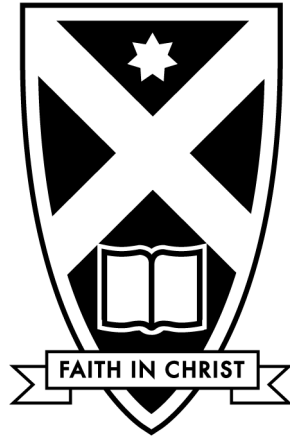


ST ANDREWS
COLLEGE



2018

Year 7 Assessment Handbook

Welcome

Welcome to the 2018 academic year.

This is going to be a great year of learning here at St Andrews.

The College's Mission Statement sets the bar high for both teachers and students.

Both teachers and students have an important role to play to ensure that you will be a young adult who is ***a creative, competent, compassionate and confident person with an informed conscience and a firm conviction of faith*** (College Mission Statement).

What is assessment?

Assessment is anything that shows a student's knowledge, skill or achievement in any aspect of their study.

Assessment is an important part of the learning process. Therefore the more conscientiously students undertake the assessment tasks the better will be their learning and their results.

Assessment is about what students do in class, what students do for homework and what students do in the formal assessment tasks that they either hand in or complete in class time.

Assessment is all about learning.

What does assessment at St Andrews look like?

Assessment at St Andrews will include class work, homework and assessment tasks.

Assessment tasks could include a research assignment, an oral presentation, a class test, a performance or a group work task.

In each course students study they will complete, throughout the year, 4 to 5 formal assessment tasks. These will decide the overall achievement grade.

Why an Assessment Handbook?

It is important for students to know what is expected of them in relation to their learning. A handbook will aid student learning and help them understand the assessment process and what is required of them. It is essential to read this carefully as it documents the college's requirements with regard to assessment. It sets down the college's policies including information on plagiarism and special consideration.

What will be assessed?

Students will do assessment tasks in each course they study.

In Year 7 students study

Core Courses

- Religious Education
- English
- Mathematics
- Science
- History and Geography
- Personal Development, Health and Physical Education (PDHPE)
- Technology
- Music
- Visual Arts

What is expected of each student?

Each student must complete **all** tasks in order to meet course requirements. Students must discuss the progress of their assessment tasks with their teacher before the due date if they are unable to submit the task on time.

What happens if you do not submit an assessment task on time?

In Year 7 students who do not submit tasks on time will receive a 20% late penalty for each day late and receive a 'N' Grade warning letter. Two 'N' Grade warning letters in a course will put your Year 10 Record of School Achievement in serious jeopardy.

It is important to note that even though the student will receive a penalty, the task must still be submitted. The task must be a serious attempt.

Expectations and Consequences

St Andrews College expects every student to submit all tasks by the due date and that the task has been completed to the best of their ability. The college expects that every student sets their own high standard and even strives to go beyond this.

How can you gain an extension of time for submission of tasks?

Extensions will be granted in the following circumstances:

1. an illness for which a doctor's certificate is supplied
2. notified circumstances at the Assistant Principal's discretion
3. unforeseen circumstances at the Assistant Principal's discretion

It is advisable to apply for an extension as early as possible

Assessment Timeline

Task Information and Notifications will be distributed at least two weeks before the task is due. In practical subjects the task will be distributed earlier than two weeks to allow for the investigation, processing, production and or performance. Tasks will be handed back to students with meaningful feedback within two weeks of submission of the task.

What is malpractice or unfair advantage and what happens to a student who tries to gain it?

Firstly, unfair advantage is when a student does not follow assessment rules and procedures.

Unfair advantage includes, but is not limited to:

- copying someone's work in part or whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words ideas or designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules (see Learning Planner p. 16A)
- using non approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in gaining an unfair advantage

A zero mark will be given to any task that has any part of it that is not the student's own work and thus they have gained an unfair advantage.



The Record of School Achievement

Assessing and grading student achievement

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, teachers build up a 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. In Mathematics, grades have been further differentiated to nine levels as follows: A10, A9, B8, B7, C6, C5, D4, D3, E2. For students undertaking courses without subject-specific course performance descriptors, (ie. Board Endorsed or Content Endorsed Courses) a grade from A to E should be assigned using the [Common Grade Scale \(shown above\)](#).

Where activities or tasks are scheduled throughout a course, greater weight would generally be given to those activities or tasks undertaken towards the end of the course. For example, in a 200-hour course extending over Years 9 and 10, the assessment information collected in Year 10 provides the more complete picture of student achievement.

Applying the course performance descriptors

Course performance descriptors have been developed for each course. They describe the main features of a typical student's performance at each grade measured against the syllabus objectives and outcomes for the course.

Teachers make the final judgement of the most appropriate grade on the basis of available assessment information and with reference to the course performance descriptors. In applying these descriptors, teachers interpret them in terms of standards that can be achieved by Stage 5 students within the bounds of the course.

There are many suitable models that schools may consider appropriate in supporting teacher judgement. Two possible approaches are available, St Andrews College uses Method 2, outlined below:

Method 2

1. Establish an assessment program that consists of a number of assessment activities.
2. Ensure that the assessment activities cover the full range of outcomes.
3. Determine the weightings or relative importance of each activity.
4. Award marks for each completed activity.
5. Combine the marks awarded in each activity to obtain a total mark for each student.
6. On the basis of these marks, determine the order of merit for the group.
7. Refer to the course performance descriptors to relate the order of merit to grades awarded.

Review the grade awarded to each student to make sure that no anomaly has occurred. The order of merit obtained by the summation of marks may require adjustment after consideration of students' achievement at or near each grade cut-off.

The Course Performance Descriptors

Each of the grades referred to above is linked to a course performance descriptor that will appear on your Record of School Achievement. These are statements, developed by the NSW Education Standards Authority that describe a student's achievement. The same statements are used for all students in NSW.

There are no external exams and no pre-determined percentages of students for the award of these grades. This means that any number of students may achieve a Grade A, providing their work, knowledge and skills match the descriptors listed for the Grade A. Each grade indicates the same level of achievement for all students who receive it, regardless of the school they attend.

As the grading system is intended to describe the student's achievement at the end of each course teachers will make the final judgement of the grade deserved on the basis of assessment marks and in consideration of the Course Grade Descriptors.

The Award of a grade D or E does not mean failure. Students receiving this grade have completed the course to a satisfactory or an elementary level respectively. If a student "fails" any of these courses they will be awarded an 'N' Grade.

The General Course Performance Descriptors

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

TERM 1

WEEK	TASK	DUE DATE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

TERM 2

WEEK	TASK	DUE DATE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

TERM 3

WEEK	TASK	DUE DATE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

TERM 4

WEEK	TASK	DUE DATE
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

Year 7 Catholic Studies 2018

Syllabus Component	Task 1 Initiation and Belonging	Task 2 The Life and Times of Jesus	Task 3 Literary Forms in the Bible	Task 4 Following Jesus		Syllabus Weighting
	Reflection	Brochure	Literacy	Oral		
	Week 7 Term 1	Week 4 Term 2	Week 3 Term 3	Week 8 Term 3		
	C4.5, C4.9, C4.10, C4.11, C4.12.	C4.9, C4.10, C4.11.	C4.3, C4.9, C4.10, C4.11.	C4.6, C4.9, C4.10, C4.11, C4.12.		
Cumulative Weighting	20%	20%	30%	30%	N/A	100

St Andrews College - Assessment Schedule - Year 7 English - 2018

St Andrews College - Assessment Schedule - Year 7 English - 2018					
TASK NAME	Task 1 Area of Study: Welcome	Task 2 Module A: Fantastical Lands	Task 3 Module B: Pixar	Task 4 Module C: Nightmares	Syllabus Weighting
TASK TYPE	Listening	Speaking	Viewing/ Representing	Reading/Writing	
DATE DUE	Term 1 Week 10	Term 2 Week 6	Term 3 Week 9	Term 4 Week 4	
OUTCOMES ASSESSED	1A, 4B, 5C, 8D	1A, 3B, 4B, 5C, 9E	1A, 2A, 6C, 7D, 9E	1A, 4B, 5C, 6C	
Reading	X	X		X	
Writing	X	X	X	X	
Speaking		X			
Listening	X				
Viewing / Representing			X		
Cumulative Weighting	25%	25%	25%	25%	100%



St Andrews College. ASSESSMENT SCHEDULE 2018 Mathematics Year 7

	TASK 1	TASK 2	TASK 3	TASK 4	
Units of Work	Problem-Solving Techniques Angle Relationships Computation with Integers	Computation with Integers <i>(Number Plane)</i> Properties of Geometrical Figures Algebraic Techniques	Length and Time Fractions, Decimals and Percentages	All topics studied throughout the Year with Emphasis on Semester 2 topics	
Type of Task	Open-Book Test	In-Class Test	Open-Book Test	Examination	
Date	Term 1 Week 8	Term 2 Week 6	Term 3 Week 5	Term 4 Week 4	
Outcomes assessed	MA4-1WM MA4-2WM MA4-3WM MA4-18MG MA4-4NA	MA4-1WM MA4-2WM MA4-3WM MA4-11NA MA4-17 MG MA4-8NA	MA4-1WM MA4-2WM MA4-3WM MA4-12MG MA4-15MG MA4-5NA	All previous outcomes + MA4-21SP, MA4-19SP, MA4-20SP, MA4-13MG, MA4-14MG	
Cumulative Weighting	15%	30%	15%	40%	100%

**St Andrews College
Science
Year 7
Assessment schedule
2018**

Task	Task 1 Student Research project	Task 2 Practical/Skills test	Task 3 Project	Task 4 Test	Syllabus weighting
Date of submission	Term 1 Week 9	Term 2 Week 6	Term 3 Week 7	Term 4 Week 4	
Outcomes	SC4-4WS SC4-5WS SC4-6WS SC4-7WS SC4-8WS SC4-9WS	SC4-5WS SC4-6WS SC4-7WS	CS4-14LW SC4-4WS SC4-8WS SC4-9WS	SC4-13ES SC4-14LW SC4-16CW SC4-17CW SC4-10PW SC4-11PW	
Syllabus component Knowledge and understanding			X	X	X
Syllabus component First hand investigations	X	X	X		X
Syllabus component Scientific skills	X	X	X	X	X
Cumulative weighting	25%	25%	25%	25%	100%

YEAR 7 HSIE ASSESSMENT PLAN 2018



	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
Task Name	History Knowledge and Skills Exam	Source Task Ancient Egypt	Landscapes and Landforms Oral Task	Knowledge and Skills Exam	
Task Type	Exam	Research/Source	Oral Task	Exam	
Date	Term 1 Week 8	Term 2 Week 3	Term 3 Week 8	Term 4, Week 4	
Outcomes Assessed	HT4.1,HT4.5, HT4.6,HT4.9	HT4-6,HT4-9, HT4-10	GE4.1,GE4.2,GE4.5, GE4.7,GE4.8	GE4.1,GE4.2,GE4.3, GE4.7,GE4.8	
Cumulative Weighting	20%	30%	20%	30%	100

St Andrews College Year 7 PDHPE 2018

	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
Task Name	The Challenge Ahead	Invasion Games	All About Adolescence	Net and Court Games	
Task Type	Written Task	Movement Assessment	Exam	Movement Assessment	
Due Date	Term 1 Week 9	Term 2 Week 5	Term 3 Week 5	Term 3 Week 9	
Outcomes Assessed	4.1, 4.3, 4.15	4.4, 4.5, 4.13	4.6, 4.8, 4.16	4.4, 4.14	
Syllabus components listed	Self and Relationships	Movement Skill and Performance	Self and Relationships	Movement Skill and Performance	
Knowledge					
Skills	- Planning	- Interacting	- Problem Solving	- Moving	
Cumulative Weighting	20	20	30	30	100

Year 7 – TECHNOLOGY – 2018

Task Name	Outcomes	Build It, Use It, Monster It	Build It, Use It, Monster It	Build It, Use It, Monster It	Cumulative Total %
Rotation Unit Begins		Term 1 Week 1	Term 2 Week 2	Term 3 Week 4	
Build It task due	4.1.1, 4.1.2, 4.3.1, 4.3.2	Term 1 Week 6 Term 1 Week 9	Term 2 Week 7 Term 2 Week 10	Term 3 Week 9 Term 4 Week 2	34%
Use It task due	4.1.3, 4.2.2, 4.4.1, 4.6.2	Term 1 Week 5	Term 2 Week 6	Term 3 Week 8	33%
Monster It task due	4.2.1, 4.5.1,4.5.2, 4.6.1	Term 1 Week 10	Term 2 Week 10	Term 4 Week 2	33%
<p>Students will complete the three tasks over the course of the year. The order that they complete the tasks will vary from class to class. The due dates for assessments will depend on the order and term that they complete each task.</p>					100%

MUSIC – SEMESTER 1

		Task 1	Task 2
	Nature of Task	Individual Composition and Performance	Composer Assignment
	Task Type	Composition/ Performance	Research / Presentation
	Date	Term 1 Week 10	Term 2 Week 4
	Outcomes assessed	4.3, 4.4, 4.5	4.7, 4.8
Syllabus Component	Weighting	70%	30%
Listening	30%		30%
Performing	40%	40%	
Composing	30%	30%	
Total	100%	70%	30%

YEAR 7 VISUAL ARTS - 2018

		Semester 1	
		Task 1	Task 2
	Task Name	Artist Research: Margaret Dodd	Artmaking: Margaret Dodd Car
	Due Date	Term 1 Week 7	Term 2 Week 4
	Outcomes assessed	4.7, 4.8, 4.9, 4.10	4.1, 4.2, 4.3, 4.4, 4.5,4.6
Syllabus Component	Weighting	30	70
Art-making	70%		70
Historical and Critical Studies	30%	30	
Total	100%	30	70

YEAR 7 VISUAL ARTS - 2018

		Semester 2	
		Task 1	Task 2
	Task Name	Artist Research : Margaret Dodd	Artmaking: Margaret Dodd Car
	Due Date	Term 3 Week 7	Term 4 Week 4
	Outcomes assessed	4.7, 4.8, 4.9, 4.10	4.1, 4.2, 4.3, 4.4, 4.5,4.6
Syllabus Component	Weighting	30	70
Art-making	70%		70
Historical and Critical Studies	30%	30	
Total	100%	30	70