

# St Patrick's Marist College



Founded 1872

## YEAR 8 ASSESSMENT POLICY AND SCHEDULES 2017

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## SECTION B: COURSE SCHEDULES

# Assessment Guidelines

## SECTION A

# St Patrick's Marist College Assessment Policy

## 1. Rationale

The College Assessment Policy is designed so that no student can be advantaged or disadvantaged by the College's system of assessment.

Assessment at St. Patrick's Marist College encourages progressive development of skills and knowledge while ensuring:

- consistency across subjects and courses;
- fairness in marking and reporting; and
- coordination of the assessment programme to ease the load on students.

The College Assessment Policy reflects the interest of the College with authentic learning, academic achievement, justice and the dignity of each person. This means that teachers are striving to ensure that assessment tasks give results that reflect what each student really knows and understands against a standard derived from syllabus documents.

Assessment Policy reflects the grades that will be identified for the Record of School Achievement (ROSA).

## 2. What is Assessment?

- a. The term "assessment" refers to the College's measure of a student's achievement against standards in a NSW Education Standards Authority (NESA) course (formally Board of Studies Teaching and Educational Standards, NSW (BOSTES)). Assessment applies to all courses.

An assessment task may comprise of an "assignment" that is a piece of work completed over some days or weeks; or be in the form of an examination. Other assessment tasks may be in the form of class tests, oral presentations, fieldwork, extended responses, or other work completed during class time.

- b. A student must complete the assessment requirements for each course before he or she is considered to have completed Stage 4.
- c. Students will be informed of what outcomes are being measured in each task and what criteria will be used to measure their performance.

## 3. What is the Stage 4 Grading System?

Stage 4 Grading is the process of describing what each student has achieved at the end of Year Eight. This achievement is expressed against a fixed standard for each course set by NESA. These standards are divided into five bands, from A-Excellent to E-Elementary with the exception of Mathematics which has nine bands.

Each band or grade has a description attached to it for each subject. If the description fits a student's performance in assessment tasks, he or she will be awarded that grade.

## 4. What are Performance Descriptors?

The Board of Studies Teaching & Educational Standards NSW provides a set of Performance Descriptors for subjects in Stage 4. At the end of the year a student's achievement in the Skills and Knowledge components of a course is matched against the Performance Descriptors allocated to that course, in order to determine a grade.

Performance descriptors are an assessment and reporting tool used to enable teachers to make judgments about overall student achievement at the end of a course. Performance descriptors are a series of statements, which summarise observable and measurable features of a student's achievement. These are used by teachers to award grades to students based on descriptions of typical achievement from A-Excellent to E-Elementary.

Performance descriptors describe the main features of a typical student's performance at the end of the course. The vertical columns in the descriptors describe different levels of student performance. In using these descriptors, the College matches the student to the descriptor column which best fits the student's overall achievement in the course.

There are five grades:

A	-	Extensive Achievement
B	-	Thorough Achievement
C	-	Sound Achievement
D	-	Limited Achievement
E	-	Elementary Achievement

Grade (Achievement)	GENERAL PERFORMANCE DESCRIPTORS
<b>A</b> Extensive Achievement	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>B</b> Thorough Achievement	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.
<b>C</b> Sound Achievement	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.
<b>D</b> Limited Achievement	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b> Elementary Achievement	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.  <i>Where an A to E grade appears opposite a course, the student has satisfactorily completed the course by meeting the following requirements in: a) attendance – meeting the required number of hours; b) participation in the required learning experiences and assessment tasks; c) effort and achievement; d) reaching at least some of the course goals.</i>
<b>N</b>	Where 'N' appears in place of an A to E grade it indicates that the student has failed to meet one or more of the above requirements.

Most subjects will produce a set of 'mini-descriptors' for each assessment item, called *Assessment Criteria*. These are used in allocating grades on each assessment task and are handed out with the task so students know exactly what they have to do to get a particular grade. Teachers will always be able to tell you why a particular grade was awarded.

## **5. Which Courses are assessed at this Stage?**

All Courses in Stage 4 are mandatory. They are: Catholic Studies; English; Mathematics; Science; Australian History, Civics and Citizenship; Australian Geography, Civics and Citizenship; Personal Development, Health & Physical Education; Music, Technology and Visual Arts. Formal Assessment Tasks are conducted in Year Eight and determines the Final Grade for Stage 4.

Along with the mandatory subjects listed, two elective subjects are also studied in Years Nine and Ten and formal Assessment Tasks are conducted to determine the Final Grade for Stage 4.

## **6. How many Assessment Tasks?**

The number of tasks range from three to five depending on the course studied.

## **7. How will I know what Assessment Tasks are set and when they will be held?**

This booklet is the best guide. Section B of this booklet includes a table of Assessment Tasks for all subjects. Students should keep this book safely at home and copy the tasks into their diary.

Teachers will inform students as to when an assessment task is to be held, or for longer assignments and projects, between what dates it will be completed. Students should receive at least two weeks' notice of any task. As soon as students receive an assessment task he or she should highlight the date in their calendar and write it in their diary.

## **8. How are these tasks used in determining my final grading?**

Teachers use the formal assessment information to make a summative judgment of each student's overall level of achievement at the end of the course. An order of merit can be used as a guide in determining the most appropriate grade for each student.

Teachers will then review the grade awarded to ensure that no anomaly has occurred. Teachers can refer to informal tasks completed by students to assist in a final determination of a grade. The final grade is determined by the best overall description of the student's achievement based on all the evidence available.

There is no predetermined proportion of students who will receive particular grades.

## **9. How will the College report on my progress?**

Feedback is given to students regarding their performance in each assessment task. An integral part of each task is for students to do a self evaluation before they submit the task and another when the task is returned. Students are encouraged to seek more feedback from their teachers to improve their learning. Students have the responsibility to show their parents/guardians the marked tasks and obtain their signature. This is one way parents/guardians are informed of their child's progress.

At the end of each semester, parents / guardians will receive a formal College Report.

## 10. When Does Assessment Begin?

The assessment program will commence at the beginning of the school year and will conclude with end of course examination/assessments towards the end of Term 4 of that year.

## 11. Student's Responsibility

- a. Each student has the responsibility to be familiar with the general College policies as outlined in this Handbook. Students must also be familiar with the Course Information in Section B of this Handbook.
- b. It is important that the student speak with the relevant Leader of Learning - KLA if there is any doubt about the requirements of the Assessment Policy.
- c. It is the responsibility of all students to know when assessment tasks are scheduled. **Assessment tasks take priority over any other activities.**
- d. It is the responsibility of all students to know the assessment task procedures. In the case of an examination no mobile phones or electronic devices are allowed in the room. No student is to have written sheets or writing on their person or clothing. Students need to be familiar with examination procedures outlined in the College diary.
- e. It is the responsibility of all students to return **marked** assessment tasks to their parents/guardians for their signature.
- f. **Included with this document is a copy of the Assessment Agreement Form between the student and the College. The original is signed by the student and parent in the College diary acknowledging the requirements of the assessment policies outlined in this Handbook.**

## 12. Submitting Work

- a. All assessment work in the form of assignments or other non test tasks must be handed in on the **due date in the subject period, or at a time specified by the relevant Leader of Learning - KLA or subject teacher or their designated substitute.** Students must follow directions issued by their teacher. Task papers should be firmly stapled together, or otherwise secured.
- b. It is the student's responsibility to ensure that the assessment task arrives on time. Illness or misadventure must be supported by documentary evidence. This must be uploaded, given or emailed to the Director of Studies on the first day of return to the College by 9.00am. A copy will be retained in the Student's file.

If the student knows they will be absent on the due date of the assessment task, then he or she must ensure that the work is submitted on time. This includes prearranged College activities such as work placement and excursions as well as family leave.

**Assignments are not to be submitted in plastic sleeves.**

- c. In the case of examinations or class tests, any student who fails to meet the requirements will be awarded a zero mark.

### 13. Assessment Guidelines

- a. The College will provide the student with the following information for each subject at the beginning of Year Eight, or as soon as practicable:
- WHAT is being assessed
  - HOW it will be assessed
  - WHEN it will be assessed
  - The RELATIVE VALUE of each task in the total assessment scheme.

This information is contained in the Course Guidelines for each course contained in this *Handbook* in Section B and the calendar at the back of this booklet.

Students will be given a detailed notification of assessment tasks, in writing, at least 2 weeks prior to each task.

- b. The course teacher overseeing the course in which an assessment task is due will keep a list of those students whose work has been received. Each student will sign the class list when they submit their assignment.
- c. The Director of Studies will oversee the process; ensuring that assessments are properly spaced and coordinated between different subjects and collate the submission of assessment results to NESAs. In the event of disputes or misadventure, the Director of Studies will administer the process of appeals.
- d. The policy of NESAs is that assessment tasks accurately measure the achievement of students and discriminated between different levels of achievement. If an assessment task does not adequately fulfil these requirements or where some students could be disadvantaged the Director of Studies in consultation with the Principal can declare the task invalid or unreliable. If this occurs, students and their parents will be notified in writing and informed about an appropriate alternative. Examples of appropriate alternatives are: setting of a new task, or amending the weighting of the existing task.
- e. Student will sign a verification sheet when their task is returned which confirms their mark.
- f. The Director of Studies, relevant Leader of Learning - KLA and the relevant Leader of Learning - Pastoral will maintain a record of penalties that may result from late submissions, absence and illness. A copy will also be placed in the student's file.
- g. If a change of date is required for a formal assessment task the relevant Leader of Learning - KLA will distribute to parents and students and place on Skoolbag, a notification sheet which will give the revised date. The acknowledgment slip needs to be signed and return to the student's subject teacher.

### 14. Non Completion of an Assessment Task

- a. In order to have studied a NESAs course satisfactorily, the College expects each candidate to have completed **all** assessment tasks.
- b. Notwithstanding the Principal's prerogative with respect to illness and/or misadventure, in all other cases where a candidate fails to complete an assessment task, a 'zero mark must be recorded for that task.
- c. It is the student's responsibility to attempt all assessment tasks and to follow the correct procedure for submitting them. If through unforeseen circumstances it is



anticipated that the work will not be completed on time, the student is to negotiate with the Director of Studies for an extension of time well in advance of the due date. Extensions will **not** be granted on the due date.

## 15. Late Submission of an Assessment Task

- a. In other than the exceptional circumstances in which extensions are granted, late submissions of assessment tasks will incur penalties.
- b. The penalties will be 30% of the maximum for the first day the task is overdue. After this day the student will receive a zero, except in special circumstances (at the discretion of the Director of Studies). On the awarding of the penalty or zero mark, the parents / guardian of the student will be informed in writing by the College.
- c. Students should be aware of the implications of this policy in the case of assessment tasks completed outside class. Put briefly, they can be summarised as follows:
  - If the assessment task is one day late, 30% of the total mark will be deducted.
  - If the assessment task is two or more days late, a zero mark will be awarded.
  - Each day following the due date will be counted, regardless of whether it falls on weekends, public holidays, etc.
  - The assessment task is one day late after the designated time on the due date until the same designated time the following day.
- d. The course teacher will have a list of those students whose work has **NOT** been received. It is the student's responsibility to submit the task to the course teacher or to follow the submission procedures outlined by the relevant Leader of Learning - KLA.
- e. Parents / Guardians of the students who are penalised for any reason will be notified in writing by the College. Parents / Guardians must sign the penalty acknowledgement slip. The slip must be returned by the student to the relevant Leader of Learning - KLA within 24 hours. Failure to do so may result in a detention.
- f. An online illness/misadventure form must be completed. This is used by the Director of Studies to ascertain the appropriate if any exemptions or extensions. Refer to point 9 for further information.
- g. The following *may* be regarded as reasons justifying absence or inadvertent late submission:
- h. Illness, if there is proof in the form of a medical certificate from a registered medical practitioner who was consulted on the day of the illness. **Back dated doctors' certificates will not be accepted;**
- i. Misadventure, such as public transport delays or car-breakdowns (in this case, the student may be asked to provide proof of the circumstances leading to the delay);
- j. Accident, meaning some injury which physically or mentally prevents the student from completing the task, examination or test.
- k. In the case of prolonged absence, an estimate may be given. An estimate is a mark based on the previous assessment performances of the student and moderated by the relevant Leader of Learning - KLA to ensure fairness.

- I. Computer or printer breakdown will not be accepted as a valid reason for late submission.
  - In the event of printer or computer failure:
  - It is the student's responsibility to bring the backup (USB or google drive) to the College and use the Library to print the assessment task.
  - In either event, the student must notify the relevant Leader of Learning - KLA before 9.00am on the due date.
- m. Students who use the computer for assessment tasks are strongly advised to:
  - regularly back up their work on **a number** of devices (e.g. inbuilt hard drive, external hard drive, flash disk, or in google drive, etc).
  - print a draft version prior to the due date.
  - complete the final copy of the assignment at least 24 hours before the due date (not on the night before or on the morning of the due date).
  - not rely on emailing assessments to the College on the due date.
- n. *Where a student has been given a zero mark for non-completion or late submission in is **totalling** 50% or more of the final course assessment, the relevant Leader of Learning – KLA will inform the Director of Studies, who will certify that the student has not completed the course satisfactorily.*
- o. No appeals are considered regarding decisions made by the Director of Studies in cases of non-submission or late submission. The Assistant Principal – Innovation, Teaching and Learning may be approached to ensure consistency and fairness.

## 16. **Illness/ Misadventure**

- i. Misadventure is any unforeseen event which prevents a candidate from attending a scheduled task. Students should be aware of the procedure to follow in the event of illness/misadventures:
- ii. If the student is unable to complete an assessment task for reasons of ill-health, then he or she must complete the online Illness/Misadventure Form along with providing a medical certificate to the Director of Studies by 9.00am on the first day of returning to College. This documentation can also be uploaded or emailed. The Director of Studies will notify the relevant Leader of Learning – KLA.
- iii. **No application for illness/misadventure will be accepted after 1 week from the due date of the assessment task.**
- iv. If any assessment task is missed for any other serious reason, the student may be required to submit documentary evidence to the Director of Studies. The online Illness/Misadventure Form must be completed.
- v. Any assessment task which is missed, and for which an acceptable reason is not given, will be recorded as a zero mark and a warning letter will be issued. Student's details will then be added to the NESA HSC Assessment Task Malpractice Register.

- vi. If a student is taken suddenly ill at school, he or she must contact the relevant Leader of Learning - KLA, relevant Leader of Learning - Pastoral or the Director of Studies before leaving the College.

## 17. Malpractice

- a. Malpractice is an activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:
- copying someone else's work in part or whole, and presenting it as their own;
  - using material directly from books, journals, recorded media or the internet without reference to the source;
  - building on the 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, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
  - paying someone to write or prepare material;
  - breaching school examination rule;
  - using non-approved aids in an assessment task;
  - giving false reasons for not handing in work by the due date;
  - helping another student to engage in malpractice.

***The following apply to take-home assessment tasks and submitted work.***

### **1. Practices and assistance that do not require formal acknowledgement:**

- i. Discussion of the student's ideas with other people such as teachers, mentors, tutors, family members or friends*
- ii. Discussion of resources that the student has found*
- iii. Seeking explanation of texts and concepts*
- iv. Learning of skills to use in the development of the work*
- v. Work produced by the student in class under the teacher's supervision*
- vi. General teaching and learning of course materials and content*
- vii. Minor editing; spelling and grammar checks*
- viii. Simple assistance such as photocopying and transporting materials*

### **2. Practices and assistance that do require formal acknowledgement:**

- i. The contribution of others' words, ideas, designs or workmanship to the development of the student's work*
- ii. Any components of the work that have been written, created or developed by others*

- iii. *Use or inclusion of material from other sources such as books, journals and electronic sources including the internet.*
  - iv. *Use or inclusion of the work, ideas or designs gained through group work from other group members*
  - v. *Practical, technical or expert assistance provided by others e.g. welding, cinematography and desk top publishing.  
If in doubt, students are advised to acknowledge assistance that has contributed to their work."*
- c. The College uses software on all formal tasks to check for plagiarism. In the event of malpractice or dishonesty, a mark of zero may result. Parents / guardians will be notified in writing.
- e. Appeals against imposed penalties because of malpractice should be directed in writing to the Director of Studies. This is a matter of internal discipline and is at the sole discretion of the Director of Studies.

## 18. Advice and Support

- a. Assessment for each course is the responsibility of the Leader of Learning - KLA in which the course falls.
- b. Overall responsibility for assessment tasks is taken by the Director of Studies.
- c. If a student needs advice with any part of your programme, the Director of Studies, relevant Leader of Learning - KLA or the relevant Leader of Learning – Pastoral can assist them.
- d. Students are encouraged to seek advice from the course teacher or relevant Leader of Learning - KLA. This will enable each student to increase their understanding of the requirements of the task and obtain a creditable level of achievement.
- e. Be mindful of **plagiarism**: Taking and using another person's work and claiming it as your own is plagiarism. If direct words are used, they must be referenced, i.e. they must be placed in quotation marks and the source and page number acknowledged. There are penalties imposed for plagiarism.

### Students are encouraged to:

**BE ORGANISED:** Use your calendar. Mark when your assessments, outings, work, family engagements, etc are and plan your assessment work time so as to finish them on time. Ensure you plan time to study for each examination task.

Begin the first stages of an assessment task the night you get it. Make sure you understand the task and see your teacher immediately if you don't. Start your collection of information as soon as possible if it is a research task.

Don't spend all your study time on assessments. Give time also to organising, revising and learning from your class notes, texts and by resources. Plan for this.

Check out the marking guidelines for a task or find out what you have to do to achieve at the high and highest levels of achievement. See how close you can get to it.

Evaluate your work when the assessment task is returned. Work with your teacher on this but be settled and calm when you do.

# Course Assessment Schedules

## SECTION B

# *Assessment Schedules*

<i>Catholic Studies - Semester 1</i>		
Task	Weighting	Due Date of Assessment
1 Media (Oral)	50%	Term 1 Week 7
2 Literacy In Class	50%	Term 2 Week 5

<i>Catholic Studies - Semester 2</i>		
Task	Weighting	Due Date of Assessment
5 Research Task	50%	Term 3 Week 7
6 Examination	50%	Term 4 Week 4

<i>English - Semester 1</i>		
Task	Weighting	Due Date of Assessment
1 Writing / Reading	20%	Term 1 Week 8
2 Viewing / Representing	20%	Term 2 Week 3
In Class Tasks	10%	Ongoing

<i>English - Semester 2</i>		
Task	Weighting	Due Date of Assessment
3 Speaking	20%	Term 3 Week 3
4 Listening / Writing	20%	Term 4 Week 2
In Class Tasks	10%	Ongoing

<i>French – Semester 1</i>		
Task	Weighting	Due Date of Assessment
1 Reading	25%	Term 1 Week 9
2 Listening	25%	Term 2 Week 5

<i>French – Semester 2</i>		
Task	Weighting	Due Date of Assessment
1 Speaking	25%	Term 3 Week 8
2 Writing	25%	Term 4 Week 4

<i>Geography – Semester 1 - Semesterised</i>		
Task	Weighting	Due Date of Assessment
1 Skills Test	60%	Term 1 Week 8
In Class Task	40%	On going

<b><i>Geography – Semester 2 - Semesterised</i></b>		
<b>Task</b>	<b>Weighting</b>	<b>Due Date of Assessment</b>
1 Skills Test	60%	Term 3 Week 9
In Class Task	40%	On going

<b><i>History – Semester 1- Semesterised</i></b>		
<b>Task</b>	<b>Weighting</b>	<b>Due Date of Assessment</b>
1 PBL - Research	50%	Term 1 Week 9
2 Topic Test	30%	Term 2 Week 4
3 In Class Assessment	20%	Term 2 Week 5

<b><i>History – Semester 2 - Semesterised</i></b>		
<b>Task</b>	<b>Weighting</b>	<b>Due Date of Assessment</b>
1 PBL Research	50%	Term 3 Week 9
2 Topic Test	30%	Term 4 Week 5
3 In Class Assessment	20%	Term 4 Week 6

<b><i>Mathematics – Semester 1</i></b>		
<b>Task</b>	<b>Weighting</b>	<b>Due Date of Assessment</b>
1 Examination	50%	Term 1 Week 8
2 Examination	50%	Term 2 Week 4

<b><i>Mathematics – Semester 2</i></b>		
<b>Task</b>	<b>Weighting</b>	<b>Due Date of Assessment</b>
3 Examination	50%	Term 3 Week 3
4 Examination	50%	Term 4 Week 3
Assignment (will be marked and assessed)		Term 4 Week 9

<b><i>Music – Semester 1</i></b>		
<b>Task</b>	<b>Weighting</b>	<b>Due Date of Assessment</b>
1 Rhythm Task	50%	Term 1 Week 8 All Week
2 Melody Task	50%	Term 2 Week 3 All Week

<b><i>Music – Semester 2</i></b>		
<b>Task</b>	<b>Weighting</b>	<b>Due Date of Assessment</b>
3 Film Music PBL	70%	Term 3 Week 9
4 Listening / Research Task	30%	Term 4 Week 4

<b><i>Personal Development, Health and Physical Education – Semester 1</i></b>			
<b>Task</b>	<b>Weighting</b>	<b>Due Date of Assessment</b>	
1	Dance Composition and Performance	30%	Term 1 Week 5
2	Semester 1 Examination – Fit to Play and Managing Risks	40%	Term 2 Week 4
	In Class Practical Assessments: (Fitness Testing, Dance, Orienteering, Athletics)	30%	Term 1 & 2 Ongoing
<b><i>Personal Development, Health and Physical Education – Semester 2</i></b>			
<b>Task</b>	<b>Weighting</b>	<b>Due Date of Assessment</b>	
3	“Relationships” and “Around the World” Examination	50%	Term 3 Week 10
4	Health Impacts Web Quest- PBL	30%	Term 4 Weeks 4-5
	In Class Practical Assessments: (Net / Court Games, Touch and Run)	20%	Term 3 & 4 Ongoing
<b><i>Science – Semester 1</i></b>			
<b>Task</b>	<b>Weighting</b>	<b>Due Date of Assessment</b>	
1	Guided Research Task (HI) hand in	50%	Term 1 Week 9
2	Practical Examination	50%	Term 2 Week 4
<b><i>Science – Semester 2</i></b>			
<b>Task</b>	<b>Weighting</b>	<b>Due Date of Assessment</b>	
4	Response to Research	50%	Term 3 Week 5
5	Semester 2 Examination	50%	Term 4 Week 5
<b><i>Technology – Semester 1</i></b>			
<b>Task</b>	<b>Weighting</b>	<b>Due Date of Assessment</b>	
1	Design Project 1	35%	Term 2 Week 3
<b><i>Technology – Semester 2</i></b>			
<b>Task</b>	<b>Weighting</b>	<b>Due Date of Assessment</b>	
2	Design Project 2	35%	Term 3 Week 7
3	Design Project 3 (Folio Only)	30%	Term 4 Week 4
<b><i>Visual Arts – Semester 1</i></b>			
<b>Task</b>	<b>Weighting</b>	<b>Due Date of Assessment</b>	
1	Critical and Historical Analysis - in class test	15%	Term 1 Week 7
2	Artmaking –Sculptural Survivors	35%	Term 2 Week 6
<b><i>Visual Arts – Semester 2</i></b>			
<b>Task</b>	<b>Weighting</b>	<b>Due Date of Assessment</b>	
3	Critical and Historical Analysis - in class test	15%	Term 3 Week 6
4	Artmaking	35%	Term 4 Week 6

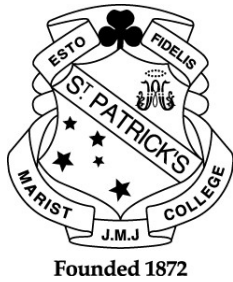


# St Patrick's Marist College

## Year 8

### 2017 ASSESSMENT TASK CALENDAR

TERM	DATE	SUBJECT	TASK
<b>Term 1</b>	27 February	PDHPE	Task 1 Dance (ongoing)
	13 March	Visual Arts	Task 1 Theory In class test (all week)
		Music	Task 1 (all week)
	14 March	Catholic Studies	Task 1 Media (oral)
	20 March	Music	Task 1 Rhythm (in class all week)
	22 March	Mathematics	Task 1 Exam
	23 March	English	Task 1 Writing / Reading 8.4, 8.5, 8.6, 8.7
	24 March	English	Task 1 Writing / Reading 8.1, 8.2, 8.3
	27 March	French	Task 1 Reading (in class)
	28 March	Science	Task 1 Research (in class)
31 March	Geography	Task 1 Exam	
	History	Task 1 PBL	
<b>Term 2</b>	8 May	Technology	Task 1 Design Project One 8TE5, 8TE6
		English	Task 2 Viewing / Representing (hand in)
	9 May	Technology	Task 1 Design Project One 8TE7, 8TE8
	10 May	Technology	Task 1 Design Project One 8TE1, 8TE2
	11 May	Technology	Task 1 Design Project One 8TE3, 8TE4
	17 May	Mathematics	Task 2 Exam
		PDHPE	Task 2 Exam
	19 May	History	Task 2 Topic Test (in class)
	23 May	Science	Task 2 Prac Exam
		French	Task 2 Listening
Catholic Studies		Task 2 Literacy (in Class)	
29 May	Music	Task 2 Melody (in class all week)	
	Visual Arts	Task 2 Prac (hand in) (all week)	
<b>Term 3</b>	4 August	English	Task 3 Speaking
		Mathematics	Task 3 Exam
	21 August	Visual Arts	Task 3 Theory (in class all week)
	28 August	Technology	Task 2 Design Project Two 8TE5, 8TE6
	29 August	Science	Task 3 Response (in class)
		Technology	Task 2 Design Project Two 8TE7, 8TE8
		Catholic Studies	Task 3 Research
	30 August	Technology	Task 2 Design Project Two 8TE1, 8TE2
	31 August	Technology	Task 2 Design Project Two 8TE3, 8TE4
	5 September	French	Task 3 Reading
	11 September	Music	Task 3 Film Music PBL (in class all week)
13 September	Geography	Task 2 Exam	
15 September	History	Task 2 PBL submission	
20 September	PDHPE	Task 1 Relationships / Around the World	
<b>Term 4</b>	18 October	English	Task 4 Listening / Writing
	27 October	Mathematics	Task 4 Exam
	30 October	Music	Task 4 Research Task (hand in)
		PDHPE	Task 4 Web Quest (over 2 weeks)
	1 November	Catholic Studies	Task 4 Exam
	3 November	French	Task 4 Writing (in class)
	6 November	Technology	Task 3 Design Project Three 8TE5, 8TE6
	7 November	Science	Task 4 Exam
		History	Task 2 Topic Test
		Technology	Task 3 Design Project Three 8TE7, 8TE8
	8 November	Technology	Task 3 Design Project Three 8TE1, 8TE2
	9 November	Technology	Task 3 Design Project Three 8TE3, 8TE4
	13 November	Visual Arts	Task 4 Prac (hand in all week)
29 November	Mathematics	Task 5 Assignment	



# St Patrick's Marist College

## Year Eight Assessment Agreement Form

I (please print full name), \_\_\_\_\_ have read and understand the requirements of Assessment as outlined in the Year Eight Assessment Policy and Schedules Handbook.

In particular, I understand and accept the following:

1. A student must complete all the Assessment requirements in each course to be considered to have completed the Course.
2. Work submitted must be the student's own work. There are penalties for plagiarism and copying.
3. A student must submit all required Assessment Tasks. This includes completing all examination tasks.
4. Penalties are involved if Assessment Tasks are not attended or are submitted late. I understand the penalties involved as outlined in the handbook.
5. Parents/Guardians will be notified by the College in writing regarding late submission, non attendance at each Task or non-submission of Tasks.
6. Documentary evidence must be provided for a student who is claiming illness or misadventure as the reason for late submission, non submission or non attendance of a Task.
7. It is a student's responsibility to follow the correct procedure in submitting Assessment Tasks. If a student is to be away on the day of an Assessment Task the College must be informed.
8. Should a problem arise regarding an Assessment Task the student must approach the Head of Department before the due date for that Task.
9. **It is the student's responsibility to ensure they have a backup copy for any task that is submitted, whether it is handwritten or typed.**
10. It is the responsibility of all students to return **marked** assessment tasks to their parents/guardians for their signature.
11. There is an appeal process if a student considers they have been disadvantaged.

Student's Name (please print) \_\_\_\_\_ Homeroom: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mother / Guardian: \_\_\_\_\_ Father / Guardian: \_\_\_\_\_