



St Anthony's Canossian Secondary School
Weighted Assessment (Term 2) 2024
Week 4 - 7

Secondary 2

All WA will be conducted during respective subject lessons.

Term/Week	Subject/Student Groups	Scope of Testing
Term 2 Week 4	No Weighted Assessment	
Term 2 Week 5	Literature (G2)	Set Text Poetry – Poems learnt in class. Evening Song by Leong Liew Geok. Missing by Alfiaan Satt
	Literature (G3)	
	Mathematics (G2)	Chapter 2: Linear Equations in Two Variables Chapter 3: Expansion and Factorisation of Algebraic Expressions Chapter 4: Algebraic Fractions and Formulae
	Mathematics (G3)	Chapter 2: Linear Equations in Two Variables Chapter 3: Expansion and Factorisation of Algebraic Expressions Chapter 4: Algebraic Fractions and Formulae Chapter 5.2(only) Solving Quadratic Equations by Factorisation
	Computer Applications (G1)	Practical Exam – Animation and Game Making & Document Processing.
	Art (G1) <i>(For selected classes)</i>	Design Synectics Students are to manipulate objects to form a final artwork using design synectics. Students will bring their final draft during exam where they will draw out their final sketch within 45 mins. They will need to shade & colour this sketch. Assessment 1. Manipulation techniques 2. Shading techniques
	Art (G2) <i>(For selected classes)</i>	
Art (G3) <i>(For selected classes)</i>		
Term 1 Week 6	Art (G1) <i>(For selected classes)</i>	Design Synectics Students are to manipulate objects to form a final artwork using design synectics. Students will bring their final draft during exam where they will draw out their final sketch within 45 mins.
	Art (G2) <i>(For selected classes)</i>	
	Art (G3) <i>(For selected classes)</i>	

		<p>They will need to shade & colour this sketch.</p> <p>Assessment</p> <ol style="list-style-type: none"> 1. Manipulation techniques 2. Shading techniques
<p>Term 1 Week 7</p>	<p>Art (G1) <i>(For selected classes)</i></p>	<p>Design Synectics</p> <p>Students are to manipulate objects to form a final artwork using design synectics. Students will bring their final draft during exam where they will draw out their final sketch within 45 mins.</p> <p>They will need to shade & colour this sketch.</p> <p>Assessment</p> <ol style="list-style-type: none"> 1. Manipulation techniques 2. Shading techniques
	<p>Art (G2) <i>(For selected classes)</i></p>	
	<p>Art (G3) <i>(For selected classes)</i></p>	

Alternative Assessment

Subject / Student Groups	Task	Duration	Submission Date
FCE (G1)	Applied Module Topic: Food Studies (Diet and Health, Food Management) and Consumer Studies. Students work in pairs on the applied module to conduct research, plan, prepare, bake and decorate cupcakes. Components & Marks: Research for cupcake Decorations. Prepare brochure or poster. Practical exam. Reflection.	Term 1 Week 10 – Term 2 Week 5	2CP – 15 April 2HU – 16 April 2CH & 2CT – 17 April
FCE (G2)			
FCE (G3)			
English (G1)	AA Performance Task (Poster and Personal Response to a Documentary Video)	Week 1 – 4	12 April
English (G2)	AA Performance Task (Poster and Personal Response)	Week 2 – 6	11 April & 25 April
English (G3)			
Chinese (G1)	Group Work (50%): Based on Unit 2: Introduce their pet at home or introduce what pet she would like to have. 1. Students are to work in groups of 2-3. 2. Student are to produce a poster on the above topic as a group Personal Assignment (50%): Video response to present on the poster	Week 1 – 5	Group Work : 19 April Personal Assignment : 26 April
Chinese (G2)	Topic: Care for Environment (based on Unit 3) Group Work (60%): 1. Students are to work in groups of 3-4. 2. They will select an Environmental issues topic (i.e. Saving Water, Reduce Plastic bags, Recycling E-waste or Reduce food wastage and produce a 2 minute video to introduce this topic. 3. In the video, students are required to demonstrate the use of these skills: Use of statistics and Listing Examples (Key skills learnt in Unit 3) 4. There has to be at least 2 scenes in the video with an interview footage of at least 30 seconds. 5. The audio narration is to be within 200 words. Personal Assignment (30%): Oral response. Questions assigned in SLS and submit through SLS. Peer Evaluation (10%): 1. Students are to evaluate their peers' contribution towards the group work using a rubric	Week 2 – 5	Group Work : 19 April Personal Assignment : 26 April Peer Evaluation : 26 April
Chinese (G3)			
Chinese (CLB)	Group Work (60%): Based on Unit 2: Introduce one common wild animal in Singapore and share on what to do when you encounter it.	Week 2 – 5	Group Work : 19 April

	<p>1. Students are to work in groups of 3-4. 2. Student are to produce a PPT on the above topic as a group Personal Assignment (30%): Video response to present on the PPT Peer Evaluation (10%):Students are to evaluate their peers' contribution towards the group work using a rubric</p>		<p>Personal Assignment : 26 April Peer Evaluation : :26 April</p>
Malay (G1)	<p>Group Work (60%): 1. Students are to work in pairs. 2. They will do a video using Capcut on the topic "Yang Penting, Sihat". 3. In the video, students are required to focus on how we can adopt a healthy lifestyle by paying attention on what we eat and exercising daily. Peer Evaluation (10%): Students will be given a rubric to evaluate another group's work. Personal Assignment (30%): 1. Students are to create an infographic on the topic of 'Eating Healthily'. 2. The infographics should include both graphics and explanations.</p>	Week 1 – 5	<p>Group Work : 19 April Personal Assignment : 26 April Peer Evaluation : :26 April</p>
Malay (G2)	<p>Group Work (60%): 1. Students are to work in pairs. 2. They will do a video on Teroka. 3. In the video, students are required to focus on exploration of places in Singapore. Peer Evaluation (10%): Students are to evaluate their peers' work. Personal Assignment (30%): 1.Student are to create a poster to promote a place of interest outside Singapore. 2. The infographics should include both graphics and prepositions (taught in unit 4)</p>	Week 2 – 5	<p>Group Work : 19 April Personal Assignment : 26 April Peer Evaluation : :26 April</p>
Malay (G3)	<p>Topic: The Waves of Change (based on Unit 3) Group Work (60%): 1. Students are to work in groups of 3-4. 2. They will produce a 2 minutes' video to discuss on the changes teenagers like themselves face, the challenges that come with it and how they can navigate through these changes. 3. In the video, students are required to demonstrate the use of these skills: Use of PSBR (Key skills learnt in Unit 1 & 2) 4. There has to be at least 3 scenes in the video with an interview footage of at least 30 seconds. 5. The audio narration is to be within 320 words. Personal Assignment (30%): Weekly journal entry based on questions given in relation to the topic. Peer Evaluation (10%):</p>	Week 1 – 5	<p>12 April, 15 April and 19 April</p>

	Students are to evaluate their peers' contribution towards the group work using a rubric.		
Science (G1)	Chapter 6 & 7: Water Quality AA - PBA Group work on pre-activities Performance task.	Week 5 – 7	19 April
Science (G2)	Chapter 9: Energy Conversion AA - PBA Groups work in 3-4 students to work on PBA "real-world energy conversions".	Week 4 – 7	3 May
Science (G3)			
Mathematics (G1)	The performance task will enable students to collect data, calculate and solve questions involving rates in everyday situations.	Week 7	3 may
D&T (G1)	Toy Vehicle Project Students will be required to apply the Theory of 'Shape-borrowing' & 'SCAMPER' ideation techniques to design a Toy Vehicle. Students will convert their initial 2-D design to a 3-D design, followed by making the actual product.	Week 1 – 7	Week 6 – 7
D&T (G2)			
D&T (G3)			
Drama (G1)	Students will write ONE more scene as an alternative ending to the scenes we studied in class ("So ugly can die"). They will also perform it. Students will be assessed on performance skills.	Week 1 – 7	Week 5 – 7
Drama (G2)			
Drama (G3)			
Drama (DEP)	The students will be devising using Alvin Tan and Haresh Sharma's Playbuilding strategies. They will also be assessed on some planning of character attributes. Students work in pairs to devise one scene around the two characters they have created.	Week 1 – 7	Week 5 – 7
Music (G1)	Jam Band Ensemble Performance: In groups of 4 to 5, students will create pop song covers using instruments such as the the cajon, keyboard and guitar. Students will then perform their chosen pop song. They will be required to sing and play the instrument chosen.	Week 7 – 8	Week 7 – 8
Music (G2)			
Music (G3)			
Social Studies (G1)	Chapter 5: What can we do to maintain Singapore's peace and security? 1. Research on how your ethnic group (Chinese, Malay, Indian etc) celebrate a baby's birth. When is it celebrated? What is the significance? What is usually given to parents/baby? Any specific rituals/decorations/food? 2. Using your research, create an invitation card for your neighbour of another race to attend your baby's birth celebration. The details you give your neighbour will help them prepare to celebrate your baby's birth with you!"	Week 1 – 3	2 April
History (G2)	Historical Investigation Unit 3 - Communities and Experiences : What was life like during the Japanese Occupation? Task 1 - Individual Contribution : Select 2 relevant sources from the Source Pack and answer the question - How similar are the sources?	Term 1 Week 7 – Term 2 Week 1	7 March (Individual) & 26 March (Group)
History (G3)			

	<p>Task 2 - Group Contribution : Experiences of locals during the Japanese Occupation through Character Study (Diversity) - Story-Telling through Role Play</p> <p>Task 3 - Group Reflection - Historical Empathy</p>		
Geography (G2)	<p>Topic: Sustainable Development of Housing</p> <p>Marks: 40 marks (Group component: 35m; Individual component: 10m)</p> <p>In groups, students will be embarking on a Geographical Investigation, to assess the level of sustainable development in SACSS based on a specific focus they have chosen. Using the 5 stages of inquiry approach for fieldwork, students are to present their process and findings before coming to a conclusion.</p>	Week 2 – 6	26 April
Geography (G3)			

