning. Therefore, it is important to revise a new piece of work within 24 hours. When revising work, check at the beginning of a session that you know what you revised in the previous session. If necessary, re-learn that work before going on. Well-prepared summaries can be of great assistance in revision.

Subjects

Your Teachers will help you to develop skills and processes necessary to master particular subjects. Don't be afraid to ask for assistance.

General Information

Homework

Your homework consists of:

- work set by the Teacher to be completed for a lesson in the next few days,
- preparing assignments,
- revising for tests, and
- your own study, which includes revision of earlier work.

As you progress through the school, and as you become a more efficient student, your own study should occupy more and more of your time. Homework assists learning in the following ways:

- ensures that the work taught in class is understood, learnt and practised,
- provides time for learning and memorising facts,
- gives practise in creative thinking,
- provides time for revision of knowledge already gained,
- provides the opportunity for you to learn to work alone, to help yourself, to think through academic problems, and to learn academic self-discipline, and
- reveals to you the weaknesses in your knowledge and understanding, so that you may ask your Teachers how to overcome such problems.

Year 8 students would be expected to undertake eight hours of homework/study per week but this will vary depending on the nature of electives selected, when assignments are due, and when revising for tests. It is important that all of this time is spent on active study. Discipline yourself to make up any lost time during the weekend.

Absence from Class

Short Term Absences

If you miss lessons for reasons of illness, sport or cultural activities, instrumental lessons, or for appointments, it is your responsibility to catch up on any notes, tasks or homework that you have missed.

Information and assistance can be accessed in a combination of ways, dependent on the type of learning in each subject.

- Check online platforms which may be available for your class (such as Google Classroom or OneNote). While not all learning experiences can be provided outside the classroom, online resources may assist.
- See your Teacher[s] when you return to school about what was missed or for an appointment for additional assistance. Attend tutoring sessions.
- Check in with another member of your class about what was covered in class and catch up as much as possible.

For situations involving **Long Term Absences**, please discuss with the Dean of Students - Year 8.

Guidelines for Assignments

The development of an assignment should be a learning experience for students, who need to be taught techniques for assignment writing. All students and parents are advised in advance of scheduled written assignments for each semester via the Assessment Calendar. Changes to scheduled assignment dates (where the change of date is greater than a week) will be recorded in the up-to-date copies of Assessment Calendars located in Student Café and Parent Lounge. Changes to scheduled assignment dates (where the change of date is less than a week) should be recorded in the Student Diary. Assignments come in many forms such as projects, design folios, multimedia presentations, performance, research investigations, scientific experiments and visual diaries.

To help manage their time, details of assignments should be recorded by students in the Student Diary. If, because of illness or any other serious reason, a student is unable to meet the conditions of the assignment, they should see their subject Teacher and complete an Assignment Extension Form – Years 7-10 before the due date, where practical. The Curriculum Dean will then make a decision on the request. QCAA advises that assignments should be submitted on or before the due date where the reason for absence is a 'choice' rather than 'illness' or 'unexpected serious event'. Assignment Extension Forms are available from the College Office and online in Student Café and Parent Lounge.

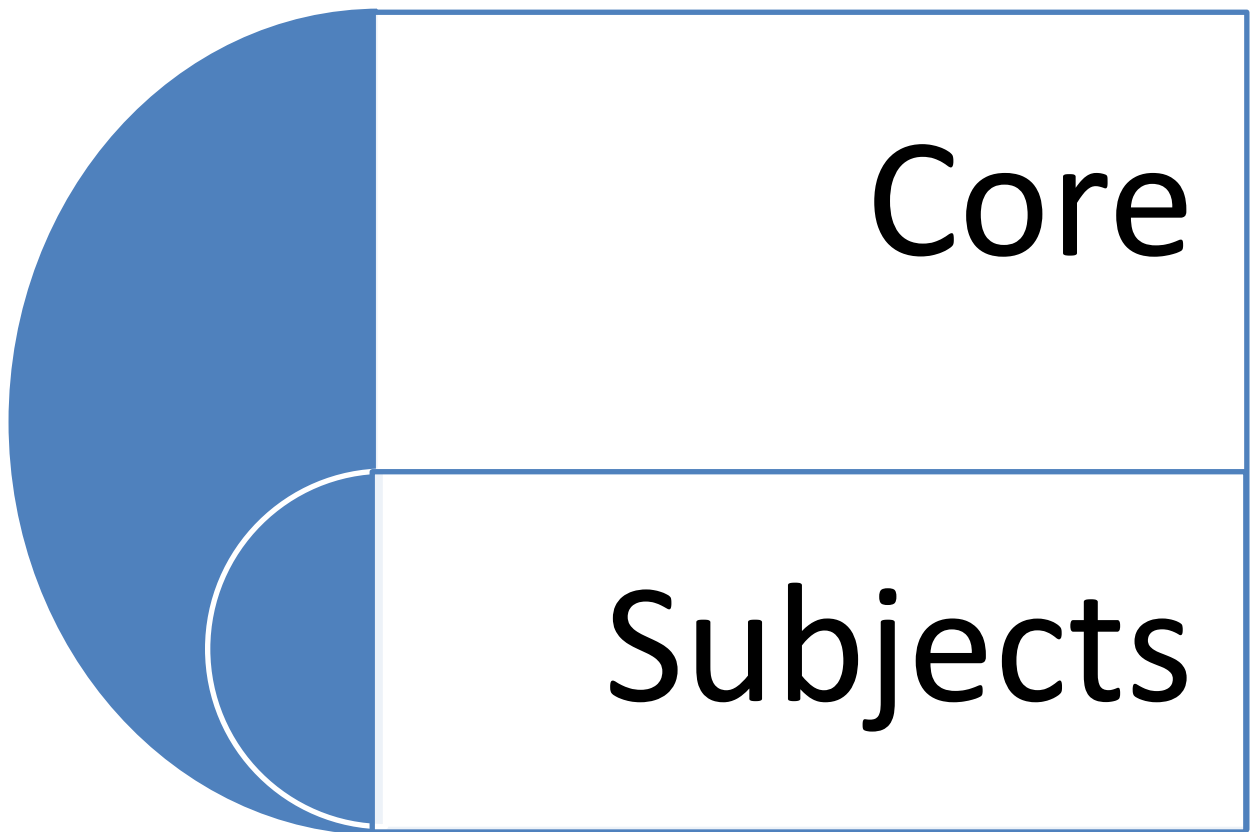
Late Assignments

Assignments are expected to be completed. Students will be required to submit a checkpoint (which is a prescribed amount of preparation for the assignment) prior to the due date. For assignments where a long preparation period is involved, a number of checkpoints may be scheduled. In the event of an assignment being incomplete or not submitted by the due date, and no extension granted or exceptional circumstances, the subject teacher will mark the checkpoint and any other evidence of assignment preparation which can be provided by the Student. This procedure is in accordance with QCAA (Queensland Curriculum and Assessment Authority) policy.

Plagiarism

Where plagiarism is identified in a student's work, the sections which are not the student's original work will be deleted and any remaining portion, checkpoint, or other preparation the student may have completed, will be marked. Students may be requested to submit digitally prepared assessment work through the originality-checking software, Turnitin, which assists students to identify any sections of work which may not be sufficiently their original work.





Civics and Citizenship

Aims

In Year 8 Civics and Citizenship focuses on developing students' knowledge and understanding about democracy, Australia's political system and the key stakeholders in our government systems. Throughout this term students continue to develop key humanities skills such as analysis, evaluation, and critical thinking skills, which assist with their study of Geography and History in Year 8.

Course Overview

Throughout the unit students will study core concepts and skills within three depth studies including, Government and Democracy, Laws and Citizen, and Citizenship, Diversity and Identity. Throughout these depth studies students understand how citizens can actively participate in Australia's political system and the role and impact of elections. Students will also investigate the ways political parties, interest groups, media and individuals influence government and decision-making processes.

Assessment Overview

Students will complete an assignment during this term.

Assessment Criteria include:

- Knowledge and Understanding
- Questioning and Research
- Interpreting and Analysing; and
- Communicating

Additional Information

- The study of Civics and Citizenship assists in the development of writing, inquiry and analysis skills used in Geography and History.
- Civics and Citizenship also assists with the study of Legal Studies in Year's 10, 11 and 12.

English

Aims

English develops communication skills, expands imaginations and creates informed citizens. English helps us become critical thinkers, to understand the meaning of texts and to become confident in reading, writing and speaking. Students discover the patterns and purposes of English usage, including spelling, grammar and punctuation at the levels of the word, sentence and extended text. By developing a body of knowledge about these patterns and their connections, students learn to communicate effectively. Learning activities in English are built on the students' backgrounds, needs, interests and abilities.

Course Overview

Term 1: Poetic Voices

Through reading and listening to poems by Australian and international poets, students will become aware of how writers use language to create an emotional response. Students will interpret and analyse a poem to identify how the poetic techniques, figurative language, ideas and emotions expressed in a poem position a reader.

Term 2: Media Bias and Visual Literacy

This unit will introduce students to the media and the growing emergence of visual literacy in our world today. Students will examine how the media creates bias in Current Affairs reports and how visual and multimodal texts create layers of meaning.

Term 3: Fantastic Fantasy and Astounding Science Fiction

Students will engage in learning the genre of fantasy or science fiction. Students will read a set text and engage in a film study to explore the style of language used in either genre, how fictional and mythical characters are developed and the role that they play in the text.

Term 4: Survival at all Costs

By exploring dystopian worlds, natural disasters, surviving school/war/hardships/discrimination, biographies, diary entries or documentaries, students will read a set text to explore the style of language used and how characters or people are developed and the role that they play in the text. The unit will focus on how everyday people or characters survive an extraordinary event or challenge.

Assessment Overview

Students will undertake a variety of assessment tasks, including:

- Reading Comprehension tests
- Language Conventions tests
- Written assignments
- Written tests
- Spoken/Multimodal presentations
- Spelling Tests



Geography

Aims

The study of Geography in Year 8 (Semester 1) concentrates on developing student's geographical knowledge and skills. Key focus is on the relationships between people, places and the environment and the consequences of change on these factors. Students study History in Semester 2.

Course Overview

The two units of study for Year 8 Geography are 'Changing Nations' and 'Landforms and Landscapes'. The first unit, 'Changing Nations', focusses on the changing human geography of countries, as revealed by shifts in population distribution and urbanisation. The unit draws on a study of a country in the Asia region and the United States of America. It explores the causes and consequences of urbanisation and examines the reasons for, and effects of, internal migration through case studies of Australia and China.

'Landforms and Landscapes' focusses on geomorphology, examining the processes that shape individual landforms, the values and meanings placed on landforms. This unit also focusses on the value of landscapes for diverse cultures, and the causes and impacts of hazards associated with landscapes, and management of landscapes. The environment and significance of landscapes to people, including First Nations Australians, forms a focus area.

Assessment Overview

Students complete an assignment and an exam during the semester.

Assessment Criteria include:

- Knowledge and Skills
- Questioning and Research
- Interpreting and Analysing; and
- Communicating

Additional Information

- Students can elect to study Geography in Year 9 which focusses on Biomes and Food Security.
- Future careers Geography can lead to include; Armed Services, Environmental Studies, Planning, Cartography and Climatology
- Students may complete a field trip to support studies in this area.

Health and Physical Education (HPE)

Aims

Students use their interests in, and experiences of, health and physical activity issues to develop health and well-being, actively engage in physical activity and enhance personal development. They recognise that capabilities in health and movement can provide career opportunities and improve their quality of life.

Course Overview

Students will integrate theory and practical performances in the following units – 'Participation in Sport', 'In the Running', 'Performance Substance', and 'Identity and Relationships'.

Practical sports will include Swimming, Table Tennis, Athletics, Touch and Netball.

Assessment Overview

Assessment criteria consists of two branches in the understanding and skills dimensions from the Australian Curriculum. The following will have equal weighting:

- Investigating
- Performance and practical application

Assessment tasks include:

- Written Tests
- Journals
- Multimodal Presentation

Additional Information

In Health and Physical Education, students learn best through their participation in activities and skills. The HPE Department therefore encourages maximum individual participation of students at all times.

Students are required to wear the appropriate College sports uniform, sporting shoes and College hat to all practical lessons.



History

Aims

Students investigate the history of particular countries and societies of people and the changes which have occurred in them over time. People and events of the past are important because they shape the future. We all live in, and are part of, history. The history of human societies from different times in the past includes: where people lived; the way they lived; what they believed; how their lives changed; and how their lives today have been shaped by people and events from the past. These questioning and inquiry skills build upon the questioning, inquiry and analysis skills developed in Geography in Semester 1.

Course Overview

Students will investigate the history of particular countries and societies of people and the changes which have occurred in them over time. Year 8 History focuses on the study of history from the end of the ancient period to the beginning of the modern period, c.650-1750 CE. This is in line with the Australian Curriculum. Students will spend time investigating the Vikings and their unique culture including boat building and navigation. Students will also spend time studying Medieval Europe, which covers feudalism, the role of knights, medieval warfare, the building of castles and fortresses, and the Bubonic Plague. Year 8 History concludes with the study of Japan under the Shoguns, which covers the feudal system in Japan and the role of the Samurai.

Assessment Overview

Students complete an assignment, an exam and an in-class exercise.

Assessment Criteria include:

- Knowledge and Skills
- Questioning and Research
- Interpreting and Analysing; and
- Communicating

Additional Information

The study of History assists in the development of writing, inquiry and analysis skills used in Year 9 History and senior History subjects.

Japanese

Aims

Learning a language not only enhances your brain power, it helps open up employment opportunities in all fields – from engineering and mining through to law and medicine.

We believe the nature and purpose of studying a language at Holy Spirit College is to:

- give students a fundamental knowledge of another language,
- strengthen the student's knowledge of the English language,
- encourage an interest and an appreciation of other people,
- foster empathy and tolerance for others,
- establish a sense of the student's own culture and identity, and
- instil a love of language and learning.

Course Overview

The Year 8 Japanese course provides students with the opportunity to learn basic Japanese communicating and understanding skills. Students who are motivated and achieving at a high standard have the opportunity to continue with their study of Japanese right through to the Senior level.

Assessment Overview

Students will be assessed on their Communicating and Understanding skills through a variety of methods which may include role-play, dialogues, emails and a multi-modal test.

Additional Information

After completing the minimum requirements, students are encouraged to continue their Language studies as elective units in Years 9 and 10.

Education authorities are aiming to increase the number of students studying a foreign language in Year 12, with incentives being offered in the form of bonus points for university placements, scholarships and employment preferences.



Mathematics

Aims

The study of mathematics is central to the learning, development and prospects of all young Australians. Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, algebra, measurement, space, statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

We aim to encourage students to become a:

- knowledgeable person with deep understanding
- complex thinker able to pose and solve problems
- responsive creator able to make connections and model situations
- active investigator able to think logically
- participant in a modern world
- reflective and self-directed learner

Course Overview

In Year 8, students will consolidate skills and knowledge implemented and established in Year 7. Through explicit instruction, investigative and problem-solving strategies, students explore and apply the concepts of numbers, algebra, measurement, geometry, space, statistics and probability. Students have opportunities to participate in the Australian Mathematics Trust competition. Computers, calculators and discovery-learning activities are embedded in the teaching of Mathematics.

An emphasis on developing mathematical skills, both with or without a calculator, is important.

Assessment Overview

Summative assessment includes both written tests and alternative problem-solving tasks such as assignments, projects and investigations. Formative assessment to diagnose areas requiring further instruction and practice are also included in Year 8.

Additional Information

In Year 8 Mathematics, the curriculum is designed to suit the diverse needs of the students. In consultation with parents, information regarding the student's progress in Year 7 enables teachers to plan appropriate learning and assessment processes for Year 8 students, catering for students' needs by offering Foundation, Core and Extension Mathematics in Year 8.

In Year 9, Foundation, Core and Extension are also offered, based on the student's progress in Year 8.

Religious Education

Aims

Religious Education in our Catholic schools develops students' knowledge and understandings of Christianity, in the light of Jesus and the Gospel, and its unfolding story and diversity within contemporary Australian and global society. It expands students' spiritual awareness and religious identity, fostering their capacities and skills of discerning, interpreting, thinking critically, seeking truth and making meaning. It challenges and inspires their service to others and engagement in the Church and the world.

Course Overview

Year 8 Religious Education Curriculum focusses on the relationship between God and God's People. Students will undertake the following four, term-length units of study over the course of the year.

Sacred Texts

Key Concepts:

- Old Testament
- New Testament
- Christian Spiritual Writings and Wisdom

Beliefs

Key Concepts:

- Trinity, God, Jesus the Christ, Spirit
- Human Existence
- World Religions

Church

Key Concepts:

- Liturgy and Sacraments
- Prayer and Spirituality
- People of God
- Church History

Christian Life

Key Concepts:

- Moral Formation
- Mission and Justice

Assessment Overview

Students undertake a variety of deep learning tasks where they demonstrate skills to:

- thoroughly evaluate the unique relationship between God and God's people
- purposefully analyse how God's saving plan for all creation was accomplished, through the life, death and resurrection of Jesus Christ
- thoroughly evaluate ways in which the Catholic Church is present and active in the world today
- purposefully synthesise the significance of Church teaching and basic principles of Christian morality for the ways believers live out their faith, personally and communally and how believers, past and present, continue the mission of Jesus in the world in times of challenge and change



Science

Aims

The study of Science is an essential part of the secondary curriculum. It encourages students to think for themselves. Students learn about the natural world around them and about technology that we use every day. Science activities also provide an excellent opportunity for students to improve their numeracy and literacy skills in the context of Science.

Science in Year 8 will recognise and focus on three integrated dimensions of Science, including science-based inquiry skills, the influence and contributions of historical and modern scientists, and the understanding of science knowledge.

Course Overview

The Year 8 Science program will include both theory and practical learning, with students utilising the specialist laboratories and equipment available at Holy Spirit College. The broad areas being covered throughout Year 8 will be 'Cells and Biological Systems', 'Geology', 'Matter and Chemical Bonding', and 'Energy and the Environment'.

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic features of living systems. They connect form and function at an organ level and explore the organisation of a body system in terms of flows of matter between interdependent organs. They continue to develop a view of Earth as a dynamic system, in which change occurs across a range of timescales. They classify different types of energy and describe the role of energy in causing change in systems, including the role of energy and forces in the geosphere. They learn to classify matter at the atomic level and distinguish between pure substances and mixtures, and chemical and physical change. They understand that chemical reactions also involve energy. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They consider the magnitude of properties and events and use appropriate units to describe proportional relationships.

Year 8 students plan and conduct safe, reproducible investigations to test or identify relationships and models. They select and use equipment to generate and record replicable data with precision. They select and construct appropriate representations to organise, process and summarise data and information. They analyse and connect data and information to identify and explain patterns, trends, relationships and anomalies. They analyse the impact of assumptions and sources of error in methods and evaluate the validity of conclusions and claims. They construct logical arguments based on evidence to support conclusions and evaluate claims. They select and use content, language and text features effectively

to achieve their purpose when communicating their ideas, findings and arguments to specific audiences.

The Science syllabus identifies three strands:

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

The three strands are integrated and are delivered throughout the four core topic areas:

- Biological science
- Chemical science
- Physical science
- Earth and Space science

Assessment Overview

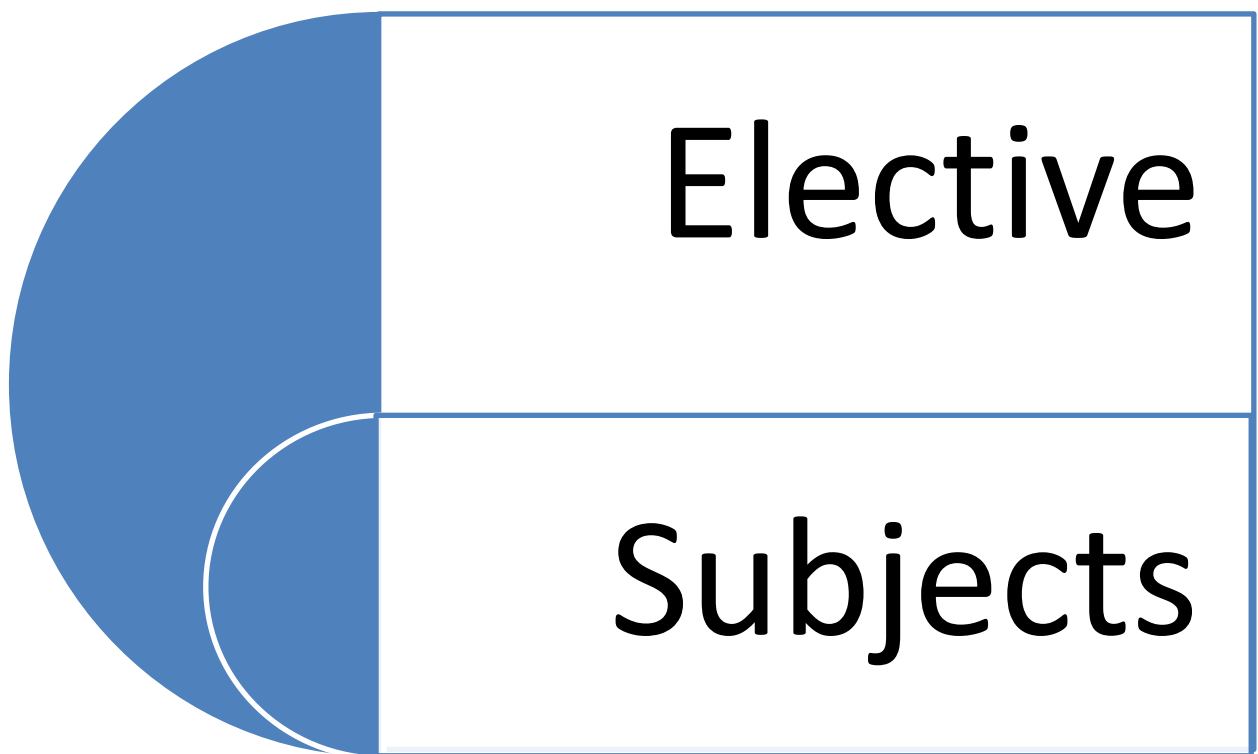
Assessment types may include:

- Research Investigation
- Student Experiment
- End of term exam

Additional Information

All students must wear closed-in shoes in the Science Laboratories. Other personal safety equipment such as laboratory apron, gloves and safety glasses are supplied.





Art

Aims

Art is communicating ideas and feelings through visual language. A variety of practical experience is emphasised so that students have the opportunity for success in more than one form of art.

Course Overview

In Art, students make and evaluate a range of 2D and 3D forms. Visual language is developed through the Elements and Principles of Design giving valuable experience in a range of media areas e.g. Drawing, Painting, Printmaking, Sculpture and Design.

This course develops the use of materials, techniques and design ideas so that students will:

- experience the pleasure of exploring, experimenting and creating,
- develop technical skills and work methods,
- develop imagination and expression of ideas,
- develop awareness and appreciation of art as a means of expression, and
- develop the ability to communicate ideas through visual language.

Assessment Overview

For each unit of work undertaken as part of the course, the following forms of assessment apply:

- Experimental Folio (research, developmental exercises leading up to the major artwork) presented in a Visual Diary
- Resolved Artwork (final product 2D or 3D) presented for display
- Written task

Additional Information

Homework varies to a degree and it is the student's responsibility to research and develop his/her own ideas to suit the activity and to complete work commenced in class.

This subject leads to Art, and Communicating through Art and Technology (CAT) in Years 9 and 10, and/or Senior Visual Art.

Business Studies

Aims

It is important that students have an understanding of the principles on which businesses are organised, and on which they operate, since all fields of employment involve at least some contact with aspects of business. This subject provides opportunities for students to investigate different types of business and workplace environments, and the influences on the way people work now and in the future. Students will develop their abilities to critically analyse business situations in order to confidently identify the effects of an economic or business decision and the consequences of alternative actions. In addition, students will evaluate the consequences of personal finance decisions.

Course Overview

The course will allow students to undertake a variety of studies which include:

- the role of consumers and producers in the market place
- the different sources of income and the classification of expenses
- personal finance – the cost of living and the importance of budgeting
- financial literacy and spreadsheet skills
- different types of businesses and how markets operate
- investigation of a business issues
- how businesses respond to external factors

Assessment Overview

- Research Assignments

Additional Information

This subject leads well into Year 9 Business Principles, Year 9 Enterprise Education, Year 10 Wide World of Work, Year 10 Small Business Management as well as all Senior Business subjects.



Communicating through Art and Technology (CAT)

Aims

CAT focusses on using technology in an artistic way to communicate ideas. This is an Art subject that has been designed to give students experience in using technology to produce creative images and Graphic Design products, which are so much a part of today's society.

Course Overview

In Year 8, students are introduced to the elements of design, developing their skills in design and composition. Throughout the course students publish a range of Graphic Design tasks and promotional materials. Through a range of technologies and techniques, students would:

- develop the ability to communicate through visual language,
- experience the pleasure of exploring, experimenting and creating, using technology and media,
- use artistic skills, computers and technology to develop imagination and expression of ideas,
- develop technical skills in using a variety of media and software,
- be introduced to how Art is used in Industry, and
- put together promotional material and publish work designed for a particular purpose.

Assessment Overview

For each unit of work undertaken as part of the course, the following forms of assessment apply:

- Experimental Folio (research, developmental exercises leading up to major products) presented in a Visual Diary
- Resolved Artworks – for digital display
- Written task

Additional Information

Homework varies to a degree and it is the student's responsibility to research and develop his/her own ideas to suit the activity and to complete work commenced in class.

Students interested in this area can continue to Media studies and Communicating through Art and Technology (CAT) in Years 9 and 10, and through to Senior Visual Art.

Dance

Aims

Dance fulfils many functions in society and uses the human body as an instrument of communication. Dance education aims to improve the student's understanding of themselves, others and the world. Dance education aims to provide opportunities for learners to achieve their creative, intellectual and physical potential through exploring, comprehending and altering movement in terms of time, space and energy. Students will experience and develop awareness of a variety of dance styles, while developing personal attitudes such as self-esteem, confidence and individuality.

Course Overview

Over the course of two terms, students will be developing choreographic, performance and responding skills.

Dance promotes many skills linked to performance and familiarises students with various techniques of Dance. Students are encouraged to show their talents and use them to their advantage to create dance works (choreography) in group situations. Elements of Dance are a core focus of the subject as they help to construct choreography as well as performance technique. Choreographic Devices are explored to assist the phrasing and structure of student group choreography. Students will learn technique and performance skills from the teacher. Responding tasks will be centred on analysis and evaluation of their own performances and works of others.

Assessment Overview

Assessment is based solely on group experiences; students are marked individually in group situations. A folio of performance phrases will be taught by the teacher and students will learn about choreographic statements to further understand the 'why' of movement. Choreography will be devised in chosen groups where the Elements of Dance must be present as well as Choreographic Devices. Dance caters for all abilities; no pre-requisites needed.

Additional Information

Dance education includes talking, reading, writing and thinking about Dance and, above all, becoming involved in Dance. It covers the 'who', 'what', 'when', 'where', 'why' and 'how' of Dance in the world around us. **The aspects and components of Dance that are included as part of the Junior and Senior Dance programs studied within the College differ greatly from what is offered by private Dance schools.**



Design Technology

Aims

Design Technology is a subject where several disciplines from within Industrial Technology are incorporated to provide students with a rich learning experience. They are challenged to consider a variety of design factors used to develop design solutions that are informed by, and considered for, production.

Course Overview

Students are presented with a variety of design problems from which they compile a design folio. The ultimate intent of the design folio is to justify a solution(s), in sequential order, to the design problem. Students have the opportunity to produce the design solutions in the workshop using a variety of technologies which may include 3D printing, 3D computer modelling, wood, plastic, metal and laser cutting.

Assessment Overview

For each unit assessment consists of a design folio and a manufactured solution which are weighted equally.

Additional Information

The specific workshop projects produced by the students can vary due to latest educational trends, availability of resources and the needs and interests of the student group.

Interested students can continue their studies of Design Technology through to Senior.

Please note the following items will be required for Design Technology classes:

- Leather shoes must be worn to satisfy Workplace Health and Safety regulations.
- A cotton apron (supplied by HSC) must be worn.
- Safety glasses (supplied by HSC) must always be worn in the workshop.

Digital Technology

Aims

In Digital Technologies, students develop critical thinking skills to analyse problems and code solutions. They create projects that use data, require interactions with users and systems, and apply computational and design thinking to develop digital solutions. Students also consider the impacts of technology on people, the economy, and the environment and evaluate their solutions accordingly. Moreover, they explore emerging technologies to thrive in an ever-changing technological landscape. Students will create projects that use data, require interactions with users and systems. They will consider the impacts on people, the economy and environments that new or existing technology might have and evaluate their own solutions according to criteria. Students will be given the opportunity to develop their projects using combinations of advanced yet readily available hardware and software applications, including specific instructions provided through programming.

The course aims to equip students with the knowledge and skills to navigate the evolving world of technology. They gain awareness of emerging technologies' significance and impact and learn to create solutions that harness data and engage with users and systems. Through access to advanced hardware and software applications, students build a strong foundation in digital technology and its applications, empowering them to create innovative projects and adapt to the ever-changing technological landscape.

Course Overview

This course enables students to enhance their logical thinking skills through coding projects utilising programming languages such as HTML and Python. It also emphasizes the importance of design thinking in creating user-friendly interfaces. Furthermore, students will explore digital data, encompassing transmission and storage, and delve into emerging technologies and their impact on our world.

Assessment Overview

Students will employ the Design, Develop, and Evaluate cycle to create and assess various coding projects. Assessment will include written components to complement practical tasks.

Additional Information

In addition to this course, students can pursue further studies in Interactive Multimedia in Year 9 and Interactive New Media in Year 10. They can also explore senior-level subjects such as Film, Television & New Media and Digital Solutions. These opportunities will broaden their understanding of digital technologies and empower them to embrace the potential of emerging technologies in our rapidly evolving society.



Drama

Aims

Students are to participate in a range of theoretical and practical activities to develop their knowledge and understanding of the elements of drama and the various concepts involved in creating dramatic art forms such as: performing, responding to performances and creating their own dramatic concepts.

Course Overview

Students will investigate the 'Actor's Toolkit' through practical workshop activities. They will learn the elements of Drama through rehearsing an Australian script and evaluating their own performances. Students will also form their own plays based on Indigenous Australian myths and learn about cultural history.

Assessment Overview

Students will be assessed through a variety of methods:

- Performance task based on a contemporary script
- Develop and create a drama based on a studied style
- Evaluate performance through an analytical task

Additional Information

It must be noted that classroom Drama is not just a practical course. Theory work is an integral part of Drama, whether this is writing dramatic concept or a responding task.

Food for Living Plus

Aims

Through Food For Living Plus, students work through some important basic life skills in the context of healthy, but tasty, recipes and some simple hand-sewing techniques.

Course Overview

When looking at foods, there will be a 'Paddock to Plate' focus where the origins of ingredients will be investigated and then transformed into healthy and delicious snacks, meals or sweet treats. There will also be an excursion to a working farm to see first-hand where our food comes from. The majority of the foods cooked at school will require students to bring the ingredients from home, then the food goes home for the family to enjoy. Following this food-focussed unit, will be a very brief, but essential, textiles unit. This will have a 'Paddock to Sewing Room' theme where the origins of wool and felt are investigated and then designed into a child's toy, e.g. a Felt Monster, sewing on buttons for eyes and then learning some essential hand-sewing skills.

Assessment Overview

- Theory Test
- Practical Cookery – continuous throughout the semester with a focus on specific skills each week
- Sewing Activity – e.g. a Felt Monster (button sewing and hand-sewing skills)

Additional Information

Students can further their studies through the Year 9 Food for Living Plus subject and the Semester 1, Year 10 subjects – Food and Nutrition, Hospitality, and Early Childhood Education. In Semester 2 of Year 10, students may choose to study Introduction to Senior Food and Nutrition, Hospitality, and Certificate III in Early Childhood Education and Care, in preparation for the Senior subjects – Food and Nutrition, Certificate II in Hospitality, and Certificate III in Early Childhood Education and Care.

Graphics

Aims

Year 8 Graphics encourages students to develop a range of communication skills through freehand sketching and use of computer-aided drawing software.

Course Overview

Students have the opportunity to enjoy challenging learning experiences which enable them to communicate graphically through AutoCAD. This is an industry recognised computer-aided drawing software package which is used by students to draw basic 2D and 3D objects. Students are also challenged to develop their freehand sketching skills to enhance their overall ability to communicate graphically using various modes. Modern resources such as 3D printers also form part of the learning experience.

Assessment Overview

Assessment is predominantly a compilation of selected drawings from their folio of work for the topics covered in each unit during the semester. Google Classroom is also used for related theory.

Additional Information

This subject builds upon basic skills and knowledge acquired from Graphics in Year 7 and complements Wood Technology, Metal Technology and Design Technology where drawing interpretation is important.

The software package (AutoCAD) used, can be accessed from home at no cost. This is highly beneficial for students showing a keen interest in technical drawing.

Students can continue to study Graphics throughout their Junior years and lead to the two Senior subjects – Design, and Industrial Graphics Skills.

Media

Aims

In Media, students are introduced to the concept of media and advertising in the 21st century. Students discover how much we use media every day and how to become more media savvy.

Course Overview

In Media, students create and respond to a range of media texts, developing an understanding of how media affects our lives.

Media, as a channel of communication, is explored via television commercials, newspaper and magazine advertising and short segment programming. Students study advertising tricks and techniques, camera shots and angles, and experiment with video editing software.

Through various technologies, students will:

- experience the pleasure of exploring, experimenting and creating
- develop technical skill and work methods
- develop imagination and expression of ideas
- develop awareness and appreciation of media as a means of communication and
- develop the ability to persuade audiences through visual language and Graphic Design

Assessment Overview

For each unit of work, undertaken as part of the course, the following forms of assessment apply:

- Design Tasks – Design Brief, Storyboards and Treatments
- Production Tasks – TV Advertisement and YouTube segment
- Critique Tasks – Written Evaluation and Reflection

Additional Information

Homework varies to a degree and it is the student's responsibility to research and develop his/her own ideas to suit the activity and to complete work commenced in class.

Students interested in this area can continue to Years 9 and 10 Media and Communicating through Art and Technology (CAT), and Visual Art and Film, Television and New Media in Senior.



Metal Technology

Aims

Metal Technology aims to give students an insight into our modern technical world. By studying and working with a variety of materials such as mild steel, copper, zincaneal, galvabond and aluminium, students become aware of the tradition and technology behind many of the products that have become part of their daily lives. Students are encouraged to focus on developing their hand skills, which includes use of numerous hand tools and some basic workshop machinery. To ensure a rich learning experience, students are also challenged with a variety of planning, designing, production and finishing procedures.

Course Overview

Students use metal products to produce a variety of artefacts which incorporates industry recognised working and fastening methods. As well as learning to use hand tools, students operate the bench drill, magna bend and a number of portable power tools during the semester. Safe working practices are taught and reinforced in this subject.

Assessment Overview

Assessment is predominantly from workshop projects; however, during the semester some basic theory which directly relates to topics covered in each unit is taught utilising Google Classroom.

Additional Information

The specific workshop projects produced by the students can vary due to latest educational trends, availability of resources and the needs and interests of the student group. Students who enjoy this subject can continue to study metalwork subjects offered in Years 9 and 10. These subjects subsequently lead to Certificate II in Engineering Pathways in Years 11 and 12.

The following are required in Metal Technology:

- Leather shoes must be worn to satisfy Workplace Health and Safety regulations.
- A cotton apron (supplied by HSC) must be worn.
- Safety glasses (supplied by HSC) must always be worn in the workshop.
- Long hair must be tied back.

Music

Aims

Students will develop their knowledge and understanding of the music elements through performing and composing activities. Students will enhance their practical skills through a range of various performance activities.

Course Overview

Students will investigate different forms of creating music, focussing on the concept that 'music is all around us'. They will look at the development of music focussing on, and analysing the manipulation of, the music elements through composition. Students will consider the social and cultural viewpoints surrounding varying styles and genres. Students will have practical experiences on the drums, guitar and keyboard.

Assessment Overview

Students will be assessed through a variety of methods:

- Performance tasks on drums, guitar and keyboard
- Responding to a musical performance
- Creating a composition, on their own and in a group

Additional Information

It must be stressed that classroom Music is not the same as private music tuition. Classroom Music offers more variety. The study of Music at school does not duplicate the AMEB course and students studying AMEB theory do not generally enjoy any specific advantage in studying Music at school.



Wood Technology

NOTES

Aims

Wood Technology provides students with an insight into our modern technical world. By studying and working with timber and plastic materials, students become aware of the tradition and technology behind many of the products that have become part of their daily lives. At this early stage, students focus on hand skills which are linked closely with producing and finishing procedures.

Course Overview

Students use timber products (such as plywood and hoop pine), acrylic sheet and other plastic materials, along with appropriate working and fastening methods. As well as learning to use hand tools, students operate the bench drill, polishing buff and a number of portable power tools. Students learn about the safe use and storage of paints, varnishes, polishes and other finishing materials. Safe working practices are taught and reinforced in this subject.

Assessment Overview

Assessment is predominantly from workshop projects; however, some basic theory is covered which directly relates to topics covered in each unit during the semester.

Additional Information

Students who enjoy this subject can continue to study woodwork subjects offered in Years 9 and 10. These subjects subsequently lead to studying Certificate I in Construction in Years 11 and 12.

The following are required in Wood Technology:

- Leather shoes must be worn to satisfy Workplace Health and Safety regulations.
- A cotton apron (supplied by HSC) must be worn.
- Safety glasses (supplied by HSC) must always be worn in the workshop.
- Long hair must be tied back.



Appendix 1 – Cognitive Verbs

Term	Explanation
A	
analyse	dissect to ascertain and examine constituent parts and/or their relationships; break down or examine in order to identify the essential elements, features, components or structure; determine the logic and reasonableness of information; examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences
apply	use knowledge and understanding in response to a given situation or circumstance; carry out or use a procedure in a given or particular situation
appraise	evaluate the worth, significance or status of something; judge or consider a text or piece of work
appreciate	recognise or make a judgment about the value or worth of something; understand fully; grasp the full implications of
argue	give reasons for or against something; challenge or debate an issue or idea; persuade, prove or try to prove by giving reasons
assess	measure, determine, evaluate, estimate or make a judgment about the value, quality, outcomes, results, size, significance, nature or extent of something
C	
calculate	determine or find (e.g. a number, answer) by using mathematical processes; obtain a numerical answer showing the relevant stages in the working; ascertain/determine from given facts, figures or information
categorise	place in or assign to a particular class or group; arrange or order by classes or categories; classify, sort out, sort, separate
clarify	make clear or intelligible; explain; make a statement or situation less confused and more comprehensible
classify	arrange, distribute or order in classes or categories according to shared qualities or characteristics
comment	express an opinion, observation or reaction in speech or writing; give a judgment based on a given statement or result of a calculation
communicate	convey knowledge and/or understandings to others; make known; transmit
compare	display recognition of similarities and differences and recognise the significance of these similarities and differences
comprehend	understand the meaning or nature of; grasp mentally
conduct	direct in action or course; manage; organise; carry out
consider	think deliberately or carefully about something, typically before making a decision; take something into account when making a judgment; view attentively or scrutinise; reflect on



Term	Explanation
construct	create or put together (e.g. an argument) by arranging ideas or items; display information in a diagrammatic or logical form; make; build
contrast	display recognition of differences by deliberate juxtaposition of contrary elements; show how things are different or opposite; give an account of the differences between two or more items or situations, referring to both or all of them throughout
create	bring something into being or existence; produce or evolve from one's own thought or imagination; reorganise or put elements together into a new pattern or structure or to form a coherent or functional whole
critique	review (e.g. a theory, practice, performance) in a detailed, analytical and critical way
D	
decide	reach a resolution as a result of consideration; make a choice from a number of alternatives
deduce	reach a conclusion that is necessarily true, provided a given set of assumptions is true; arrive at, reach or draw a logical conclusion from reasoning and the information given
define	give the meaning of a word, phrase, concept or physical quantity; state meaning and identify or describe qualities
demonstrate	prove or make clear by argument, reasoning or evidence, illustrating with practical example; show by example; give a practical exhibition
derive	arrive at by reasoning; manipulate a mathematical relationship to give a new equation or relationship; in mathematics, obtain the derivative of a function
describe	give an account (written or spoken) of a situation, event, pattern or process, or of the characteristics or features of something
design	produce a plan, simulation, model or similar; plan, form or conceive in the mind; in English, select, organise and use particular elements in the process of text construction for particular purposes; these elements may be linguistic (words), visual (images), audio (sounds), gestural (body language), spatial (arrangement on the page or screen) and multimodal (a combination of more than one)
determine	establish, conclude or ascertain after consideration, observation, investigation or calculation; decide or come to a resolution
develop	elaborate, expand or enlarge in detail; add detail and fullness to; cause to become more complex or intricate
devise	think out; plan; contrive; invent
differentiate	identify the difference/s in or between two or more things; distinguish, discriminate; recognise or ascertain what makes something distinct from similar things; in mathematics, obtain the derivative of a function
discriminate	note, observe or recognise a difference; make or constitute a distinction in or between; differentiate; note or distinguish as different

Term	Explanation
discuss	examine by argument; sift the considerations for and against; debate; talk or write about a topic, including a range of arguments, factors or hypotheses; consider, taking into account different issues and ideas, points for and/or against, and supporting opinions or conclusions with evidence
distinguish	recognise as distinct or different; note points of difference between; discriminate; discern; make clear a difference/s between two or more concepts or items
document	support (e.g. an assertion, claim, statement) with evidence (e.g. decisive information, written references, citations)
E	
evaluate	make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria
examine	investigate, inspect or scrutinise; inquire or search into; consider or discuss an argument or concept in a way that uncovers the assumptions and interrelationships of the issue
execute	apply a procedure to familiar task; perform a procedure without significant error, but not necessarily understanding how and why the procedure works; produce in accordance with a plan or design; put into effect, e.g. a plan, order or course of action
experiment	try out or test new ideas or methods, especially in order to discover or prove something; undertake or perform a scientific procedure to test a hypothesis, make a discovery or demonstrate a known fact
explain	make an idea or situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information
explore	look into both closely and broadly; scrutinise; inquire into or discuss something in detail
express	convey, show or communicate (e.g. a thought, opinion, feeling, emotion, idea or viewpoint); (in words, art, music or movement) convey or suggest a representation of; depict
extrapolate	infer or estimate by extending or projecting known information; conjecture; infer from what is known; extend the application of something (e.g. a method or conclusion) to an unknown situation by assuming that existing trends will continue or similar methods will be applicable
G	
generate	produce; create; bring into existence
H	
hypothesise	formulate a supposition to account for known facts or observed occurrences; conjecture, theorise, speculate; especially on uncertain or tentative grounds

Term	Explanation
I	
identify	distinguish; locate, recognise and name; establish or indicate who or what someone or something is; provide an answer from a number of possibilities; recognise and state a distinguishing factor or feature
implement	put something into effect, e.g. a plan or proposal
infer	derive or conclude something from evidence and reasoning, rather than from explicit statements; listen or read beyond what has been literally expressed; imply or hint at
interpret	use knowledge and understanding to recognise trends and draw conclusions from given information; make clear or explicit; elucidate or understand in a particular way; bring out the meaning of, e.g. a dramatic or musical work, by performance or execution; bring out the meaning of an artwork by artistic representation or performance; give one's own interpretation of; identify or draw meaning from, or give meaning to, information presented in various forms, such as words, symbols, pictures or graphs
investigate	carry out an examination or formal inquiry in order to establish or obtain facts and reach new conclusions; search, inquire into, interpret and draw conclusions about data and information
J	
judge	form an opinion or conclusion about; apply both procedural and deliberative operations to make a determination
justify	give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable
M	
make decisions	select from available options; weigh up positives and negatives of each option and consider all the alternatives to arrive at a position
manipulate	adapt or change to suit one's purpose
modify	change the form or qualities of; make partial or minor changes to something
O	
organise	arrange, order; form as or into a whole consisting of interdependent or coordinated parts, especially for harmonious or united action
P	
predict	give an expected result of an upcoming action or event; suggest what may happen based on available information
propose	put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action
prove	use a sequence of steps to obtain the required result in a formal way

Term	Explanation
R	
realise	create or make (e.g. a musical, artistic or dramatic work); actualise; make real or concrete; give reality or substance to
recall	remember; present remembered ideas, facts or experiences; bring something back into thought, attention or into one's mind
recognise	identify or recall particular features of information from knowledge; identify that an item, characteristic or quality exists; perceive as existing or true; be aware of or acknowledge
reflect on	think about deeply and carefully
resolve	(in the Arts) consolidate and communicate intent through a synthesis of ideas and application of media to express meaning
S	
select	choose in preference to another or others; pick out
sequence	place in a continuous or connected series; arrange in a particular order
sketch	execute a drawing or painting in simple form, giving essential features but not necessarily with detail or accuracy; in mathematics, represent by means of a diagram or graph; the sketch should give a general idea of the required shape or relationship and should include features
solve	find an answer to, explanation for, or means of dealing with (e.g. a problem); work out the answer or solution to (e.g. a mathematical problem); obtain the answer/s using algebraic, numerical and/or graphical methods
structure	give a pattern, organisation or arrangement to; construct or arrange according to a plan
summarise	give a brief statement of a general theme or major point/s; present ideas and information in fewer words and in sequence
symbolise	represent or identify by a symbol or symbols
synthesise	combine different parts or elements (e.g. information, ideas, components) into a whole, in order to create new understanding
T	
test	take measures to check the quality, performance or reliability of something
U	
understand	perceive what is meant by something; grasp; be familiar with (e.g. an idea); construct meaning from messages, including oral, written and graphic communication
use	operate or put into effect; apply knowledge or rules to put theory into practice

Appendix 2 – Academic Integrity

Queensland Curriculum and Assessment Authority Policy (QCAA)

What is Integrity?

Acting with integrity means choosing to do the right thing, even when the choice isn't easy.

It means making the right choice no matter what – even when you think no-one is paying attention.

Those who act with integrity approach their decisions in an honest, moral and ethical way.

Choosing to do the right thing is an important behaviour, and one that applies to all aspects of your life, both now and into the future.

Acting with integrity is about making honest choices.

(QCAA Academic Integrity Course for Students)

What is Academic Integrity?

Academic Integrity is always acting with integrity in your learning and assessment work.

To not act with Academic Integrity is call **Academic Misconduct**.

What is the honest choice?

Should a student try to sneak answers into an exam or get another student to tell them answers during the exam, even if they think they might get away with it?

This is an example of **Cheating while under supervised conditions**.

Other examples are:

- *begins to write during perusal time or continues to write after the instruction to stop writing is given*
- *uses unauthorised equipment or materials*
- *has any writing on the body, clothing or any object brought into an assessment room*
- *communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.*

It is not honest to try to cheat on an exam, to get an unfair advantage over other students. This might result in a student passing exams and getting qualifications when they don't have the knowledge. Consider a nurse, truck driver or electrician who passed their course by cheating and the harm they could do to themselves and others.

Is it ok to copy work from a book or the internet or use a graph or drawing that you didn't create and pretend that it is your own work?

This is an example of **Plagiarism or lack of referencing**.

- *a student completely or partially copies or alters another person's work without referencing (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).*

Students at Holy Spirit College are required to submit assessment to the online integrity checking software, Turnitin, which will check against other students' work and other sources available on the internet and provide the teacher and student with a report. This assists students to know if they have not written in their own words or not added references so they can edit their work before submitting the assignment.

If you realise you didn't do enough research and decide to make up 'facts' or make up the name of a book so it sounds like you did the research, is that ok?

This is an example of **Fabricating**

- *invents or exaggerates data*
- *lists incorrect or fictitious references.*



Is it ok if you are running short of time to finish an assignment, or having difficulty understanding what to do, to have a tutor, family member or friend write some parts of your assignment for you, or tell you what to write?

This is an example of **significant contribution of help**

- *a student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.*

It **is** ok to have someone outside of school help you to understand new work or what the assignment wants you to do, but if you submit work that isn't your words and you don't understand what you hand in, then this is not honest and you will not receive marks for the part of the work that wasn't your own. Any checkpoints that you did write yourself and other assessment preparation may be used to determine a result.

If last year you had an assignment that had some parts that are similar to another assignment this year in another subject – can you hand it in again without change?

This is an example of **Self-plagiarism**

- *a student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.*

You should rework the material so that it answers the new question and shows you have developed your knowledge.

If a group of friends all worked on their assignment together, or one student worked out the answers for everyone, would it be ok to hand in the work as your own if it isn't a group assignment?

This is an example of **Collusion**

- *more than one student works to produce a response and that response is submitted as individual work by one or multiple students*
- *a student assists another student to commit an act of academic misconduct*
- *a student gives or receives a response to an assessment.*

If the work is meant to be 'individual', and is not a group assignment, then it is academic misconduct to hand in work that was not done by you. Even if you have worked together, the final response needs to be written only by you with your own ideas in your own words. In individual work you should not be helping each other so much that the work is all going to sound the same. It is **also** academic misconduct if you are the student who gives the answers to other students.

Is it right to pay someone to write an assignment for you or swap them your assignment in one subject if they give you their assignment in another?

This is an example of **Contract cheating**

- *pays for a person or a service to complete a response to an assessment*
- *sells or trades a response to an assessment.*

Cheating, whether it is paid for or not, is not acting with integrity.

Is it ok for someone to move their test paper so you can copy from it during an exam or try to see another person's book?

This is an example of **Copying work**

- *deliberately or knowingly makes it possible for another student to copy responses*
- *looks at another student's work during an exam*
- *copies another student's work during an exam.*

Copying another person's work is cheating. It is dishonest to pretend that the work you completed was your own. If another student arranged for their work to be visible for other students to copy, this student **also** would have acted dishonestly.

If you think the answers to a test are on a teacher's desk should you try to get this information and then plan to pass it on to another student?

This is an example of **Disclosing or receiving information about an assessment**

- *gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment*
- *makes any attempt to give or receive access to secure assessment materials.*

Gaining access to unauthorised information, to be used yourself or for giving to other students to hand in as their work, is cheating and dishonest.

Would it be ok to send someone else in to sit an exam for you even if the person supervising the exam didn't know what you looked like?

This is an example of **Impersonation**

- *arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment.*
- *completes a response to an assessment in place of another student.*

If I'm finished early, am bored, and try to make noise to get other students' attention while I wait to be let out – is this ok?

Misconduct during an examination

- *a student distracts and/or disrupts others in an assessment room.*

It is not ok to make it harder for other students to do their best in an exam, even if you and other students are finished. You should be checking your work and respecting everyone's right to concentrate on their exam.

QCAA Procedures for managing Academic Misconduct

For authorship issues

- *When authorship of student work cannot be established or a response is not entirely a student's own work the school will provide an opportunity for the student to demonstrate that the submitted response is their own work. This may involve marking checkpoints and other evidence of work completed by the student and questioning by the teacher to determine if the student could explain the work that was submitted.*

For all instances of academic misconduct

- *Results will be awarded using any evidence from the preparation of the response that is available and is verifiably the student's own work on or before the due date.*

For instances of academic misconduct during exams

- *Students may not be awarded a result for the exam. Where appropriate, the school's behaviour management policy will be implemented.*

How do schools help students practise Academic Integrity?

- *help students understand what academic integrity is and why it is important*
- *help students identify acts of academic misconduct and understand how to avoid them*
- *understand how to make sure the work submitted is their own – use of Turnitin software.*
- *understand how to improve their work and ensure it is in their own words by:*
 - ♦ **time management** – creating a plan to complete the assessment in the time allowed so there is no need to take short cuts which may include academic misconduct. Always ensure there is a backup of digital assessment in case of technical problems.
 - ♦ **note-taking and summarising** – synthesising research or gathering information into a new idea or summary
 - ♦ **referencing** – appropriately acknowledging the ideas, work or interpretation of others
 - ♦ **choosing appropriate examples** – selecting appropriate quotes or examples to support an argument or communicate meaning
 - ♦ **editing** – refining their own work as another step to ensuring it is in their own words.
 - ♦ **checking** – using the online plagiarism checking software, Turnitin, to identify any areas that may not have been in the student's own words so they can be edited.

This document uses references from the QCE and QCIA Policy and Procedures Handbook 2019 v.1.2

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019/print/13-administrative-processes>;

QCAA Academic Integrity Course for Students <https://myqce.qcaa.qld.edu.au/academic-integrity-for-students.html>; QCAA Website

<https://www.qcaa.qld.edu.au/>



Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Mission Statement

Holy Spirit College is a Catholic co-educational college which nurtures learners through quality curriculum and supportive pastoral care based on the life and values of Jesus. Students are empowered and encouraged to recognise and develop their gifts so that they become involved as responsible community members.

