

St Agnes Catholic High School



Stage 4

Year 8

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 8 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	Miss Josiah Raad
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 8. 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 8 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 Board of Studies 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 8 Subjects

Religious Education

DATE	TASK	UNIT	ASSESSABLE OUTCOMES	WEIGHTING
Term 1 (Week 8)	Essay	Easter Experiences	C4.7, C4.10, C4.11	20%
Term 2 (Week 5)	Children's Book	People of the Covenant	C4.3, C4.9, C4.10, C4.11, C4.12	25%
Term 3 (Week 7)	PBL Project	Reconciliation	C4.5, C4.9, C4.10, C4.11, C4.12	30%
Term 4 (Week 4)	Prayer Session	Ways People Pray	C4.7, C4.9, C4.10, C4.12	25%
Total:				100%

English

DATE	TASK	TOPIC	ASSESSABLE OUTCOMES	WEIGHTING
Term 1 Week 8	Monologue	Myths and Legends	EN4 5C, EN4-6C, EN4-7D, EN4-8D, EN4-9E	25%
Term 2 Week 5	Exam	The Play's the Thing	EN4-2A, EN4-3B, EN4-4B	25%
Term 3 Week 8	Essay	Novel Study	EN4-1A, EN4- 3B, EN4-5C, EN4-9E	25%
Term 4 Week 6	Persuasive Speech Script	Animal Kingdom	EN4- 3B, EN4-4B, EN4-5C, EN4-9E	25%
Total:				100%

Mathematics

Task	Task 1	Task 2	Task 3	Task 4
Nature of task	Topic Test Topic: Indices	Semester One Examination Topics: Algebra Equations Pythagoras' Theorem	Assignment/ Investigation Topics: Length and Area Volume	Semester Two Examination Topics: Linear Relationships Geometrical Figures 1 Probability
Timing	Term 1 - Week 5	Term 2 - Week 5	Term 3 - Week 3	Term 4 - Week 5
Outcomes assessed	MA4-1WM, MA4-2WM, MA4-3WM, MA4-9NA	MA4-1WM, MA4-2WM, MA4-3WM, MA-8NA, MA4-10NA, MA4-16MG	MA4-1WM, MA4-2WM, MA4-3WM, MA4-12MG, MA4-13MG, MA4-14MG	MA4-1WM, MA4-2WM, MA4-3WM, MA4-11NA, MA4-17MG, MA4-21SP
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	Practical exam	Chemistry	SC4-6WS, SC4-7WS, SC4-17CW	25%
Term 2 Week 5	Written Examination	Chemistry Earth and Space Scientific Skills	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS SC4-12ES, SC4 -13ES SC4-16CW	25%
Term 3 Week 9	Student Research Project	Biology	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS SC4-14LW	25%
Term 4 Week 5	Written Examination	Biology, Physics and Scientific Skills	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-11PW, SC-14LW	25%
Total:				100%

HSIE

History – Semester 1 NSW syllabus for the Australian Curriculum				
DATE	TASK	TOPIC	ASSESSABLE OUTCOMES	WEIGHTING
Term 1 Week 8	Multimedia Presentation	Depth Study 4 The Western and Islamic World – Medieval Europe	HT4-3, HT4-5, HT4-7, HT4-8 HT4-9, HT4-10	40%
Term 2 Week 6	Exam	Depth Study 5 The Asia – Pacific World – Japan under the Shoguns	HT4-2, HT4-4, HT4-6, HT4-7, HT4-9 HT4-10	50%
Throughout Semester 1	Class Tasks For and As Learning	Depth Study 4 The Western and Islamic World – Medieval Europe and Depth Study 5 The Asia – Pacific World – Japan under the Shoguns	Any of the following outcomes: HT4-2, HT4-3, HT4-4, HT4-6, HT4-7, HT4-8, HT4-9, HT4-10	10%
			Total:	100%
Geography – Semester 2				
DATE	TASK	TOPIC	ASSESSMENT OUTCOMES	WEIGHTING
Term 3 Week 6	Speech/Presentation	Water in the world	GE4-1, GE4-2, GE4-3, GE4-5, GE4-7, GE4-8	40%
Term 4 Week 5	In class Extended Response	Interconnections	GE4-2, GE4-3, GE4-4, GE4-5, GE4-7, GE4-8	50%
Throughout Semester 2	Class Tasks For and As Learning	Water in the world and Interconnections	GE4-1, GE4-2, GE4-3, GE4-4, GE4-5, GE4-6, GE4-7, GE4-8	10%
			Total:	100%

PDHPE

DATE	TASK	TOPIC	ASSESSABLE OUTCOMES	WEIGHTING
TERM 1 Throughout prac lessons	Invasion Games prac	Invasion Games	4.4, 4.5, 4.14	15%
TERM 1 Week 10	Lifestyle Diseases Task	Holistic Health	4.6, 4.8	20%
TERM 1/2 Ongoing	Classwork	Semester 1 topics	4.4, 4.5, 4.6, 4.8, 4.10, 4.11, 4.12, 4.14, 4.16	15%
TERM 3 Week 9	Drug Task	Risk	4.6, 4.7, 4.12. 4.13, 4.16	20%
TERM 3 Weeks 8-10	Fitness task	Fitness Games	4.4, 4.10, 4.13, 4.14, 4.15	15%
TERM 3/4 Ongoing	Classwork	Semester 2 topics	4.4, 4.5, 4.6, 4.7, 4.12. 4.13, 4.14, 4.15, 4.16	15%
Total:				100%

CAPA

Visual Art

DATE	TASK	TOPIC	ASSESSMENT COMPONENT	ASSESSABLE OUTCOMES	WEIGHTING
TERM 1 Analysis - CF Wk 7 (Design Process Week 8) Term 2 Final Practice Wk 1 TERM 3 Analysis - CF Wk 7 (Design Process Week 8) Final Practice Wk 10	Conceptual Framework artist through Creative Book Builder Ceramics Design/Pract ice	Animals In My Teacup- Ceramics	Historical/ Critical Art Making	4.1 4.3 4.6 4.8	60%-total (25%) Critical Practice (35%) (10% Design Process, 25% Ceramics)
TERM 2 - VAPD wk 4 Final Practice Wk 7	Mixed media printing forms and masks- VAPD Planning Practice	Mixed Media Printing Forms and Masks	Historical/Critical Art Making	4.2 4.4 4.7 4.9	40% VAPD (20%) Practice (20%)
TERM 4 VAPD Week 4 Practice Wk 7	Mixed media printing forms and masks- VAPD Planning Practice	Mixed Media Printing Forms and Masks	Historical/Critical Art Making		
Total:					100%

Music

DATE	TASK	TOPIC	ASSESSMENT COMPONENT	ASSESSABLE OUTCOMES	WEIGHTING
<p>TERM 1 Week 7</p> <p>TERM 3 Week 7</p>	<p>ICT Composition / Group Analysis</p>	<p>Film Music</p>	<ul style="list-style-type: none"> • Exploring the use of film techniques, effects, recording and editing for a genre • Group analysis and evaluation 	<p>4.4, 4.6, 4.7, 4.10, 4.11, 4.12</p>	<p>50%</p>
<p>TERM 2 Week 2 (performance Ode to Joy) Week 5 (Ensemble Performance</p> <p>TERM 4 Week 2 (performance Ode to Joy) Week 5 (Ensemble Performance</p>	<p>Guitar and Ukulele Practical Performance</p>	<p>The Guitar and Ukulele</p>	<ul style="list-style-type: none"> • Performance of Ode to Joy on the Guitar or Ukulele • Ensemble performance 	<p>4.1, 4.2, 4.3, 4.4, 4.5, 4.8, 4.9</p>	<p>50%</p>
Total:					100%

LOTE

DATE	TASK	TOPICS	ASSESSABLE OUTCOMES	WEIGHTING
SEMESTER 1				
TERM 1 WEEK 8	Listening & Responding Test	Chapter 00 & Chapter 01	4.UL.1 4. MLC.1 4. MLC.2 4. MLC.1	20%
TERM 2 WEEK 2	Assessment Task- research & presentation	French Cities	4.UL.3 4.UL.4 4.MBC.1 4.MBC.2	30%
SEMESTER 2				
TERM 3 WEEK 8	Reading & Responding	Chapter 02 & Chapter 03 & Chapter 04	2.UL.2 2. MLC.1 2. MLC.2 4. MLC.2	20%
TERM 2 WEEK 2	Assessment Task- research & presentation	French Food	4.UL.3 4.UL.4 4.MBC.1 4.MBC.2	30%
Total:				100%

TAS Technology Mandatory

FOOD AROUND THE WORLD

DATE	TASK	TOPIC	ASSESSABLE OUTCOMES	WEIGHTING
Semester 1 Term 1 Week 8/9 Semester 2 Term 3 Week 8/9	Digital Presentation	Food Around the World	4.2.2 – selects, analyses, presents and applies research and experimentation from a variety of sources 4.5.1 - applies management processes to successfully complete design projects 4.3.1 – applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects	20%
Semester 1 Term 2 Week 2/3 Semester 2 Term 4 Week 2/3	Timeplan	Food Around the World	4.3.2 - demonstrates responsible and safe use of a range of tools, materials and techniques in each design project 4.5.1 - applies management processes to successfully complete design projects 4.3.1 – applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects	30%
Semester 1 Term 2 Week 5/6 Semester 2 Term 4 Week 5/6	Practical Task	Food Around the World	4.3.2 - demonstrates responsible and safe use of a range of tools, materials and techniques in each design project 4.5.1 - applies management processes to successfully complete design projects 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%

TOYMAKER

DATE	TASK	TOPIC	ASSESSMENT COMPONENT	WEIGHTING
Semester 1 Term 1 Week 7 Semester 2 Term 3 Week 7	Research Task-Review	Toymaker	4.2.1 Generates and communicates creative ideas and solutions. 4.2.2 Selects, analyses, presents and applies research and experimentation from a variety of sources. 4.5.2 Produces quality solutions that respond to identified needs and opportunities in each design project.	20%
Semester 1 Term 2 Week 5 Semester 2 Term 4 Week 5	Mini Design Portfolio	Toymaker	4.3.1 Applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects. 4.3.2 Demonstrates responsible and safe use of a range of tools, materials and techniques in each design project. 4.5.1 Applies management processes to successfully complete design projects. 4.5.2 Produces quality solutions that respond to identified needs and opportunities in each design project.	20%
Semester 1 Term 1 Week 9 Semester 2 Term 3 Week 9	Timber Practical Task	Toymaker	4.1.1 Applies design processes that respond to needs and opportunities in each design project. 4.2.1 Generates and communicates creative design ideas and solutions. 4.2.2 Selects, analyses, presents and applies research and experimentation from a variety of sources. 4.3.1 Applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects.	30%
Semester 1 Term 2 Week 6 Semester 2 Term 4 Week 6	Plastics Practical Task	Toymaker	4.3.1 Applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects. 4.3.2 Demonstrates responsible and safe use of a range of tools, materials and techniques in each design project. 4.5.1 Applies management processes to successfully complete design projects. 4.5.2 Produces quality solutions that respond to identified needs and opportunities in each design project.	30%
Total:				100%