

ST ANDREWS  
COLLEGE



2017

## Year 7 Assessment Handbook

# Welcome

Welcome to the 2017 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 2017

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
	Research/ Keynote	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 - 2017

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

## YEAR 7 MATHEMATICS

	Task 1	Task 2	Task 3	
<b>Units of Work</b>	Angle Relationships, Number Skills and Computation, Properties of Geometrical Figures	Fractions & Decimals, Properties of Geom. Figures, Data and Directed Numbers	All topics studied throughout the year with more emphasis on Semester 2 topics	
<b>Type of Task</b>	In-class Test	Open Book & Practical Assessment	Examination	
<b>Date</b>	<b>Week 5</b> Term 2	<b>Week 7</b> Term 3	<b>Weeks 3-4</b> Term 4	
<b>Outcomes assessed</b>	MA4-1WM,MA4-2WM,MA4-3WM,MA4-18MG,MA4-4NA,MA4-11NA,MA4-17MG	MA4-5NA, MA4-17MG, MA4-19SP, MA3-4NA, MA4-4NA, MA4-1WM, MA4-2WM, MA4-3WM	All previous outcomes + MA4-18MG,MA4-13MG, MA4-14MG, MA4-10NA, MA4-1WM, MA4-2WM, MA4-3WM	
<b>Cumulative Weighing</b>	40%	15%	45%	<b>100%</b>
<b>Mid-Course Report Weighing</b>	100%	N/A	N/A	<b>100%</b>
<b>Final Report Weighing</b>	N/A	30%	70%	<b>100%</b>

**St Andrews College Year 7 Science 2017**  
**Assessment schedule**

<b>Task</b>	<b>Task 1</b> RST Student Research project	<b>Task 2</b> PFO Practical/Skills test	<b>Task 3</b> RST Project	<b>Task 4</b> EXM Test	<b>Syllabus weighting</b>
<b>Date of submission</b>	<b>Term 1</b> Week 9	<b>Term 2</b> Week 6	<b>Term 3</b> Week 9	<b>Term 4</b> Week 2 - 4	
<b>Outcomes</b>	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	SC4-14LW SC4-16CW SC4-17CW SC4-10PW SC4-11PW	
<b>Syllabus component</b> Knowledge and understanding			X	X	X
<b>Syllabus component</b> First hand investigations	X	X	X		X
<b>Syllabus component</b> Scientific skills	X	X	X	X	X
<b>Cumulative weighting</b>	25%	25%	25%	25%	100%

## YEAR 7 HSIE ASSESSMENT PLAN 2017



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



St. Andrews College Marayong PDHPE Faculty

## ASSESSMENT PLAN 2017

<b>YR7 PDHPE</b>					
	Task 1 PDHPE Extended Response	Task 2 Movement Skill Assessment	Task 3 PDHPE Extended Response	Task 4 End of Year Exam	Syllabus Weighting
Task Type	WRITTEN	MOVEMENT	WRITTEN	EXAM	
Due Date	Wk7 T1	Wk9 T2	Wk7 T3	Wk4 T4	
Outcomes Assessed	4.1, 4.2, 4.11	4.4, 4.5	4.6, 4.7, 4.8	All outcomes	
Max Mark	20	20	20	50	
Syllabus Component	Self and Relationships	Movement Skill and Performance	Individual and Community Health	All Components	
Cumulative Weighting	20%	20%	30%	30%	100%

## MUSIC – SEMESTER 1

		<b>Task 1</b>	<b>Task 2</b>
	Nature of Task	Individual Composition and Performance	Composer Assignment
	Task Type	Composition/ Performance	Research / Presentation
	Date	<b>Term 1 Wk 9</b>	<b>Term 2 Wk 5</b>
	Outcomes assessed	4.3, 4.4, 4.5	4.7, 4.8
<b>Syllabus Component</b>	<b>Weighting</b>	<b>70%</b>	<b>30%</b>
<b>Listening</b>	30%		30%
<b>Performing</b>	40%	40%	
<b>Composing</b>	30%	30%	
<b>Total</b>	100%	70%	30%
<b>Cumulative weighting</b>	100%	70%	30%

## MUSIC – SEMESTER 2

		<b>Task 1</b>	<b>Task 2</b>
	<b>Nature of Task</b>	Individual Composition and Performance	Composer Assignment
	<b>Task Type</b>	Composition/ Performance	Research / Presentation
	<b>Date</b>	<b>Term 3 Wk 9</b>	<b>Term 4 Wk 5</b>
	Outcomes assessed	4.3, 4.4, 4.5	4.7, 4.8
<b>Syllabus Component</b>	<b>Weighing</b>	70%	30%
<b>Listening</b>	30%		30%
<b>Performing</b>	40%	40%	
<b>Composing</b>	30%	30%	
<b>Total</b>	100%		
	100%	70%	30%

## VISUAL ARTS – SEMESTER 1

		<b>Task 1</b>	<b>Task 2</b>
<b>Task Name</b>		Research Assignment	Ceramic Car Artwork
<b>Task Type</b>		RESEARCH / SUBMIT	PROJECT
<b>Date</b>		Term 1 Week 7	Term 2 Week 4
<b>Outcomes assessed</b>		4.7, 4.8, 4.9, 4.10	4.1, 4.2, 4.3, 4.4, 4.5, 4.6
<b>Syllabus Component</b>	<b>Weighting</b>	30%	70%
<b>Art-making</b>	70		70%
<b>Historical and Critical Studies</b>	30	30%	70%
<b>Total</b>	100%	30%	70%
<b>Cumulative weighting</b>	100%	30%	70%

## VISUAL ARTS – SEMESTER 2

		<b>Task 1</b>	<b>Task 2</b>
<b>Task Name</b>		Research Assignment	Ceramic Car Artwork
<b>Task Type</b>		RESEARCH / SUBMIT	PROJECT
<b>Date</b>		Term 3 Week 6	Term 4 Week 4
<b>Outcomes assessed</b>		4.7, 4.8, 4.9, 4.10	4.1, 4.2, 4.3, 4.4, 4.5, 4.6
<b>Syllabus Component</b>	<b>Weighting</b>	30%	70%
<b>Art-making</b>	70		70%
<b>Historical and Critical Studies</b>	30	30%	70%
<b>Total</b>	100%	30%	70%
<b>Cumulative weighting</b>	100%	30%	70%

## Y7 – TECHNOLOGY - 2017

<b>Task Name</b>	<b>Task A</b>	<b>Task B</b>	<b>Task C</b>	<b>Syllabus Weighting</b>
	Industrial Technologies	Textile Technologies	Digital Media Technologies	
<b>Task Type</b>	Build It Project	Use It Project	Monster It Project	
<p>The eight groups of students in Year 7 Technology will complete the technologies and assessments in a different order. Each of the technologies is completed over a period of twelve weeks. (Term 1 has an extra week for introduction to Technology Mandatory)</p> <p>Term 1 Week 1 to Term 2 Week 3 / Term Two Week 4 to Term 3 Week 5 / Term 3 Week 6 to Term 4 Week 4</p> <p>The weeks listed below are when they are due within the twelve week block</p>				
	Week 6 & 9	Week 5	Week 8	
<b>Outcomes assessed</b>	4.1.1, 4.1.2, 4.3.1, 4.3.2	4.1.3, 4.2.2, 4.4.1, 4.6.2	4.2.1, 4.5.1, 4.5.2, 4.6.1	
<b>Cumulative Weighting</b>	34%	33%	33%	<b>100%</b>