

St Agnes Catholic High School



Stage 4

Year 7

Assessment Handbook

2019



St. Agnes Catholic High School

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As indicated in our Vision and Mission statement at St Agnes Catholic High School we are committed to providing quality teaching and learning to students within the Catholic tradition.

Parents are the first teachers of their children and we believe that students learn best at school when there is a partnership between home and school. We therefore encourage your involvement at school and ask you to support the school.

The handbook that you receive is designed to give you information about the formal assessment procedures that are in place for Year 7 students. The information given is a guide to formal assessment. Exact dates have been provided for the relevant assessments. Some assessments may be changed (with sufficient notification of 2 weeks to students) due to changes in the school calendar.

Assessment

Assessment is used to find out:

- What a student needs to learn
- How well a student is doing as a course progresses
- How well a student did at the end of a unit

Assessment can be formal or informal.

An example of informal assessment would be a teacher's judgement of the work completed in class or participation in a particular activity.

Formal assessment can include tasks such as assignments, fieldwork, model making, research projects, performances, portfolios and practical tests. Formal assessment tasks at St Agnes will include information on the outcomes that are being assessed and indication of what students have to do to achieve a given grade.

If you have concerns at any time about your son's/daughter's performance, you are able to request information in a number of ways including:

- Writing a note in your son's / daughter's diary
- Contacting his / her subject teacher by phone or letter
- Contacting his / her Learning Advisor by phone or letter
- Contacting his / her Learning Mentor by phone or letter
- Contacting his / her Leader of Learning: Pathways by phone or letter
- Contacting his / her Leader of Learning by phone or letter
- Contacting the Head of Learning by phone or letter
- Contacting the Assistant Principal or Principal.

We do hope that this will be an exciting year of learning for your son/daughter.

Yours Sincerely,

Ms. Lisa-Maree Browning
Principal

Mr. Geoffrey Kemmis
Head of Learning

Leaders of Learning 2019

Principal	Ms Lisa-Maree Browning
Assistant Principal	Mr Kenneth Wolffe
Head of Mission	Mr. Harry Sadsad (acting)
Head of Learning	Mr Geoffrey Kemmis
Head of Wellbeing and Diversity	Mrs Antoinette Meade
Instructional Coach	Mr. Gavin Hilder
Leader of Learning: Pathways	Ms. Elizabeth Gale
Learning Mentor	Mr Patrick Madigan
Leader of Learning: English	Mrs. Christine Payne
Leader of Learning: Mathematics	Mr. Laurence De Martin
Leader of Learning: Science	Mrs Pam Kehal
Leader of Learning: HSIE	Mr. Christopher Azzopardi
Leader of Learning: PDHPE	Mr Greg Devine
Leader of Learning: CAPA	Ms Anneke Reemst
Leader of Learning: TAS	Mr. Adam Scarpin (acting)
Leader of Learning: VET (Cluster)	Ms. Irene Pereira
Leader of Learning: Diversity	Ms Jo-Anne Penna

Teachers will collect assessment information about your achievements in a course and relate it to the Course Performance Descriptors. This information will assist the school in making the final judgment of the grade to award you at the end of Year 7. No grades will be awarded for Life Skills Courses. These are reported through the achievement of outcomes listed on the Student Profile.

General Performance Descriptors

A	Indicates extensive achievement in the course. The student has an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.
B	Indicates thorough achievement in the course. The student has a thorough knowledge and understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply the knowledge and skills to most new situations.
C	Indicates sound achievement in the course. The student has demonstrated attainment of the main knowledge and skills objectives of the subject and has achieved a sound level of competence in the processes and skills of the course.
D	Indicates basic achievement in the course. The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.
E	Indicates elementary achievement in the course. The student has an elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course.

St Agnes Catholic High School Assessment

St Agnes Catholic High School believes that assessment promotes the growth of the whole person through a clear and well-planned curriculum. The school encourages students to learn and to develop skills that will enable them to grow as individuals and enjoy the richness of a Christian Life. Assessment is one of the significant means of assisting growth in Students. The assessment methods are designed to give students opportunities to show their talents and abilities to the full. The Year 7 Assessment program will encourage all students to do their best under the caring supervision of the St Agnes teaching staff. The assessments are carried out both formally and informally.

1. **Internal Assessment**

- Generally the Assessments commence mid Term 1. Students will be issued with guidelines and Assessment Grids for each course.
- Students will be provided with an Assessment Calendar of tasks for the year. Dates may vary from the original calendar, however students will be given at least two weeks notice in writing of any changes.
- If an internal assessment task is deemed to be invalid or unreliable, the Principal has the discretion to substitute an alternative assessment task.

2. **Progress Reports**

- Students will receive an indication of their performance for individual pieces of work.
- Semester Reports are issued.

3. **Student Responsibilities**

- To familiarise yourself with the general School Policies. All NESAs requirements are available on the web at www.nesa.nsw.edu.au
- Speak with the Leader of Learning if you are in doubt about the requirements of the Assessment Policy.
- To cooperate with the process of Assessment.
- It is the student's responsibility to inform the school if he/she is to be absent on the day of an assessment task.
- Do not plagiarise (i.e. copy) other people's' work. Malpractice or dishonesty will lead to a zero mark.
- Ensure that any questions about marks, grades or comments awarded for an individual piece of work are resolved at the time the work is handed back.
- Demonstrate that thorough effort and achievement have been met for the requirements of that course.
- Complete all assigned work to the best of your ability.
- Complete the task on the set date that it is due.

Year 7 Subjects

Religious Education

DATE	TASK	UNIT	ASSESSABLE OUTCOMES	WEIGHTING
Term 1 (Week 10)	Information Brochure	Initiation and Belonging	C4.5, C4.9, C4.10, C4.11, C4.12	15%
Term 2 (Week 6)	Report	Literary Forms of the Bible	C4.3, C4.10, C4.11	25%
Term 3 (Week 6)	Presentation	Life and Times of Jesus/ The Church Spreads the Good News	C4.2, C4.4, C4.10, C4.11	25%
Term 4 (Week 5)	Yearly Exam	Following Jesus & previous units	C4.2, C4.3, C4.4, C4.5, C4.6, C4.11	35%
Total:				100%

English

DATE	TASK	TOPIC	ASSESSABLE OUTCOMES	WEIGHTING
Term 1 Week 9	Biographical Interview Script	What's The Story?	EN4-1A, EN4-3B, EN4-4B, EN4-7D, EN4-9E	25%
Term 2 Week 5	Nomination Award Letter	Heroes and Villains	EN4-1A, EN4-3B, EN4-6C, EN4-7D, EN4-9E	25%
Term 3 Week 8	Part A - Promotional Trailer/Ad Campaign for Australia Part B - Justification of images.	Images of Australia	EN4-2A, EN4-4B, EN4-6C, EN4-8D, EN4-9E	25%
Term 4 Week 6	Speech	Fantasy	EN4-1A, EN4-4B, EN4-5C, EN4-7D	25%
Total:				100%

Mathematics

Task	Task 1	Task 2	Task 3	Task 4
Nature of task	Topic Test Topic: Reasoning	Semester One Examination Topics: Integers Fractions Probability	Assignment / Investigation Topics: Percentages Financial Mathematics	Semester Two Examination Topics: Data Collection Data Analysis Length Area
Timing	Term 1 - Week 9	Term 2 - Week 5	Term 3 - Week 5	Term 4 - Week 5
Outcomes assessed	MA4-1WM, MA4-2WM, MA4-3WM,	MA4-1WM, MA4-2WM, MA4-3WM, MA4-4NA, MA4-5NA, MA4-21SP	MA4-1WM, MA4-2WM, MA4-3WM, MA4-5NA, MA4-6NA	MA4-1WM, MA4-2WM, MA4-3WM, MA4-19SP, MA4-20SP, MA4-12MG, MA4-13MG
Weighting	20	30	20	30

In addition, a range of informal tasks that comprise of quizzes, assignments, online activities and investigations will be used as evidence in determining student achievement and semester grades.

Science

DATE	TASK	TOPIC	ASSESSABLE OUTCOMES	WEIGHTING
Term 1 Week 9	Information Report	Science Skills	SC4-4WS, SC4-5WS, SC4-7WS, SC4-8WS, SC4-9WS	25%
Term 2 Week 5	Written Examination	Biology Scientific Skills	SC4-5WS, SC4-5W, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-14LW, SC4-15LW	25%
Term 3 Week 7	Practical exam	Chemistry	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS SC4-17 CW	25%
Term 4 Week 5	Written Examination	Physics and scientific skills	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-16CW SC4-10PW SC4- 12ES	25%
Total:				100%

HSIE

History – Semester 1 NSW Syllabus for the Australian Curriculum				
DATE	TASK	TOPIC	ASSESSMENT OUTCOMES	WEIGHTING
Term 1 Week 9	Research source analysis	Overview – The Ancient World and Depth Study 1 Investigating the Ancient Past (including Ancient Australia)	HT4-3, HT4-6, HT4-9, HT4-10	40%
Term 2 Week 5	In Class Written Task	Depth Study 2 The Mediterranean World- Ancient Rome	HT4-2, HT4-3, HT4-6, HT4-9, HT4-10	50%
Throughout Semester 1	Class Tasks For and As Learning	Overview – The Ancient World and Depth Study 1 Investigating the Ancient Past (including Ancient Australia) and Depth Study 2 The Mediterranean World- Ancient Rome	Any of the following outcomes: HT4-1, HT4-2, HT4-3, HT4-6, HT4-8, HT4-9, HT4-10	10%
Total:				100%
Geography – Semester 2				
DATE	TASK	TOPIC	ASSESSMENT OUTCOMES	WEIGHTING
Term 3 Week 7	Project Based Learning (PBL)	Landscapes and Landforms	GE4-1, GE4-2, GE4-4, GE4-5, GE4-7, GE4-8	40%
Term 4 Week 4	Exam	Place and Liveability	GE4-1, GE4-3, GE4-4, GE4-6, GE4-7, GE4-8	50%
Throughout Semester 2	Class Tasks For and As Learning	Landscapes and Landforms And Place and Liveability	Any of the following outcomes GE4-1, GE4-2, GE4-3, GE4-4, GE4-6, GE4-7, GE4-8	10%
Total:				100%

PDHPE

DATE	TASK	TOPIC	ASSESSABLE OUTCOMES	WEIGHTING
TERM 1 Week 10	Adolescence magazine	Challenges and Changes	PD4-1, PD4-2, PD4-9	20%
TERM 1 During Prac lessons	Practical Task	Track and Field	PD4-4, PD4-5, PD4-11	15%
TERM 1/2 Ongoing	Classwork	Semester 1 topics	PD4-1, PD4-2, PD4-4 PD4-5, PD4-6, PD4-7 PD4-8, PD4-9, PD4-11	15%
TERM 3 Week 9	Food/Activity Plan and Analysis	Healthy Bodies	PD4-6, PD4-7, PD4-8	20%
TERM 3 Week 8-10	Bush Dance performance	Australian Bush Dancing	PD4-4, PD4-5, PD4-11	15 %
TERM 3/4 Ongoing	Classwork	Semester 2 topics	PD4-2, PD4-4 PD4-5, PD4-6, PD4-7 PD4-8, PD4-9, PD4-11	15%
Total:				100%

CAPA

Music

DATE	TASK	TOPIC	ASSESSMENT COMPONENT	ASSESSABLE OUTCOMES	WEIGHTING
TERM 1 Week 7 TERM 3 Week 7	Individual Keyboard Performance and Process Journal	The Keyboard	<ul style="list-style-type: none"> Perform pieces studied in class Provide process journal 	4.1, 4.3, 4.9	25%
TERM 2 Week 3 TERM 4 Week 3	Music Theory Examination	The Keyboard	<ul style="list-style-type: none"> Music theory exam 	4.5,4.7,4.8, 4.9	25%
TERM 2 Week 5 TERM 4 Week 5	ICT Rap Composition and Group Performance	Rhythm & Rhyme	<ul style="list-style-type: none"> Compose a rap song using Garageband Perform this live in class 	4.2, 4.3, 4.4, 4.6, 4.7, 4.10, 4.11, 4.12	50%
Total:					100%

Visual Art

DATE	TASK	TOPIC	ASSESSMENT COMPONENT	ASSESSABLE OUTCOMES	WEIGHTING
TERM 1 Week 7 Week 10	VAPD planning and practice Artistic Practice- Major Self-Portrait through a style of art and artist statement- week 10	Lets Face It- Art Movements and Portraiture	Practical Art Making and VAPD practice	4.4 4.5 4.6	VAPD-20% Portrait and artists statement 20%
TERM 3 Week 7: Week 10	VAPD planning and practice Artistic Practice- Artmaking through styles of portraits and artist statement- week 10	Lets Face It- Art Movements and Portraiture	Practical Art Making and VAPD practice	4.4 4.5 4.6	VAPD-20% Portrait and artists statement 20%
TERM 2: Week 2 TERM 4: Week 2	Art Interview- Digital Gallery Art Interview- Digital Gallery		Critical and Historical	4.7 4.8 4.9 4.10	20%
TERM 2: Week 6 TERM 4: Week 6	Digital Artwork through Photoshop Create an advertisement using a famous artwork through photoshop	Transformations of Art through Advertisement	Practical/ Critical/Historical	4.3 4.4 4.5 4.6	40%
Total:					100%

TAS

Technology Mandatory

FABRIC FUN

DATE	TASK	TOPIC	ASSESSABLE OUTCOMES	WEIGHTING
Semester 1 Term 1 Week 9 Semester 2 Term 3 Week 9	Literacy Task - Email	Fabric Fun	4.2.2 Selects, analyses, presents and applies research and experimentation from a variety of sources	20%
Semester 1 Term 2 Week 5 Semester 2 Term 4 Week 5	Portfolio	Fabric Fun	4.1.1 Applies design processes that respond to the needs and opportunities in each design project	30%
Semester 1 Term 2 Week 7 Semester 2 Term 4 Week 5	Apron	Fabric Fun	4.3.1 Applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects	50%
Total:				100%

Technology Mandatory

Monitor your Garden

DATE	TASK	TOPIC	ASSESSABLE OUTCOMES	WEIGHTING
Semester 1 Term 1 Week 5 Semester 2 Term 3 Week 5	Media Investigation	Digital Vocabulary	TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities TE4-2DP plans and manages the production of designed solutions Related Life Skills outcomes: TELS-1DP, TELS-2DP, TELS-3DP, TELS-5DP, TELS-8DI, TELS-11TS	20%
Semester 1 Term 1 Week 10 Semester 2 Term 3 Week 10	Research Task	Research task (blog)	TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities TE4-2DP plans and manages the production of designed solutions TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose programming language Related Life Skills outcomes: TELS-1DP, TELS-2DP, TELS-3DP, TELS-5DP, TELS-8DI, TELS-11TS	30%
Semester 1 Term 2 Week 4 Semester 2 Term 4	Practical Task	Arduino Project	TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities TE4-4DP plans and manages the production of designed solutions TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose programming language TE4-7DI explains how data is represented in digital systems and transmitted in networks TE4-10TS explains how people in technology related professions contribute to society now and into the future Related Life Skills outcomes: TELS-1DP, TELS-2DP, TELS-3DP, TELS-5DP, TELS-8DI, TELS-11TS	50%
Total:				100%