- **Feedback from applicant's [redacted] Year 8 class on experiences in Year 8 Science 2021**

Year 8 Science 2021 - Saved

Questions | Responses 25

Year 8 Science 2021

25	07:18	Active
Responses	Average time to complete	Status

Review answers | Post scores | Open in Excel ...

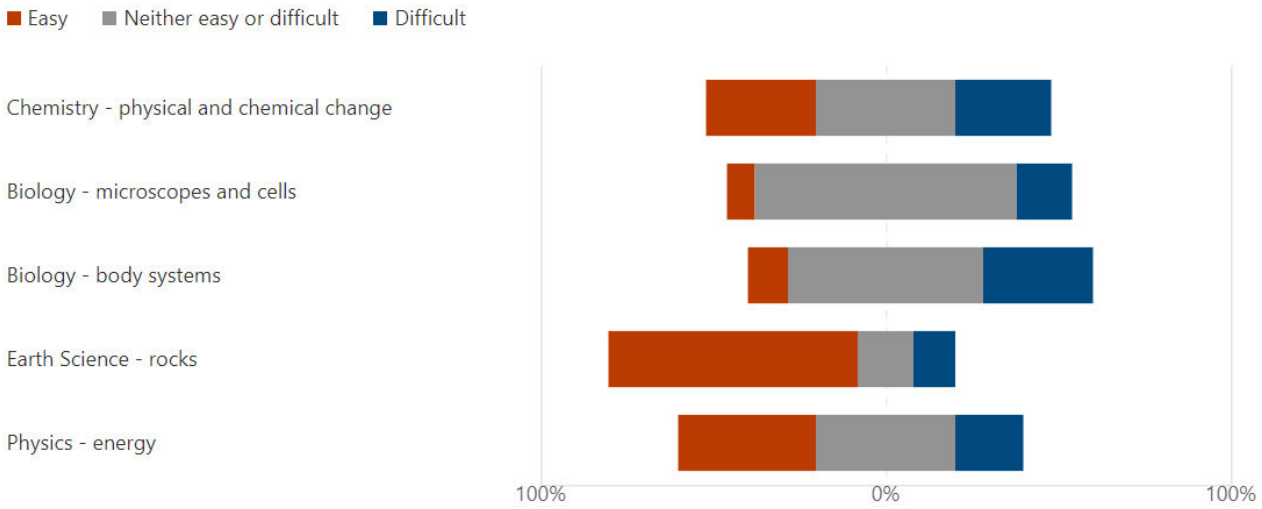
1. Which content topic/s did you enjoy most this year? (you may select more than one) (0 point)

More Details

Chemistry - physical and chemic...	4
Biology - microscopes and cells	5
Biology - body systems	18
Earth Science - rocks	8
Physics - energy	7

2. Rank this year's content topics in terms of difficulty level.

More Details



	Easy (%)	Neither easy or difficult (%)	Difficult (%)
Chemistry	32	40	28
Biology – Microscopes/Cells	8	76	16
Biology – Body Systems	12	56	32
Earth Science	72	16	12
Physics	40	40	20

4. Describe something you specifically liked/enjoyed about the Year 8 Science course this year.

Learning about the Body	learning about the body
Heart Dissection	Learning about how the body works.
I liked doing the interactive powerpoint for the rocks topic.	disection
Learning about child birth	Creative learning tasks and assessments (Rock Powerpoint, experiments, rock painting)
biology	group work and the rock popwerpoint
The heart prac we did for biology.	
Heart Dissection	I enjoyed being creative with the geology powerpoint in term 3.
the group activitys	Liked creating a Power point for the rocks, enjoyed learning about the human bodies many functions
pracs	Doing Pracs
I really enjoyed doing the assessment for earth science-geology	Biology- body systems.
physics was good because it was fun / i love biology	sitting in the back row
I loved learning all about the body systems in more depth.	
the pracs were engaging	
Creating the geology powerpoint.	
I really enjoyed creating the interactive rock power point.	

5. Is there something you feel would improve Year 8 Science classes?

More practical work outside of the classroom	More pracs
More meaningful pracs.	more pracs
Making the rock unit more interesting.	More exam preparation and give revision sheet earlier
Elaboration upon topics - more information that extends further on topics	More exam preparation in class time and a bit more time on exams.
i wish i had a better understanding of everything	More interactive work instead of sitting and listening to endless work. :)
more pracs	pracs
Having more pracs/engaging content	

resources provided if you want to learn more	
The pracs.	
I feel I would want more interacted work to improve year 8 science classes.	

3. Describe one thing that you learned about Aboriginal and Torres Strait Islander history, languages and/or culture in Science this year.

Their Dream Stories	The way they tell stories through their art on rocks.
Dreamtime Stories	rocks
Dreamtime stories painted through rocks.	I learnt that the their land and important artifacts are often destroyed or stolen.
They have many different stories and languages and have very unique culture.	The dreamtime stories
rock art	We learnt abit about the dreamtime stories through rock painting
rock painting	they used art on rocks
Rock Painting	We learnt a bit on Aboriginal dreamtime stories and we also discovered traditional rock paintings.
we learnt about all of the artifacts that were stolen from them that are now being slwoly reterned to them	Aboriginal and Torres Strait Islander rocks and landmarks are very important to them.
that dreamtime stories still have value today	They paint with primary colours on rocks and have various symbols for Australia's animals.
Aboriginal and Torres Strait Islander's belongings or spaces are either destroyed or stolen	
They expressed their art of different dots, lines and meanings onto rocks that expresses a story	they used stories to explain things around them
Dreamtime stories.	They created rock art using different symbols.
they made the firt fish traps ever	I learn't the importance of rocks in Aboriginal culture.

6. What are you proud of accomplishing in Science this year?

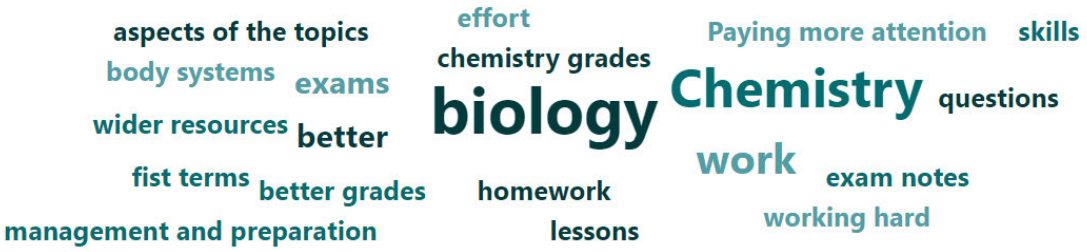
Learning different parts of the heart	Improving my grades since term 2
Remembering the components of the cell	nothing
I am proud that I started with pretty average results, but then they went up to A-	Getting a good grade in Physics
my notes in biology	getting an A in rocks
my final science exam	My new learnt knowledge of physics and the human body
	physics

Rocks - I can use technology	An A in the geology powerpoint.
passing all assessments and exams	pracs
I'm really proud of my mark/grade for my physics exam	A- in term 1 for chemistry
a good mark last term and this term i was confident	passing all exams and assessments.
I am proud that I am still able to recall topics from early on in Term 1.	not blowing the lab up idk
	my studying habits have improved a lot, I look over the content after class more often.
Completing assignments on time.	I am proud of accomplishing my rock interactive power point as I got a really good grade.

7. Describe one area of improvement in Science that you aim to work on next year.

...

6 respondents (**26**%) answered **biology** for this question.



- **Year 8 Biology evaluation – selected evaluation data presented to team meeting, annotated by**

applicant's

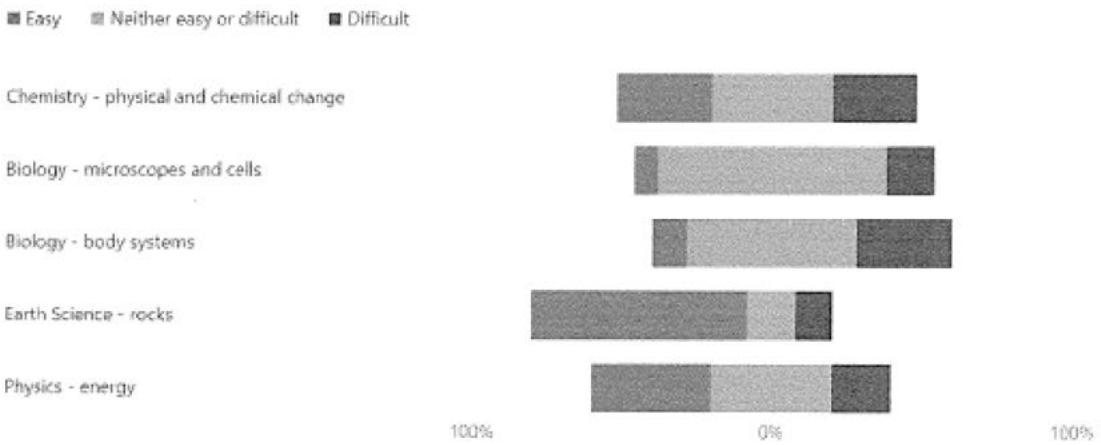
Student feedback – end 2021 survey [redacted] class

3.6 – review teaching and learning program using student feedback

Students enjoyed Biology (Body Systems) the most, but it had the highest percentage of perception of "difficult". Microscopes and cells did not rate as interesting as body systems and was mostly perceived as neither easy or difficult to learn about. Studying the body systems and the heart dissection were mentioned as specifically enjoyable during the year. Students had a lower level of achievement on the Biology exam compared to any other assessment instrument, many students also mentioned Biology as something they wanted to improve on.

2. Rank this year's content topics in terms of difficulty level.

More Details



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low "easy" score

highest perceived difficulty level

1. Which content topic/s did you enjoy most this year? (you may select more than one)

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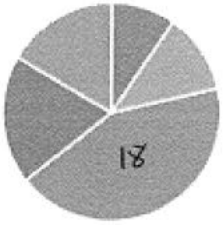
students enjoy this topic



me during meeting

4. Describe something you specifically liked/enjoyed about the Year 8 Science course this year.

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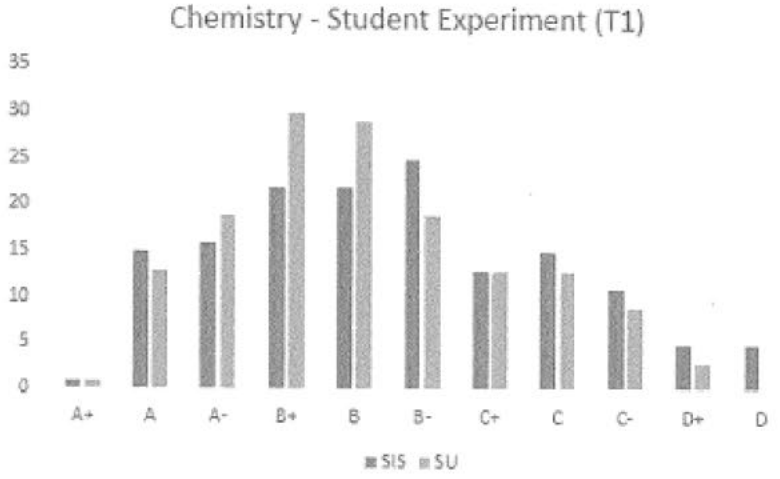
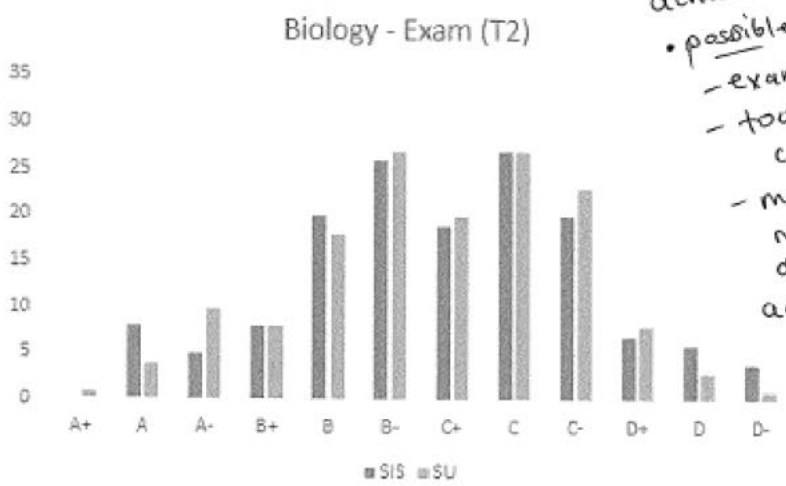
the pracs were engaging Creating the geology powerpoint. i really enjoyed creating the interactive rock power point.	

7. Describe one area of improvement in Science that you aim to work on next year.

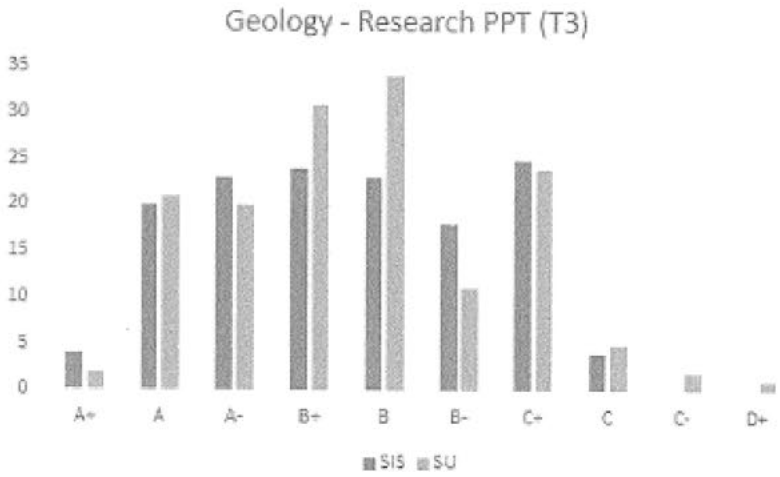
6 respondents (26%) answered **biology** for this question.

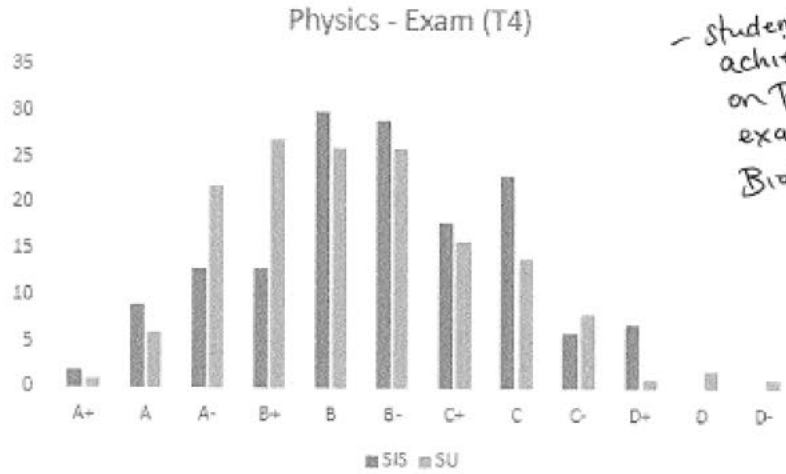
Student assessment data – Cohort summative assessment item achievement by subject





Lowest overall achievement on Biology
• possible reasons:
– exam too hard
– too much content
– marking guide not well aligned with achievement levels A–E.





– students achieved better on Physics exam than Biology exam

3.6 – review teaching and learning program using student assessment data

- **Meeting minutes – evaluation of teaching and learning program using evaluation data**

Meeting :: Year 8 Science	Term 2 Biology Unit 2022
DATE	30th March 2022
TIME	8:50am – 9:40am
PLACE	Staff study meeting room
ATTENDEES	[redacted] applicant and 3 colleagues

	Topic	Notes	Actions required
applicant	Review of 2021 Biology Unit – using student feedback and assessment data	[redacted] – presentation of student feedback on Biology unit from her Year 8 class last year. Rates highly in terms of enjoyment, students love the Body Systems unit, heart dissection is mentioned a few times as enjoyable. However, students rated the Biology unit the hardest and the main peaks of examination results were between the B- and C- range, lower overall achievement than other subject assessments. Conclusion, students really love the unit, but find it difficult. Opportunity to review the teaching and learning program considering this.	3.6 – review teaching and learning program using student feedback and assessment data
	Suggestions for reviewing teaching and learning to improve student outcomes in Year 8 Biology – Review of assessment item type	colleague [redacted] – this is the age-old problem in Biology; too much content and then they cave and struggle to achieve well. Two options for this - either change the task, or have students gain study skills across the term. colleague [redacted] – in the past there was a heart research task that students recall as being an enjoyable assessment piece. [redacted] – has also had students mention this as a positive memory of Year 8. [redacted] – research task also had good C level opportunities, and good opportunities for deeper knowledge. colleague colleague [redacted] – opens 2017 research task in Files to show [redacted] Guided research topics were the consequences of a defect in the heart ventricular septum, identifying flow of blood in the heart, discussing significance of thickness of chamber walls, causes and effects of coronary heart disease, how the heart responds to change e.g. exercise, caffeine etc applicant [redacted] – to do a research task in Year 8 Biology, then content would need to be cut to allow for time to work on the task, or the Biology unit will need to be longer in teaching time, not possible this year due to end of Semester 1 reporting timeline. colleague [redacted] – looks at balance of assessments across the year. General acknowledgement that research task has just been done in Geology. applicant and colleague [redacted] and [redacted] – on balance with other tasks if you wanted to make Biology a research task, then probably Chemistry would need to change to an exam.	3.6 – review teaching and learning program using knowledge of workplace practice

	colleague	[redacted] – yes and then it would be research task/research task in Sem 1 and then exam/exam in Sem 2. Probably not ideal.	
	colleague	[redacted] – with review of Aust. Curriculum, there will be a chance to review the timing and placements of units from 2023 forwards, for this year it would be best to stick with what already exists.	3.6 – review teaching and learning program using knowledge of curriculum
	colleague	[redacted] – Can we reduce the number of topics in the exam?	
	colleague	[redacted] – Agree, reduce the scope of the exam, considering the amount of content and length of teaching time, it's rough to try to assess everything.	
	colleague	[redacted] – can assessment on microscopes be removed, do students need to be proficient in FOV and magnification calculations at Year 8 level?	
	Review of assessment item focus		
applicant		[redacted] – microscopy and calculations have just been done in detail in Year 10 Prep Biology as an extraction from the Year 11 Unit 1 course, students can learn more about these at that time.	Follow up question – are cell types examinable?
	colleague	[redacted] – therefore no need to assess microscope calculations in Year 8, an exploration of cells under microscopes and microscope manipulation skills are sufficient. Enjoy, but don't assess.	
	colleague	[redacted] – reading from ACARA standards elaborations for Biology, the wording is "a system", ACARA standards don't suggest how many and what systems to teach. One elaboration also suggests comparison of systems (e.g. digestive or hearts)	End of term exam will need review and changed accordingly
	applicant & colleagues	[redacted] – agree that these are interesting, particularly the number of vertebrate heart chambers, perhaps no time for this currently though.	
	colleague	[redacted] – focus of the exam on body systems content.	
	colleague	[redacted] – raises moral and ethical dilemmas of teaching reproduction, particularly beyond reproductive systems to sexual reproduction/sex education topics. Reproductive system as a body system is fine, teaching sexual education is not the job of the Science department.	
	Review of content taught in unit		
colleague		[redacted] – seeks clarification of the depth of this content	3.6 – review teaching and learning program using knowledge of curriculum
applicant		[redacted] – current content is asexual/sexual reproduction strategies, body parts and functions of male and female reproductive systems, fertilisation and pregnancy, which follows the textbook, but in terms of time available is it even necessary to go this far? Also, for example, there is overlap with Year 10 in teaching sexual vs. asexual reproduction. How much of pregnancy do they need to know?	
colleague		[redacted] – strongly considers sexual reproduction is an important topic, including what happens during pregnancy. Students raise questions that they may not ask elsewhere. Has received positive feedback from students and parents about topics discussed in these lessons.	
colleague		[redacted] – In NSW HPE usually teaches this type of content, considers that it should not be taught in Science.	
colleague		[redacted] – Checks Year 8 HPE curriculum, sex education does not specifically appear in the HPE syllabus.	
colleague		[redacted] – time to also remove the documentaries about childbirth.	
applicant		[redacted] – agree – some teachers did, and others didn't use them last year. Tried to discourage it but they were used anyway.	colleague [redacted] to investigate removal of video content
colleague		[redacted] – will look at removing those resources entirely. Also worth discussing contraception content here.	
colleague		[redacted] - describes approach as barrier vs. hormonal.	
applicant		[redacted] 2021 was much reduced in comparison to previous years, trying to be mindful of Catholic context.	

colleague

Artefact 1A(3)

colleague colleague colleague colleague	[redacted] – considering Catholic context, really should get rid of contraception in the Science department – push back onto the pastoral team for these issues. [redacted] – disagrees, considers these topics as important. colleague [redacted] – we do have an obligation and agrees with [redacted] in some sense, but it's not Science, its pastoral. [redacted] – will ask what the gender/sex ed topics are covered in HPE, will check with [redacted] colleague	[redacted] to discuss sexual education content with [redacted] colleague
Conclusions:	• Reduce content that is examinable for the end of Term 2 exam, focus on Body Systems for assessment – Cardiovascular, Digestive (incl. briefly on waste disposal?) and Reproductive systems • Sexual reproduction – keep male and female reproductive systems, fertilisation and pregnancy • Remove contraception and videos on pregnancy and childbirth • Reduce focus on asexual reproduction – this is picked up in Year 10 with mitosis and meiosis. Brief comparison between sexual and asexual only. Meeting concluded	colleagues [redacted] and [redacted] to review term planner

- **Communication of meeting outcomes to 2022 Year 8 team by colleague**

colleague

[redacted] 19/04 2:01 pm 1

Term 2 Biology

Hi 08 Science! Welcome back . At the end of last term we had a meeting with [redacted] about a few aspects of body systems this term... Please see the following points.

- Reduce content that is examinable for the end of Term 2 exam, focus on Body Systems for assessment – Cardiovascular (respiratory and circulatory), Digestive (incl. briefly on waste disposal?) and Reproductive systems. **Therefore Cells, Microscopes and calculating field of view is NOT being assessed.**
- Sexual reproduction – keep male and female reproductive systems, fertilisation and pregnancy
- We will not be explicitly teaching contraception, **and we are not showing "Raging teens" or "Miracle of Life" videos on pregnancy and childbirth**
- Reduce focus on asexual reproduction – this is picked up in Year 10 with mitosis and meiosis. Brief comparison between sexual and asexual only.

I will start putting put some lessons and will shortly have a planner for you. Basic outline will start with specialised cells, into respiratory system, circulatory system, digestive system and reproductive system. Each system will range from 1 week - 2 weeks worth of content and will hopefully have an exam in maybe week 8.