

ST ANDREWS
COLLEGE



2018

Year 8 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 8 students study

Core Courses

- Religious Education
- English
- Mathematics
- Science
- HSIE
- Personal Development, Health and Physical Education (PDHPE)
- Technology
- Drama
- Music
- Visual Arts
- Japanese

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 8 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 8 Catholic Studies 2018

Syllabus Component	Task 1 Easter Experience	Task 2 Reconciliation	Task 3 Images of God	Task 4 Ways People Pray	Syllabus Weighting
	Oral	Reflection	Personal Expression	Reflection	
	Week 7 Term 1	Week 5 Term 2	Week 8 Term 3	Week 3 Term 4	
	C4.7, C4.9, C4.10, C4.11.	C4.5, C4.9, C4.10, C4.11, C4.12.	C4.1, C4.9, C4.10, C4.11, C4.12.	C4.7, C4.9, C4.10, C4.11, C4.12.	
Cumulative Weighting	20%	20%	30%	30%	100

St Andrews College - Assessment Schedule - Year 8 English - 2018

TASK NAME	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
	Area of Study: Culture	Module A: The Media - News & Advertising	Module B: Refugees	Module C: Our Choice...Our Voice	
TASK TYPE	Listening	Speaking	Viewing/ Representing	Reading/Writing	
DUE DATE:	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			
Viewing/Representing			X		
Listening	X				
Cumulative Weighting	25%	25%	25%	25%	100%



St Andrews College. ASSESSMENT SCHEDULE 2018 Mathematics Year 8

	TASK 1	TASK 2	TASK 3	TASK 4	
Units of Work	Fractions, Decimals and Percentages Financial Mathematics	Data Collection, Representation, and Analysis Indices	Algebraic Techniques Equations Right-Angled Triangles (Pythagoras)	All topics studied throughout the Year with Emphasis on Semester 2 topics	
Type of Task	Investigative Task	In-Class Test	Open-Book Test	Examination	
Date	Term 1 (On-going, concluding in Week 9/10)	Term 2 Week 5	Term 3 Week 6	Term 4 Week 4	
Outcomes assessed	MA4-1WM MA4-2WM MA4-3WM MA4-5NA MA4-6NA	MA4-1WM MA4-2WM MA4-3WM MA4-19SP MA4-20SP MA4-9NA	MA4-1WM MA4-2WM MA4-3WM MA4-8NA MA4-10NA MA4-16MG	All Stage 4 outcomes	
Cumulative Weighting	15%	30%	15%	40%	100%

**St Andrews College
Science - Year 8
Assessment schedule
2018**

Task	Task 1 Prac/Skill test	Task 2 Skill test	Task 3 Field Project	Task 4 Test	Syllabus weighting
Date of submission	Term 1 Week 9	Term 2 Week 5-6	Term 3 Week 9	Term 4 Week 4	
Outcomes	SC4-5WS SC4-6WS SC4-7WS	SC4-7WS SC4-8WS SC4-9WS	SC4-15LW SC4-4WS SC4-5WS SC4-6WS SC4-7WS SC4-8WS SC4-9WS	SC4-12ES SC4-13ES SC4-14LW SC4-15LW SC4-16CW SC4-17CW	
Syllabus component Knowledge and understanding	X		X	X	40%
Syllabus component First hand investigations		X	X		30%
Syllabus component Scientific skills	X	X	X	X	30%
Cumulative weighting	25%	25%	25%	25%	100%

YEAR 8 HSIE ASSESSMENT PLAN 2018



Syllabus Component	Task 1 The Western and Islamic World- Medieval Europe	Task 2 The Black Death in Asia, Europe and Africa (14th- century plague)	Task 3 Place and Liveability	Task 4 Interconnections	Syllabus Weighting
Task Name	Medieval Europe Research/ Oral Task	Black Death Source Task	Place and Liveability Report	Interconnections Research Task	
Task Type	Research Oral	In-class source exam	Report	Research Task	
Date	Term 1, Week 8	Term 2, Week 5	Term 3, Week 9	Term 4, Week 4	
Outcomes Assessed	HT4.3, HT4.5, HT4.7, HT4.8, HT4.9, HT4.10	HT4.2, HT4.3, HT4.4, HT4.6, HT4.7, HT4.10	GE4.1, GE4.3, GE4.4, GE4.6, GE4.7, GE8.8	GE4.2, GE4.3, GE4.4, GE4.5, GE4.7, GE4.8	
Cumulative Weighting	20%	30%	20%	30%	100

Year 8 – TECHNOLOGY – 2018

Task Name	Outcomes	(Eat It, Draw It, Byte It)	(Eat It, Draw It, Byte It)	(Eat It, Draw It, Byte It)	Cumulative Total %
Rotation Unit Begins		Term 1 Week 1	Term 2 Week 2	Term 3 Week 4	
Eat It task due	4.1.1, 4.3.1, 4.3.2, 4.5.1, 4.5.2	Term 1 Week 5 Term 1 Week 7	Term 2 Week 6 Term 2 Week 8	Term 3 Week 7 Term 3 Week 9	33%
Draw It task due	4.1.3, 4.3.1, 4.4.1, 4.6.1	Term 1 Week 7 Term 1 Week 9	Term 2 Week 8 Term 2 Week 10	Term 3 Week 10 Term 4 Week 2	34%
Byte It task due	4.1.2, 4.2.1, 4.2.2, 4.6.2	Term 1 Week 8	Term 2 Week 9	Term 4 Week 1	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%

St Andrews College Year 8 PDHPE 2018

	Task 1	Task 2	Task 3	Task 4	Syllabus Weighting
Task Name	Relationships	Let's Dance	Risk Taking	Fit Bodz	
Task Type	Movie Review	Practical	ICT presentation	Practical	
Due Date	Term 1 Wk 8	Term 2 Wk 5	Term 3 Wk 5	Term 3 Wk 10	
Outcomes Assessed	4.1, 4.3, 4.12	4.5, 4.13, 4.14	4.6, 4.7, 4.12, 4.16	4.5, 4.9, 4.14	
Syllabus components listed Knowledge	Self & Relationships	Movement Skills & performance	Individual & community health	Lifelong physical activity	
Skills	Decision making	Moving	Decision making Problem solving	Moving	
Cumulative Weighting	20	20	30	30	100

**2018
Drama Assessment Schedule
Creative Arts**

Course	Year 8 Drama	Task 1	Task 2	Task 3
	Nature of Task	Written response	Stepping into Role	A Play build project
	Task Type	PCN	PFO	PFO
	Date	Term 1, Week 10	Term 2, Weeks 1 & 2	Term 4, Weeks 1 & 2
	Outcomes assessed	4.3.1, 4.3.3	4.1.1, 4.1.2, 4.2.1	4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.3.
Syllabus Component	Weighting			
Making	35		15	20
Performing	35		15	20
Appreciating	30	30		
Total	100%	30	30	40

**ASSESSMENT SCHEDULE
2018 Year 8 JAPANESE**

	Task 1	Task 2	Task 3	Task 4
Task Name	Hello Japan!	About Me	Pets	My Spare Time (Yearly Exam)
Task type	ICT & Culture	Reading, Writing, Listening, Speaking, Culture	ICT – Video (Self Introduction), Pet - Reading	Listening, Writing, Culture
Due Date	Term 1 Week 8	Term 2 Week 5	Term 3 Week 7	Term 4 Week 4
Outcomes Assessed	4.MBC.1, 4.MBC.2	4.UL.1, 4.UL.2, 4.UL.3, 4.UL.4, 4.MLC.1, 4.MLC2, 4.MBC.1, 4.MBC.2	4.UL2, 4.UL.3, 4.MLC.1, 4.MBC.1, 4.MBC.2	4.UL.1, 4.UL.4, 4.MLC1, 4.MLC.2, 4.MBC.1, 4.MBC.2
Syllabus Component	Moving Between Cultures	Reading and Responding / Writing / Linguistic connections / Moving Between Cultures	Speaking / Reading and Responding/ Making Linguistic Connections / Moving Between Cultures	Listening and Responding / Writing / Making Linguistic Connections /Moving Between Cultures
Cumulative Weighting	20%	25%	25%	30%

MUSIC – SEMESTER 1

MUSIC – SEMESTER 1			
		Task 1	Task 2
Task Name		Guitar Skills Test	Group Arrangement
Task Type		Performance	Project / Performance
Date		Term 1 Week 8	Term 2 Week 4
Outcomes assessed		4.1, 4.2, 4.3, 4.7, 4.8, 4.9	4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10
Syllabus Component	Weighting	30%	70%
Listening	30%	10%	20%
Performing	40%	20%	20%
Composing	30%		30%
Total	100%	30%	70%

MUSIC – SEMESTER 2

		Task 1	Task 2
Task Name		Guitar Skills Test	Group Arrangement
Task Type		Performance	Project / Performance
Date		Term 3 Week 8	Term 4 Week 4
Outcomes assessed		4.1, 4.2, 4.3, 4.7, 4.8, 4.9	4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10
Syllabus Component	Weighting	30%	70%
Listening	30%	10%	20%
Performing	40%	20%	20%
Composing	30%		30%
Total	100%	30%	70%

Year 8 Visual Arts, 2018

		Semester 1	
		Task 1	Task 2
	Task Name	Research task	Artmaking
	Due Date	Week 8 Term 1	Week 4 Term 2
	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 8 - Visual Arts - 2018

		Semester 2	
		Task 1	Task 2
	Task Name	Research task	Artmaking
	Due Date	Week 8 Term 3	Week 4 Term 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

