

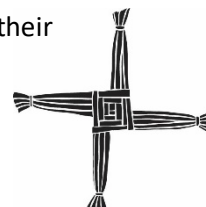
# Stage 4 Curriculum Handbook

2024-2025

# Curriculum Handbook

## OUR MISSION

We inspire our students to value learning, seek wisdom, act with integrity, and to honour their spiritual heritage. We challenge young women to act as global citizens, with strength and gentleness in their own lives and the lives of others.



## OUR HERITAGE

The Brigidine Congregation was founded upon the work of St Brigid, whose focus was on education and its power to transform and liberate. Today the work of the Brigidine sisters and the College's around the world continues in the areas of social justice, humanity and sustainability.

Our motto *Fortiter et Suaviter* proudly guides the lives of all the girls who attend Brigidine schools. The motto challenges our students to be 'women of strength, women of gentleness.' Although seemingly opposing virtues, they are complementary notions of moral courage and consideration of others.

## Prayer to St Brigid



St Brigid,  
you were a woman of peace.  
You brought harmony where there was conflict,  
you brought light to those in darkness  
you brought hope to the downcast  
and you were a voice for the wounded and weary.

May the mantle of your peace  
cover those who are troubled and anxious.

Inspire us to act justly  
and to respect all God has made.

Strengthen what is weak within us.  
calm us into gentleness that heals and listens.

May we grow each day into greater wholeness of mind  
body and spirit  
and carry the light of Christ into the new millennium.

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## **LEADERSHIP TEAM**

Principal	Ms Laetitia Richmond
Deputy Principal Teaching and Learning	Ms Leone Smyth
Deputy Principal Faith and Mission	Mr Brian Loughland
Director Student Wellbeing	Ms Sia Mastro
Director Cocurricular	Mr Owen Vale
Director Community Relations	Mrs Mandy Loomes
Director Administration	Mrs Pamela Malone
Director Staff	Mr Edward Codsí
Business Manager	Mr Richard Luxford

## **HEADS OF DEPARTMENT**

Academic Enrichment	Mrs Marine Choquet
Drama and Dance	Miss DiAnne McDonald
Diverse Learning	Mrs Helen Thomas
English	Ms Janet Walker
History	Mrs Sherryl Bremner
Languages	Ms Maria Jackson
Library Services	Mrs Leanne Miller
Mathematics	Mrs Jacqui Bridges
Music	Ms Nicole Goodwin
PDHPE	Mr Joshua Holmes
Religion	Mrs Brodie Byrne
Science	Mr Rob Farr
Social Science	Mrs Emma Forbes
TAS	Ms Robyn Collins
VET	Mr Garth Aird
Visual Arts	Mrs Alison Finnerty

## **SENIOR COORDINATORS**

Studies Coordinator	Mr Greg Johns
TAFE/Careers/TVET	Ms Michelle Cooper
Teacher Librarian	Mrs Leanne Miller
<b>YEAR 7 Coordinator</b>	Ms Vicky Boyd
<b>YEAR 8 Coordinator</b>	Ms Simone Webb

## Mandatory Curriculum for Year 7 & 8

<b>Subjects</b>	<b>YEAR 7</b>	<b>YEAR 8</b>
Religious Education	5 periods	5 periods
English	8 periods	8 periods
Mathematics	8 periods	8 periods
Science	8 periods	8 periods
History [one semester]	7 periods	7 periods
Geography [one semester]	7 periods	7 periods
French [one semester in Year 7, elective in Year 8*]	5 periods	6 periods
Italian [one semester in Year 7, elective in Year 8*]	5 periods	6 periods
Music [one semester]	7 periods	7 periods
Visual Arts [one semester]	7 periods	7 periods
Personal Development, Health and Physical Education	5 periods	5 periods
Technology	6 periods	6 periods
Critical Thinking	1 period	

\*Students choose either French or Italian in Year 8. This is the only elective choice.

## Curriculum: 2024 – 2029

STAGE 4 Years 7 and 8	STAGE 5 Years 9 and 10	STAGE 6 Years 11 and 12
Religious Education	Religious Education	Studies of Religion I [1 unit] Studies of Religion II [2 unit]
	Studies of Religion 2 [Accelerated program for Year 10 only]	
English	English	English Studies English Standard English Advanced English Extension 1 English Extension 2 [Year 12] EAL/D
Mathematics	Mathematics Core & Standard Path Mathematics Core & Advanced Path	Numeracy Mathematics Standard 2 Mathematics Advanced Mathematics Extension 1 Mathematics Extension 2 [Year 12]
	Mathematics Extension Elective [part of accelerated Mathematics course]	
Science	Science	Biology Chemistry Earth and Environmental Science Physics Science Extension [Year 12]
Geography <i>[semesterised with History]</i>	Geography Elective Commerce	Business Studies Economics Geography Legal Studies
	Geography <i>[semesterised with History]</i>	
History <i>[semesterised with Geography]</i>	History Elective	Ancient History Modern History History Extension [Year 12] Society and Culture
	History <i>[semesterised with Geography]</i>	
Visual Arts <i>[semesterised with Music]</i>	Visual Arts Photographic and Digital Media	Visual Arts
Music <i>[semesterised with Visual Arts]</i>	Music	Music 1 Music 2 Music Extension [Year 12]
<i>Dance [Stage 5 and 6 Only]</i>	Dance	Dance
<i>Drama [Stage 5 and 6 only]</i>	Drama	Drama
<i>Languages</i> French and Italian [Year 7] French or Italian [Year 8]	French Italian Languages @ NSW School of Languages	French Continuers French Extension [Year 12] Italian Continuers Italian Extension [Year 12] Languages @ NSW School of Languages
PDHPE <i>Personal Development, Health and Physical Education</i>	PDHPE	PDHPE Community and Family Studies
	Physical Activities and Sports Studies	

Technology (Mandatory)	Design and Technology Food Technology Textiles Technology Computing Technology	Design and Technology Food Technology Textiles and Design Engineering Enterprise Computing
<i>Vocational Education &amp; Training VET [Stage 5/6 only]</i>	Hospitality – Kitchen Operations	Business Services Hospitality – Cookery Sport Coaching TAFE subjects
Critical Thinking	Philosophy	Philosophy [Year 11 only – 1 unit]
Modified Programs of Study	Multimodal Communication Skills for Living and Working Life Skills	Life Skills [across key learning areas] TAFE subjects
	Mandatory Curriculum	

## Teaching And Learning

Brigidine College is a school which prides itself on its spirit of inclusion, welcoming each girl to achieve her best, participate in a diverse range of interesting activities and develop a clear sense of the difference they can make in their world.

Learning is life-long and today it is important that girls receive an education that allows them to take their place in society as global citizens. In a time of great change, our young women need to develop skills so that they can adapt to jobs not yet created, to technologies not yet developed and to relationships not yet explored.

Teaching methods that accommodate different learning styles, different interests, and different needs in collaborative frameworks and flexible spaces supported by the latest innovations in learning technology, motivate our girls to engage in quality learning. Committed teachers support them in their endeavours, facilitating ways to achieve their goals and challenging them to seek deeper knowledge and understanding of their world.

We are proud of the academic results that have been consistently achieved at Brigidine College, establishing it as one of the top academic schools locally and in the State. Participation in clubs, competitions, sporting teams, outdoor education, music, drama, debating, the Duke of Edinburgh Award Scheme and community outreach work enrich and extend the girls' learning.

These achievements reflect the dedication of highly qualified teachers who are passionate about the subjects they teach and the contribution they make. Brigidine girls graduate feeling empowered by their education, confident of their ability and capacity to apply their knowledge, understanding and skills as responsible citizens in a global world.



*Lamp of Learning*

## Laptop Learning Program 2024

In Year 7, students are issued with a college-owned laptop. While it remains the property of the College, it becomes their personal responsibility to manage, and it will become an intrinsic part of their learning. It will complement existing learning strategies in literacy and numeracy with opportunities to deepen students' learning by engaging them in activities that challenge their thinking and understanding.

The laptop has enormous potential to open up a vast world of knowledge that can spark students' curiosity and nurture the creativity that can visualise and articulate innovative solutions to problems imagined and real. Students can work independently and flexibly in any environment both at home and at school utilising a variety of tools and techniques that are consistent with their preferred learning styles and the expectations of their teachers.

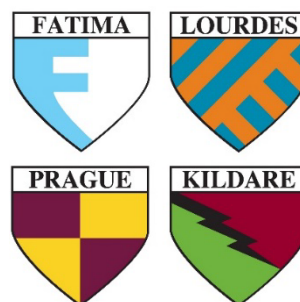


## Formation of Classes

### Mentor Groups and Houses

In Year 7 there are between 10 and 12 Mentor Groups, organised in house groups of about 14 girls. The Mentor Groups move together as a group from Year 7 to Year 12 and underpin the pastoral care and House system which will connect the girls to a significant trusted adult, their Mentor teacher, each year. Two or three Mentor Groups will be attached to each of the four Houses:

- Fatima: Sky Blue and White
- Lourdes: Orange and Blue
- Prague: Purple and Yellow
- Kildare: Red and Green



### Teaching Classes

The girls are grouped into teaching classes according to individual student needs based on enrolment information and pastoral considerations. There are usually six or seven general teaching classes identified by the letters Q, R, S, T, U V. In Year 7, these classes will be mixed ability. The purpose of this grouping will enable the College to assess ability and progress fairly with a variety of tasks, before grouping students according to ability and other criteria. Teachers will plan and program lessons that challenge and engage all students yet meet the needs of the individual student.

In Year 8, two extension classes will be created from the teaching classes in Year 7 – the remainder will remain mixed ability. The criteria for these classes are on overall analysis of achievement in class, as well as results from NAPLAN, assessments and examinations. In Year 8, students will have the opportunity to study their choice of French or Italian.

## **Mathematics and English Classes**

Mathematics and English classes are organised so that they are all taught at the same time. This identifies strengths and weaknesses in literacy and numeracy and enables the flexible delivery of curriculum and movement between groups.

In Year 9, Mathematics is taught as core topics (mandatory) and path topics (optional). The Core–Paths structure is designed to inspire student aspirations, offering flexibility for teachers to create diverse pathways toward Stage 6. Emphasising solid foundations, it enables students to progress along the continuum of learning and reach the highest levels of achievement up to the end of Stage 5. The aim is for students to demonstrate proficiency in Core and as many Path outcomes as possible by the end of Stage 5, guiding teacher planning and ensuring diverse pathways for engaging with Advanced and Extension courses in Stage 6.

In English and Mathematics, those students who require more learning support are taught in a smaller mainstream group which focuses specifically on raising literacy and numeracy performance.

Towards the end of Year 8, the most capable mathematicians will be invited to enter the Mathematics acceleration program in which they complete Stage 5 Mathematics in Year 9, then progress to the Year 11 Preliminary course in Year 10, leaving time to successfully complete the HSC course in Mathematics Advanced in Year 11 and the rigorous Extension courses in Year 12.

## **Science Classes**

The Science classes are grouped so that the most talented scientists have the opportunity to be challenged in more complex scientific thinking and method.

## **Diverse Learning and Life Skills Classes**

Most students who require learning support will participate fully in learning experiences and assessment activities provided by the regular syllabus outcomes and content, although they may require additional support, including adjustments to teaching and learning activities and/or assessment. Special disability provisions are negotiated for assessments, including examinations, to enable students with identified difficulties to perform as they would without the difficulty. For example a student with a broken arm would have access to a writer; a student may require specially coloured non-reflective paper. However, for a small percentage of these students, particularly those with an intellectual disability, the Life Skills outcomes and content in each syllabus can provide a more relevant, accessible and meaningful curriculum option, enabling students to remain with their cohort whilst achieving adjusted outcomes. In some cases, students may be withdrawn from the mainstream class to achieve specifically identified goals or may access different outcomes within the mainstream setting, as appropriate.

## **Learning at Home**

Home learning is the completion of any task required of students that enables learning to occur beyond the classroom. Learning at home must have purpose, educational value and be reasonable in its intentions. On completion, teachers should acknowledge student effort and provide timely feedback related to student learning.

## **Purpose**

Learning at home is a valuable part of schooling. It allows for practising, extending and consolidating any aspect of learning done in class. It also provides training for students in planning and organising time and develops a range of skills in identifying and using information resources. Additionally, it establishes habits of study, concentration and self-discipline.

## **Guiding Principles**

### **Quality**

Research indicates that student learning may be enhanced if a set task is:

- Appropriate for each student's age and ability
- Relevant to each student's needs
- Purposeful and designed to meet specific learning goals
- Varied and challenging, but achievable
- Built on knowledge, skills and understanding developed in class
- Clearly stated and requirements made explicit during class time
- Supported by teacher strategies for students having difficulties.

### **Manageability**

The quantity of work expected needs to be manageable so that teachers can ensure quality and can provide timely feedback to students on completion. Tasks that are manageable for students will:

- Be age appropriate
- Be set on a regular basis and establish effective routines that enable learning at home
- Consider students' outside of school hours commitments, such as sport, cultural activities, tuition, part-time employment and home responsibilities
- Take into account students' access to resources and technology beyond school
- Be clearly communicated to students
- Provide some flexibility and options to allow for different student circumstances
- Provide some flexibility and options to allow for different subject circumstances.

## **Examples of home learning tasks that are effective:**

### **1. Practice exercises to embed new learning...**

...which provide students with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills, including:

- consolidation exercises eg maths, including memorisation of tables
- practising for mastery eg spelling words
- revising information about a current topic
- reading for pleasure
- essay and creative writing
- literacy and numeracy activities eg Education Perfect and Mathspace.

## 2. Preparatory learning ...

...which provides opportunities for students to gain background information on a unit of study so that they are better prepared for future lessons, including:

- background reading – newspaper, article
- background viewing – documentary, video clip
- reading eg English novel, poem or play for class discussion
- researching topics for a class unit of work
- collecting items eg geometric shapes for a practical task.

## 3. Extension assignments...

...which encourage capable students to pursue knowledge individually and imaginatively, including:

- writing eg book review
- making or designing something eg an artwork
- undertaking investigations eg science, social science
- researching eg history, local news
- monitoring eg advertising in particular newspapers.

## Notes for students

- Set aside 1 to 1 ½ hours each evening to complete learning tasks at home
- Listen carefully to instructions from your teachers and write them into your Student Diary at the end of the lesson
- Write the date a task is due in your diary, but do not use this as an excuse not to do some learning on an evening
- Set up a desk in an environment that allows you to concentrate quietly and focus on your learning
- Try to establish a routine that fits in with your dinner and out-of-school commitments
- Let your parents help you to organise your routine
- Bring a note from your parents to explain why you have been unable to complete a task on a due date, such as for sickness and make sure this is handed to your teacher.

## Notes for parents

- Take an active interest in the learning that occurs at home
- Ensure there is time set aside for reading at least five nights a week. The library has created Pinterest pages with suggestions of suitable books for each year group.
- Ensure that there is time set aside for home learning
- Encourage and support your daughter to complete learning tasks
- Provide, where possible, a dedicated place and desk for reading, writing and viewing
- Encourage your daughter to read and take an interest in current events
- Engage your daughter in discussions that explore values, ethics and cultural sensitivities
- Communicate with teachers any concerns about the nature of home learning and your daughter's approach to it
- Alert the school to any domestic or extracurricular activities which may need to be taken into consideration when learning tasks are being set or corrected.

## **Academic Enrichment**

### **The Brigidine Honours Program**

The Brigidine Honours Program is an enrichment opportunity offered to students in Years 8 - 11. It is designed to encourage independence, enable resilience, facilitate creativity and foster depth of analysis.

The Honours Program is divided into THREE stages: Junior, Intermediate and Senior.

The incremental complexity of the levels is intrinsic to the Program. The increased demands made on students, from Junior to Senior Honours, challenge them to become more confident at working conceptually, at investigating rationally and at reflecting on their own learning. In order to achieve this, students are asked to refine their thinking skills, explore solutions to diverse 21<sup>st</sup> Century problems and engage in philosophical inquiries to evaluate innovatively.

Fundamentally, the Brigidine Honours Program is designed to inspire, energise and motivate. Its aim is also to nurture a life-long love of learning.

### **Junior Honours Profile**

#### **Critical Thinking - offered to all students in Year 7 (one lesson per cycle)**

Students will:

- Engage in divergent and convergent thinking
- Employ a range of critical thinking tools
- Evaluate the nature of knowledge
- Assess their own cognitive bias

Critical thinking is a valuable tool. It demands that students gather and assess information confidently and it requires the incisive communication of evaluations and conclusions. This form of open-minded and rational thought is highly prized and numerous tertiary education establishments emphasise its significance as essential for future-proofing career opportunities. The Critical Thinking Course at Brigidine College endeavours to promote such higher order thinking and prepares students for their high school studies.

#### **Graduation with Honours – offered in Year 8 only**

Year 8 students will be invited to participate in Honours Tutorials and complete a Research Project to graduate with Junior Honours.

These tutorials will include an exploration of challenging 21<sup>st</sup> Century issues for which solutions are not straightforward. Students are invited to select their own topics for investigation and ensure that these has cross curricular appeal. Examples include:

- The use of science in art
- A psychological study of Shakespeare's heroes
- Music and patriotism
- Politics and mathematics
- The Library – the last bastion of empathy or an antiquated phenomenon?

This Honours Program course will enable pupils to be self-directed and self-corrective. The relationship with their teacher will also evolve as the educator becomes a facilitator in the process – providing guidance and acting as a sounding board for ideas.

The last stage of the Research Project is the presentation of findings during a Viva Voce.

Completion of all elements of this task will result in Graduation with **Junior Honours**.

## **Reporting**

### **Parent Teacher Student [PTS] Interviews**

Early in Term 2 parents will be given the opportunity to organise interviews with their daughters' teachers. All together, they will discuss progress and achievement from the first term and establish the strategies and goals that will lead to improvement throughout the year.

### **Reports**

Teachers will make professional judgements about student achievement at two points in the learning cycle to report on the levels of knowledge, understanding and skill demonstrated by students:

- At the end of the first semester [end of Term 2]
- At the end of the school year [end of Term 4]

### **The reports will give feedback on student progress, with information such as:**

- Course outline
- Graph of achievement showing a student's examination marks, and course marks in relation to the rest of the cohort
- Achievement levels in the areas for assessment
- Personal profile of aptitude and application behaviours
- Application to Studies (effort) grade
- Common Grade of overall performance

## Textbooks At Brigidine

Both print and digital textbooks are used at Brigidine and are ordered online from **Campion Education**. Parents will be emailed the booklist with instructions and links on how to order textbooks. The deadline for ordering textbooks is mid-December. You will be asked to create an account and pay online. Digital and print textbooks can only be ordered online but print textbooks can be picked up from the Artarmon Warehouse if you wish or can be delivered to your home or work mid-January.

## Campion MyConnect

Brigidine College will work in partnership with **Campion Education** to provide digital textbooks. For this reason and to comply with publisher licensing agreements, **all digital textbooks and digital resources must be purchased from Campion**. Students will be able to logon to the Campion website, MyConnect and see all their digital resources on one bookshelf, with links from this site to publishers' websites and rich, interactive teaching and learning material.

During their first week at school, students will load their digital textbooks onto their College laptop. They will have both online and offline access to these textbooks.

## Year 7 Orientation to Technology Program

All students will spend some time during the first week of Year 7 in an Orientation Program with Mrs Miller (Head of Library Services) and Mrs Byrne (Teacher Librarian). These lessons will cover essential Library and ICT skills to ensure that students will be confident users of technology. Students will learn about their HP Windows Laptop and our learning management system, Canvas. They will learn how to save and back up work, as well as how to use email, the College Portal, Sentral and Microsoft Office programs. They will also be shown how to touch-type. During the Library lesson, students will learn about Information Literacy, eBooks, ClickView (Audio-Visual program) and bibliographies.

## Curriculum Outlines

On the following pages you will find a sample of the content that will be covered in each Year 7 and 8 course.

### ENGLISH

Topics include:

#### YEAR 7

- **Rapt in Reading**

- In this unit, students will read a wide variety of texts and participate in reading for pleasure. Students will undertake an independent learning project whereby they participate in reading texts that are self-chosen. They will complete a series of tasks that are intended to map their learning journey as they read, developing their skills in comprehension, evaluation, reflection and imaginative thinking about texts.

- **Landscapes and Mindscapes: Australian nature poetry**

- This introduction to poetry unit focuses on poetic form, stylistic devices and techniques with a focus on Australian nature poetry and how the language of poetry can reflect and inspire different ways of seeing, especially different cultural and historical perspectives.

- **Close Study of Novel**

- This module involves the close study of a contemporary Australia fiction text. The students focus on the celebration of a boy who is different as he suffers from gigantism.

- **Film Study: *Mulan***

- This unit will focus on developing students' visual literacy skills, with a particular focus on film analysis, and how these skills are used to create meaning for the responder. Students will also examine how classic texts have been adapted into a visual medium in different contexts. Students will achieve this through a detailed study of the film, *Mulan* (1998) as well as examining its source text, *The Ballad of Mulan*.

## ENGLISH

Topics include:

### YEAR 8

- **World building**
  - This unit will focus on the elements of fictional world-building. Students will have a choice of three texts and will learn how a genre addresses its purpose through patterns of textual elements, such as structure, choice of language, character archetypes and settings, and apply these patterns in their own imaginative writing.
    - Exploring stories of displaced persons and their transitions
    - Non-Fiction texts composed by refugees
    - Play script: *The Diary of Anne Frank*
  
- **Literature and Ethics**
  - This unit will focus on the experience of young people who are living through times of war and persecution. Students will study *The Diary of Anne Frank The Play* and compare it with the contemporary text *You Don't Know What War Is* by 13 year old Ukrainian girl Yeva Skalietska to gain an understanding of the circumstances that give rise to persecution and the need to leave one's home to seek sanctuary. Students will be encouraged to think deeply about the lessons these stories teach us and how we are called to respond.
  
- **Close Study of Shakespeare**
  - Drama text – *A Midsummer Night's Dream* by William Shakespeare studied through script and film
  - Speaking, performance and essay writing skills
  
- **Speaking Up – Youth Voices**
  - This student will examine how youth perspectives and voices have been represented through a range of modes and media, including: slam poetry.

## **CRITICAL THINKING**

### **Year 7**

The Critical Thinking course at Brigidine College endeavours to equip students with a Thinking Toolkit in preparation for their senior studies and their careers.

During Year 7 the girls will learn to appreciate the complexity of defining knowledge and explore contemporary social issues to realise the importance of achieving their own informed evaluations. They will be challenged to ask questions to deepen their understanding and encouraged to voice their views rationally and logically.

To uphold the spirit of critical thinking, as a foundational component of learning, students are encouraged to apply their thinking skills in all subject areas and to utilise the metalanguage acquired to evaluate their success.

## **FRENCH**

Topics include:

### **YEAR 7**

- **Welcome to France**
  - Greeting and introducing people
  - Saying your nationality
  - Apologising
  - Expressing surprise and disappointment
  
- **Paris is Beautiful**
  - Greeting friends and adults
  - Responding to greetings
  - Asking how someone is
  - Expressing surprise
  - Offering someone a drink
  - Accepting and refusing an offer
  
- **My Family**
  - Talking about families
  - Numbers 1-20
  - Talking about age
  - Expressing Possession
  - Saying you like/don't like doing something

## **FRENCH**

Topics include:

### **YEAR 8**

- **Animals**

- Revision of all topics covered in Year 7
- Talking about and describing animals
- Expressing opinions

- **Food**

- Ordering food and drinks in a restaurant
- Expressing likes and dislikes
- Talking about being hungry
- Accepting and refusing offers of food and drink
- Expressing thanks

- **Numbers 21-60, dates, birthdays**

- Talking about music and performance

- **School life**

- Talk about subjects
- Talking about marks in different subjects
- Giving and following classroom instructions
- Asking and giving the time

- **Describing self and others**

- Describing someone's appearance
- Talking about someone's personality
- Expressing opinions about others

- **Clothing and shopping**

## ITALIAN

Topics include:

### YEAR 7

- **Buongiorno!, Come stai? Come si Scrive?, Benvenuti in Italia**
  - Greetings and introductions
  - Carnevale and Italian identity
  - Ask how someone is and say how you feel
  - Introduce people
  - The Italian alphabet, spelling your name and other people's names
  - Numbers 0-20
  - Nationalities
  - Regions of Italy
  
- **Describing yourself and others, Sport and sport in Italy**
  - Describe yourself and other people
  - Express opinion about what a person is like
  - Talk more about physical and personality traits
  - Say what your favourite sport and team is
  - Types of sports and sports in Italy

## **ITALIAN**

Topics include:

### **YEAR 8**

- **Introducing Self and Others**
  - Carnevale
  - Greetings and introductions
  - Numbers, days, months, ages
  
- **Likes and Dislikes**
  - School life
  - Sports and Activities
  
- **The Family**
  - Identifying and describing family members
  - Telling the time
  
- **Animals, adjectives and colours**
  
- **Transport and places**
  
- **Food and drinks**
  
- **Travel diary**
  
- **Christmas activities**

## **GEOGRAPHY**

Topics include:

### **YEAR 7**

- **Landscapes and Landforms - processes that create landscapes and shape individual landforms**
  - Direction, scale, distance
  - Contours
  - Area and Grid references
  
- **Value of landscapes and landforms to different people**
  - Topographic mapping
  
- **Investigation of a natural hazard associated with landscapes and people's responses to that hazard**
  - Introduction to climate graphs and synoptic charts
  
- **Water in the World**
  - The amount of water around the world and water scarcity
  - The ways in which water connects *places* as it moves through the environment
  - How weather affects water availability. Floods and droughts.
  - Topographic mapping, Identify and calculate weather and climate data

## **GEOGRAPHY**

Topics include:

### **YEAR 8**

- **Place and Liveability - features and characteristics of places**
  - Latitude and longitude
  - Hemispheres
  - Climate graphs
  
- **Community identity, environmental quality and access to services and facilities**
  
- **Strategies to enhance the liveability of a place in Australia**
  
- **Interconnections**
  - Focuses on the factors that connect people and places such as trade, travel and technology
  - Ecological sustainability - the effects of human activities on places in the world
  - Construct and interpret graphs – line, bar, column line, climatic, proportional

## **HISTORY**

Topics include:

### **YEAR 7**

- **The Ancient World – Early Humans**

- Depth Study 1: Investigating the Ancient Past
  - Terminology
  - Concepts of historical time
  - Process of historical inquiry
  - Heritage issues

- **The Ancient World – the establishment of ancient societies**

- Depth Study 2: The Mediterranean World - Ancient Rome
  - Daily life, civics and citizenship, beliefs and values, warfare, impact of significant peoples and events, contacts with other societies
- Depth Study 3: The Asian world - Ancient China
  - Daily life, civics and citizenship, beliefs and values, warfare, impact of significant peoples and events, contacts with other societies

## **HISTORY**

Topics include:

### **YEAR 8**

- **The Ancient to the Modern World**

- Depth Study 4B: Medieval Europe:
  - Daily life, significant individuals and developments, crime and punishment, military and defence, the influence of the Catholic Church
- Depth Study 5C: The Polynesian Expansion across the Pacific
  - Different Polynesian societies and how they interacted with their environments and what they achieved
- Depth Study 6B: The Black Death in Asia, Europe and Africa
  - Living conditions and religious beliefs in the 14<sup>th</sup> century, the origin and spread of the Black Death, causes and symptoms of the Black Death, responses to the Black Death, long term and short-term impacts of the Black Death.

## **MATHEMATICS**

Topics include:

### **YEAR 7**

- Computation with Positive and Negative Integers
- Number Properties and Patterns
- Algebraic Techniques
- Fractions, Decimals and Percentages
- Angle Relationships and Geometric figures
- Measurement computation – length, perimeter, area, volume, capacity, mass and temperature
- Statistics and Probability

## **MATHEMATICS**

Topics include:

### **YEAR 8**

- Algebra
- Geometry
- Equations, inequations and formulae
- Measurement and Pythagoras
- Ratio and Rates
- Area, Volume and Circles
- Fractions, Decimals, Percentages and Finance
- Probability and Statistics

## **MUSIC**

Topics include:

### **YEAR 7**

- **The Concepts of Music**

- Pitch, duration, dynamics and expressive techniques, tone, colour, texture, structure
- Reading and interpreting traditional and non-traditional notation
- learning to play keyboard types, violin, and djembe
- ensemble and/ or solo performance

- **Instruments of the Orchestra**

- Study of orchestral instruments and music
- Investigating the classical repertoire
- Aural and visual identification of the use of concepts of music

- **Aboriginal Music**

- Traditional Aboriginal music
- Influences of pop music on Aboriginal music of today

## **MUSIC**

Topics include:

### **YEAR 8**

- **The Guitar and Ukulele**

- Learning to play basic chords on a guitar and ukulele
- Basic chords, styles of playing
- Reading and interpreting tablature, chord charts and traditional notation

- **Rock Music**

- Playing rock songs on the guitar, ukulele and/or keyboard
- Investigating the characteristics of rock music styles

- **Rocking the Bands**

- Learning bass guitar and drum kit
- Understanding the role of each instrument in an ensemble
- Learning ensemble skills for performance

## PDHPE

Topics include:

### YEAR 7

- **The Challenge Ahead:** Influences on change/stress or challenge; making connections
  - **Practical:** Sports Aerobics
  
- **Positive Relationships**
  - Connectedness, rights and responsibilities; communication, power, relationships
  - Bullying, stress, coping strategies
  
- **Get Moving:** Physical activity and physical fitness components
  - **Practical:** Athletics - Shot put, discus, javelin, high jump and relay baton change
  - Fitness: Testing Skill and Health related components of fitness
  
- **Changes in Me:** Stages of growth and development, physical changes
  - **Practical:** Oz Tag
  
- **RUOK:** Mental health and wellbeing, connectedness and body image
  
- **Summer Fun:** Water safety and sun protection
  - **Practical:** Gymnastics

## PDHPE

Topics include:

### YEAR 8

- **Eating right, live strong:** Nutrition and exercise; components of health, balanced lifestyle and incidental activity
  - **Practical:** Floor Hockey
  
- **Be smart, don't start:** Drug education
  - Classification of drugs, influences and reasons why people choose to use drugs
  - Strategies for wise decision-making
  - **Practical:** Invasion games
  
- **Managing safety and risk:** Signs, symptoms and risk factors, first aid, road safety, relationships
  - **Practical:** Dance
  
- **Celebrating diversity:** Inclusive communities, stereotypes, prejudice, discrimination
  - **Practical:** Tennis, Cricket

## **RELIGIOUS EDUCATION**

Topics include:

### **YEAR 7**

- **The Brigidine Tradition**
  - St Brigid
  - History of Brigidine College
  
- **Exploring Sacred Texts**
  - The Bible
  - Sacred Texts of other World Religions
  
- **Prayer in Action**
  - Types of Prayer
  - Prayer Journal

## **RELIGIOUS EDUCATION**

Topics include:

### **YEAR 8**

- **Introduction to Judaism**
  - Key features of Judaism – beliefs, rituals, teachings and history
  
- **Life and Times of Jesus**
  - Stories of Jesus and key events in his life
  
- **Early Christianity**
  - The life of St Paul and the early Christians
  
- **Reverence for Creation**
  - Explores the relationship between God, human beings and the world

## **SCIENCE**

Topics include:

### **YEAR 7**

- **Up n' Atom!**
  - Laboratory safety, particle model of matter, changes of state, elements and compounds
  - Applying the Scientific Method: open-ended investigations
  
- **The Living World**
  - Structural features of organisms, classification and keys, food webs and chains, microorganisms, human and technological impact
  
- **May the Force be with you**
  - Forces, friction, non-contact forces, magnetic forces, electrostatic force
  - Applications of fields, mass and weight
  
- **Web of Life**
  - Classification, diversity, food webs
  - Ecosystems, conservation, ecology, sustainability
  
- **Lost in Space**
  - Historical and modern models of the structure of the solar system
  - Earth's seasons, technological advances in astronomy

## **SCIENCE**

Topics include:

### **YEAR 8**

- **Our Bodies – Complex Organisms**

- Multicellular organisms, their structure, plants, photosynthesis, digestive, circulatory, respiratory, excretory, and skeletal systems

- **Chemical Chaos**

- Separating mixtures, chemical and physical changes, chemical reactions

- **All Charged Up!**

- Forms of energy, energy conservation and transformations, energy efficiency, renewable energy

- **The Earth – Our Best Resource**

- Earth and its spheres, rocks and minerals, Earth's resources
- Cycles in nature, Indigenous use and management of resources

## **TECHNOLOGY**

Topics include:

### **YEAR 7**

Over four terms, three Projects are completed incorporating an area of study, design specialisation and use of technologies from the following:

- **Coding**
- **Light box:** Industrial design using electronics technologies
- **Agriculture and Food**

## **TECHNOLOGY**

Topics include:

### **YEAR 8**

Over three terms, three Projects are completed incorporating an area of study, design specialisation and use of technologies from the following:

- **Engineering**
  - Design using wood or polymer technologies
  
- **Young Designer**
  - Fashion design using textile technologies
  
- **Food**
  - Food unit using food technologies

## VISUAL ARTS

Topics include:

### YEAR 7

- **The Fundamentals of Art Forms:** Drawing, Painting, Digital, Mixed Media
- **Subject Matter:** Objects
- **Artmaking:** A body of work that presents an understanding of the elements and principles of art
- **Critical and Historical:** Introduction to Art History and Art Criticism Project

## VISUAL ARTS

Topics include:

### YEAR 8

- **Extinction Forms:** Drawing, Time-based Art
- **Subject Matter:** Animals
- **Artmaking:** A body of work based on the theme of extinction
- **Critical and Historical:** The study of public art project
  
- **Exploring the Natural World Forms:** Mixed Media, Ceramics
- **Subject Matter:** The Natural World
- **Artmaking:** Body of work based on observations of the natural world

## Assessment At Brigidine

### Assessment In Year 7

Assessment is the process of identifying, gathering and interpreting information about your learning in relation to the teaching of the objectives and outcomes of a course. It is intended to provide information on your progress and set the direction for ongoing teaching and learning.

Assessment provides information to your teacher about what you have learned at a given point in time eg research task, end of topic test, end of year exam. It is added with and compared to other assessments to provide your teacher with a profile or pattern of your learning. It enables your teacher to plan what is necessary to help you and your class to improve. Your teacher will assess your work with a mark or grade and provide meaningful feedback so that you will be clear about what you did well and what you need to do in order to improve.

Completing assessment tasks effectively is a learned skill, acquired over the six years of secondary schooling. Students will receive an assessment manual at the start of the year which offers many helpful hints about how to complete assessment tasks with minimum anxiety.

### Assessment Program

Each subject taught in Year 7 follows an assessment program. Over the course of the year there will be about four formal tasks. There will be learning that takes place at home as well. Generally, there would be one assessment for each subject in a term which means there may be up to eight tasks a term. At the end of a course the assessment would take the form of a test or examination. This can become very overwhelming and stressful. However, assessment is a very important part of your education, for reasons outlined above.

Prior to each assessment task, you will receive an **assessment notification** stating important details such as:

- The scope and nature of the assessment task
- The proposed timing and how long the task is expected to take eg two weeks
- The allocated weighting of the task
- The length of the task eg three pages or 750 words

Learning to do an assessment task well involves many skills. You must develop the ability to:

- Manage time and organise the steps to complete the task using the homework time available
- Use effective study habits and skills in preparation for assessments, tests or examinations
- Follow the rubric of instructions and guidelines to complete the assessment requirements successfully
- Deconstruct the question into smaller, manageable parts
- Use research skills to access, discern, select and utilise appropriate information

There is class time and time at home dedicated to the completion of assessment tasks to provide you with the opportunity to learn the necessary skills, get an understanding of the standard you are achieving and benefit from the feedback you are receiving on your progress. If you are experiencing difficulty with your work, you should see your teacher immediately and ask for help.

## Expectations

You are expected to:

- Work with diligence ie try your best
- Work with sustained effort ie try your best all the time
- Follow the requirements of the task. Make sure you discuss this with your teacher if you are uncertain.
- Complete your set tasks on time as required by your teacher. Each day late, without just cause, attracts a 20% penalty.
- Avoid any behaviour that could be considered cheating, including plagiarism. Your assessment must be all your own work.

## Absence

If you have been away from school:

- Check if any assessment tasks have been announced or discussed
- Report to your teacher on the first day back to make alternative arrangements
- Produce a note that would be satisfactory to the Principal explaining your absence.

If you intend to be away from school eg family leave:

- Check if any assessment task is going to be announced or discussed
- Report to your teacher to make alternative arrangements
- Make sure the reasons for the intended absence have been approved by the Principal beforehand.

## Extension

If you have a valid reason for being unable to complete an assessment task in the given time, you can apply for an extension of time to your teacher and Head of Department.

## Late Assessment

An assessment task handed in late without explanation **attracts a penalty of 20% per day**. This is automatic. If there are reasonable or unexpected circumstances that prevented you from completing your assessment on time, you can apply for special consideration through the subjects Head of Department.

## Students need to submit an Assessment Task Consideration Form if they:

- Require an extension for a task
- Miss a task due to illness
- Are away the day prior to an assessment task

The **Assessment Task Consideration Form** can be downloaded from the Student and Parent Portal and sent to the College office.

**It is the student’s responsibility to:**

- Report absence to the College on the day of OR before the assessment by email or via the portal
- To report to the **Head of Department** concerned by 3.30 PM on their **first day back in school**, to discuss alternative arrangements.

**Grading Student Achievement**

**Year 7**

Assessing student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of a course. In setting activities or tasks, teachers give careful consideration to the syllabus objectives and outcomes being assessed. By measuring student achievement in relation to these objectives and outcomes, they build up a learning profile of the achievement of each student in relation to the course performance descriptors.

Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a course. The Common Grade Scale is used and reported on a student’s report for each subject.

**Common Grade Scale**

<b>A</b>	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>B</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.
<b>C</b>	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.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	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.

## Time Management

Managing your time makes a huge difference to your performance and your wellbeing. Use the following tips to help you but remember – if you can't stick to what you have planned, make reasonable adjustments so you can manage your time well.

### 1. Work Out Your Priorities

Find a balance between study, sport or musical activities, watching TV and hanging out with friends.

### 2. Diaries And Schedules

Use your college handbook, make planners or timetables, set reminders in your phone. Make sure you stick them in places you will see them – your bedroom, the fridge, even the shower! [if you laminate them!]

### 3. Set Time Limits

Work out what is reasonable and stick to it. Don't spend hours perfecting a title page and lose time researching a question.

### 4. Daily And Weekly To-Do Lists

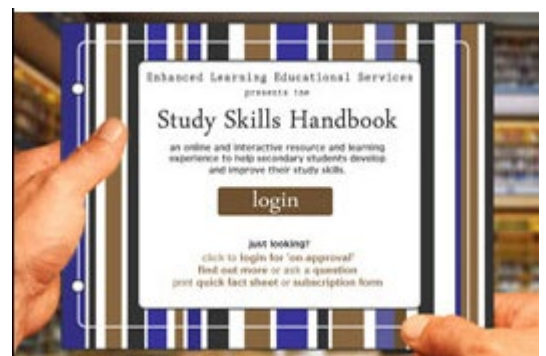
Write lists – at the start of the week, then break them down to each day and make sure you tick them off as you go. You will enjoy the feeling that you are making progress.

## Study Habits

Prue Salter - [Studyskillhandbook.com.au](http://Studyskillhandbook.com.au) is the consultant we use at Brigidine to help improve the study habits of our students. Below is how you can access some of the many modules designed to improve study skills.

**Username:** Brigidinecollege    **Password:** Brigid1

<https://www.studyskillshandbook.com.au/inside/index.php?>



## 'Improving How You Study' units



One of the most stressful assessment periods for students is the assessment block, when many subject tests your knowledge and understanding in timed conditions. Some subjects, like Mathematics, use this style of assessment during the term. At these times, you can feel that you have too much to do, and you don't know if you are going to get it all done in time and even if you'll remember everything. Developing good habits in Year 7 can set you up for six years of examinations right up to the Higher School Certificate in Year 12. The following will help.

### **1. Study Environment**

Make sure it is quiet, comfortable and distraction-free. Wherever you choose to study, put up motivating quotes, pictures or anything else that makes you feel good. Choose music that is easy to listen to and does not distract you from concentrating. Choose pleasant scents and make sure you have a drink handy. Do not fool yourself with internet chat rooms, Facebook, loud music or mobile phone conversations.

### **2. Know Your Peak Times and Use A Study Planner**

Establish when you work most efficiently and organise your routines around these times. Some students work best late at night; others prefer early morning. Complete a study planner to help you get organised.

### **3. Know Your Learning Style**

Use your preferred style to help you study. If you are a visual learner, use diagrams and mind maps; if you are an auditory learner make a podcast and listen to it; if you need to make notes, write summaries; if you are a social learner organise a group to discuss your work.

### **4. Deal With Distraction**

Take some time to work out what are your distractions when you study. If it is your phone and social media, put your phone in another room away from where you are studying.

### **5. Avoid Procrastination**

Avoid putting off the task that you need to start working on. Don't leave your research and task design to the last minute. This can lead to increased stress and anxiety. Recognise when you are struggling with your attention span and take a break or go for a short walk. But don't touch your phone.

## 6. Be Constructive

Even when you are disappointed with a result, use the feedback to ensure you learn from your effort and strive to improve next time. You actually learn a great deal from the experience of disappointment and perceived failure. Turn it into a strength and an opportunity.

## 7. Manage Stress

Know the signs of stress and take steps to deal with it, so that life does not overwhelm you.

- Know how to recognise stress
- Know how to deal with procrastination
- Manage deadlines
- Find a balance
- Please access our school psychologists if you are experiencing ongoing stress.

### More Info

More information on the above can be found on the State Library of Victoria's Website – <http://ergo.slv.vic.gov.au/learn-skills/study-skills>

## Rubrics

This sounds like a very complicated word, but they are really important in assessment.

***Quite simply, a rubric tells you clearly what you have to do and more importantly, what you have to do to gain a particular mark.***

It's really helpful because you know what your teacher is expecting. Rubrics usually contain a number of criteria that your teacher is assessing. You know how your assessment is going to be marked and it provides you with useful feedback in the specific areas that you have performed well or not so well. It helps you to know how to improve next time.

Rubrics can be created in a variety of forms and levels of complexity, however they all contain common **features** which:

- Focus on measuring a stated objective  
For example:
  - How detailed you can analyse a character in a novel
  - How well you can do complicated fractions
  - How creatively you can paint a landscape
  - How fast you can run over 100m
  
- Use a range of scores to rate performance eg
  - From 1 – 50
  - From A to E
  
- Contain specific performance characteristics arranged in levels which indicate the standard that has been met eg
  - 1 – 5 is satisfactory
  - 5 – 10 is good
  - 11 – 15 is very good
  - 16 – 20 is excellent.

If you read your assessment rubric carefully, you will know what is expected and what you must do. If you read the marking guidelines carefully, you will know how well you must perform to achieve a given standard. When teachers give you feedback on your effort, you will know what you did well and what you must do next time in order to improve your standard.

## Research Skills

Research seems easy – read a few books, visit a website or two, find some quotes and your assignment is on its way but good research actually takes a bit more work.

This step-by-step guide shows you how to break down research tasks into manageable parts and find good quality relevant information to make your assignment the best it can be.

For a detailed guide to each of the six steps, go to the State Library of Victoria's website:  
<http://ergo.slv.vic.gov.au/learn-skills/research-skills>

## **1. Define The Task**

Understand exactly what the question is asking so you know how to answer it really well. Break down a question into smaller questions and complete each in turn.

## **2. Locate Information**

Find great resources quickly and easily with some simple search techniques:

- Use keywords, especially nouns, to search effectively
- Develop a list of favourite specialised websites
- Use Libraries, newspapers, journals.

## **3. Select Resources**

Learn how to choose the best, most reliable information to use in your assessment.

- Identify bias in the text
- Evaluate the quality of a website or image
- Differentiate between primary and secondary sources of information.

## **4. Organise Notes**

Turn your information into a good set of notes that will make the writing process quicker and easier.

- Read an article first, then take notes on the second read
- Use headings, dot points and abbreviations
- Photocopy and highlight or copy and paste from websites.

## **5. Present The Ideas**

Plan the points you want to make and decide how you want to make them unless you have been specifically instructed to present in a certain way.

## **6. Evaluate Your Work**

Check over everything before you hand it in to make sure your work is the best it can be. Learn to be critical of your work. Have you answered all the questions? Which ones have you done well? Which ones are a little weak? Are you able to improve the quality of your answers? Try marking your assessment as if you were the teacher. You can compare it with your teacher's feedback when the assessment is returned to you.

## Writing Skills

A major assessment often involves a great deal of writing. It can be like a long essay. Writing an essay can be challenging, especially when you have a number of assessments due at the same time, but there are a few tricks that can make the whole process that much easier.

This section will help you figure out what your assessment question is *really* asking, and then show you how to break the question down into easy tasks.

For a detailed guide to each of the six steps, go to the State Library of Victoria's website: <http://ergo.slv.vic.gov.au/learn-skills/essay-writing-skills>

### 1. The Essay Question

Break the question into smaller parts, so you can manage your work more easily. This might mean that you break the question into a number of smaller questions. Each question will ask you to do something. Instruction words tell you **HOW** to approach the topic. They are usually **verbs**:

- Describe [outline]
- Identify
- Compare
- Contrast
- Explain
- Analyse [examine]
- Discuss
- Evaluate [assess]

Subject-specific words tell you **WHAT** you have to write about.

### 2. Plan Your Essay

Develop your main theme then write an essay plan, so you know exactly what you are going to write.

### 3. Using Quotes

Choose the right quotes and use them to make your writing more convincing.

### 4. The Writing Process

Use your essay plan to write a great introduction, body and conclusion.

#### Introduction

The best introductions grab the reader's attention and establish and explain your argument or point of view. Complex words are defined in the introduction.

## **Paragraphs – usually 3 to 6 linking paragraphs**

The first sentence is the topic sentence and these:

- Explain the point you are going to make in the paragraph
- Are clear and concise
- Link to the introduction and the purpose of the question
- Build on points made in previous paragraphs
- Altogether, summarise your main argument.

## **Conclusion**

This is the last paragraph which:

- Links back to the introduction
- Summarises the key points
- Restates your main idea.

## **5. The Editing Process**

Edit your essay's structure and paragraphs and proofread to make sure you are handing in your best work. Does it answer the question? What mark or grade would you give it if you check the rubric and marking guidelines?

## **6. Bibliographies**

Avoid plagiarism by learning how to write a bibliography and reference quotes.

## Text Types

Much of what you are asked to write falls into a particular text type. The following table presents you with a scaffold for the common text types to help you construct your writing correctly.

### Features of Common Text Types

Text type	Purpose	Structure	Language Features
<b>Recount</b>  eg Personal retellings, eg Diary; Factual retellings, eg science experiment or news; Imaginative recounts	To tell what happened, to retell events	<ul style="list-style-type: none"> <li>• Orientation (who, where, when)</li> <li>• Series of events in time-order</li> <li>• Personal comment</li> </ul>	<ul style="list-style-type: none"> <li>• use of nouns to identify people, animals and things</li> <li>• linking words to do with time eg 'later', 'after', 'before'</li> <li>• simple past tense</li> <li>• action verbs</li> </ul>
<b>Narrative</b>  eg Fairy tales, legends, plays, science fiction, myths, cartoons, adventure stories	To entertain, create, stimulate emotions, motivate, guide, teach	<ul style="list-style-type: none"> <li>• orientation (introduce main characters in a setting of time and place)</li> <li>• complications/problems (main characters find ways to solve the problem)</li> <li>• resolution</li> </ul>	<ul style="list-style-type: none"> <li>• defined characters</li> <li>• descriptive language</li> <li>• dialogue</li> <li>• usually past tense</li> </ul>
<b>Exposition/ Persuasion</b>  Eg A letter of protest, poster advertising sun-smart behaviour.	Expositions are used to argue (or persuade) a case for or against a particular point of view or position	<ul style="list-style-type: none"> <li>• statement or position</li> <li>• points in the argument with evidence and examples (elaboration)</li> <li>• reiteration - restate the position in light of the arguments presented</li> </ul>	<ul style="list-style-type: none"> <li>• generalised participants</li> <li>• linking words associated with reasoning eg therefore, firstly, on the other hand</li> <li>• nominalisation (actions become things). eg 'to pollute' becomes 'pollution'</li> <li>• evaluative language eg important, significant, valuable</li> </ul>
<b>Procedure</b>  eg Recipes, craft instructions, game rules, science experiments	To tell how to do or make something	<ul style="list-style-type: none"> <li>• goal</li> <li>• materials</li> <li>• method or steps</li> <li>• evaluation (optional)</li> </ul>	<ul style="list-style-type: none"> <li>• use of action verbs (turn, put)</li> <li>• linking words to do with time</li> <li>• tense is timeless</li> <li>• use of precise vocabulary</li> </ul>

<p><b>Information Report</b></p>	<p>To organise and present information about a class of things.</p>	<ul style="list-style-type: none"> <li>• general statement identifying the subject of the information report</li> <li>• bundles of information relating to such things as: habits, behaviour, colour shape</li> <li>• summary(optional)</li> </ul>	<ul style="list-style-type: none"> <li>• generalised participants</li> <li>• impersonal objective language</li> <li>• timeless present tense</li> <li>• technical terms</li> <li>• paragraphs with topic sentences</li> </ul>
<p><b>Explanation</b></p> <p>eg Explain how soil erosion occurs, explain why Australian fauna is unique</p>	<p>To explore how things work or how something came to be - to explain phenomena</p>	<ul style="list-style-type: none"> <li>• a statement about what is to be explained</li> <li>• explanation sequence (several statements of reason explaining and elaborating on the topic)</li> <li>• concluding statement (optional)</li> </ul> <p>Explanations may include visual images such as flow charts or diagrams</p>	<ul style="list-style-type: none"> <li>• cause and events relationships</li> <li>• simple present tense</li> <li>• generalised non human participants</li> <li>• passive voice eg 'is driven by'</li> <li>• complex sentences</li> <li>• technical language</li> </ul>

**NAPLAN Writing task is a Persuasion or Narrative.**

More detail about how the different text types are treated in NAPLAN can be found on the website:  
<https://www.nap.edu.au/naplan/whats-in-the-tests>

This website also contains information about the other NAPLAN tests.

## Technology

You will be encouraged to use available technologies to assist with your learning and assessment now that you have your own laptop. You will be instructed in detail on using your laptop but there are some important issues to be mindful of regarding your work and study:

## Research

- Carefully select appropriate material that is relevant and meaningful
- Use reputable websites for your information – check the web addresses eg “.edu” indicates that you are using an educational site
- Utilise the Teacher Librarian in the school library as they can assist you in researching relevant content.

## Plagiarism

- All work presented for assessment must be your own work. All sources taken directly from someone else’s work must be acknowledged in a bibliography. This includes information obtained from generative AI sources, such as ChatGPT.
- NESAs demand the highest level of integrity throughout the assessment process. Dishonest behaviour carried out for the purpose of gaining unfair advantage constitutes malpractice or cheating. At Brigidine, we use Turnitin as a tool for identifying plagiarism and whether generative AI has been used.

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