



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

Secondary 3

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	Mathematics (G1)	Chapter 1: Simple & Compound Interest Chapter 2: Map Scales Revision topic: Conversion of units and rate of change
	English Language (G2)	Comprehension and Summary
	English Language (G3)	
	Literature Elective (G2)	All the Light We Cannot See (Set Text) Modified Passage- Based Question Part One (up to Radio - pg 34)
	Social Studies (G2)	Source Based Question: Inference, Why-Purpose Structured Response Question: Chapter 2 - What are the functions and roles of government in working for the good of society?
	Social Studies (G3)	Source Based Question: Why-Purpose, Comparison Structured Response Question: Chapter 2 - What are the functions and roles of government in working for the good of society?
	Science (Physics) (G2)	Chapter 2: Kinematics Chapter 3: Force and Pressure
	Science (Physics) (G3)	Chapter 3: Force and Pressure Chapter 4: Dynamics
	Science (Chemistry) (G3) <i>(For selected classes)</i>	Chapter 3: Atomic Structure Chapter 4: Bonding Chapter 5: Structure and Properties Chapter 6: Chemical Formula and Equations
	Physics (G3)	Chapter 2: Kinematics Chapter 3: Dynamics Chapter 4: Turning Effect of Forces Chapter 5: Pressure
	Biology (G3)	Chapter 3: Biological Molecules + Enzymes Chapter 4: Nutrition in Humans

Term 2 Week 6	Science (G1)	Chapter 3: Electricity - electrical power Chapter 4: Wave Chapter 5: Effects of force
	Computer Applications (G1)	Practical Exam – Animation and Game Making Upper Secondary CPA Workbook Pages 15 to 28 AGM2A – Random Numbers to AGM3E - Conditional statements with sensing category (III)
	Nutrition & Food Science (G2)	Chapter 1: Proteins Chapter 2: Carbohydrates Chapter 3: Fats Chapter 4: Vitamins Chapter 5: Minerals Chapter 7: Diet and health problems Chapter 13: Reactions in food during preparation and cooking Chapter 15: Food safety
	Principles of Accounts (G2)	Chapter 1: Source document Chapter 3: Accounting equation
	Principles of Accounts (G3)	Chapter 4: Double Entry Chapter 5: Trial Balance
	Literature Elective (G3)	Kindred - Full Passage Based Question (Up to The Fall)
	Pure Literature (G3)	Kindred - Full Passage Based Question (Up to The Fall)
	Mathematics (G3)	Chapter 1: More about Quadratic Equations and Quadratic Functions (excluding 1.3) Chapter 4: Coordinate Geometry Chapter 5 (5.1 to 5.2): Functions and Graphs
	Science (Chemistry) (G2)	Chapter 3: Atomic Structure Chapter 4: Bonding Chapter 5: Structure and Properties
	Science (Chemistry) (G3) <i>(For selected classes)</i>	Chapter 3: Atomic Structure Chapter 4: Bonding Chapter 5: Structure and Properties Chapter 6: Chemical Formula and Equations
	Chemistry (G3)	Chapter 3: Atomic Structure Chapter 4: Chemical Bonding Chapter 5: Structure and Properties of Materials Chapter 6: Chemical Formulae and Equations Chapter 7: Mole Concept & Stoichiometry
	Science (Biology) (G2)	Chapter 2: Movement of Substances across membrane
	Science (Biology) (G3)	Chapter 3: Biological Molecules + Enzymes

Term 2 Week 7	Elements of Business Skills (G1)	Chapter 1: Introduction to business Chapter 2.1: Businesses in the Travel and Tourism Industry Chapter 2.2: Businesses in the Hospitality Industry Chapter 2.3: Businesses in the Retail Industry Chapter 3: Introduction to Marketing Chapter 4: The Marketing Mix (until Page 81)
	Additional Mathematics (G3)	Chapter 3: Surds Chapter 5: Exponential and Logarithmic Functions
	History Elective (G2)	Chapter 2: Case Study of Nazi Germany
	History Elective (G3)	Source-Based Questions

Alternative Assessment

Subject / Student Groups	Task	Duration	Submission Date
English Language (G1)	Infographic and Email on a Social Cause	Week 2-6	25 April
Design & Technology (G2)	Journal Sketching Based on the given situations, students are to sketch, explore, generate and develop their designs. In addition, students need to plan, develop, and show adequate details to incorporate appropriate electronics component in their designs.	Week 1-7	Week 7
Basic Malay Language (G1)	<p>Podcast</p> <p>Group Work (30marks, 60%)</p> <ol style="list-style-type: none"> Students will work in groups of 3/4. Each group will do a Podcast on a chosen topic. (Tokoh yang boleh dicontohi) Content of the Podcast should include a brief introduction of the person chosen, his contributions to the community and to Singapore in general and how he/she has motivated you to be Canossian of Influence. <p>Peer Evaluation (5m, 10%) Groups will evaluate their peers' podcasts</p> <p>Personal Assignment (15m, 30%):</p> <ol style="list-style-type: none"> Student are to create an infographic on one personality different from the group project. 	Week 1-5	<p>18 April (Group Assignment)</p> <p>26 April (Personal assignment & Peer Evaluation)</p>
Malay Language (G2)	<p>Podcast Topic: Suri Teladan (based on Unit 3)</p> <p>Pair Work (60%): Due 12 April 2024</p> <ol style="list-style-type: none"> Students are to work in pairs. They will produce a 2-3 minute podcast to discuss on a famous person who had contributed a lot to Singapore, the contributions made and the community has benefitted from these contribution. Students must also discuss how, this famous person can inspire them to be Canossian of Influence. In the podcast, students are required to demonstrate the use of these skills: Use of PSBR (Key skills learnt in Sec 2) <p>Personal Assignment (30%): Due 15 April 2024</p> <ol style="list-style-type: none"> Weekly journal entry based on questions given in relation to the topic. <p>Peer Evaluation (10%): Due 19 April</p> <ol style="list-style-type: none"> Students are to evaluate their peers' contribution towards the group work using a rubric 	Week 1-5	12, 15, 19 April

<p>Malay Language (G3)</p>	<p>Podcast</p> <p>Group Work (30marks, 60%)</p> <ol style="list-style-type: none"> 1. Record a podcast on a chosen topic(Unit 3) 2. Script has to include content, guidelines will be given <p>Individual work (20 marks, 10%):</p> <p>Create infographics using Canva</p> <p>Use words & graphics, journals are limited to one page</p> <p>Submission: Google classroom</p> <p>Peer Evaluation (5m, 30%):</p> <ol style="list-style-type: none"> 1. Students are to evaluate their peers' podcasts 2. This will constitute 10% of their WA2 	<p>Week 1-5</p>	<p>18 April (Group Assignment)</p> <p>26 April (Personal assignment & Peer Evaluation)</p>
<p>Basic Chinese Language (G1)</p>	<p>Topic: How to lead a healthy lifestyle (Based on Unit 2)</p> <p>Group Work (60%): Due 11 April</p> <p>Based on Unit 2: Introduce how to live healthy [Physical and mental health].</p> <ol style="list-style-type: none"> 1. Students are to work in groups of 3-4. 2. Student are to produce a PPT(Google Slides) on the above topic as a group <p>Personal Assignment (30%): Due 19 April</p> <p>Slide Presentation during lesson</p> <p>Peer Evaluation (10%):Due 19 April</p> <p>Students are to evaluate their peers' contribution towards the group work using a rubric.</p>	<p>Week 1-5</p>	<p>11 April (Group Assignment)</p> <p>19 April (Personal assignment & Peer Evaluation)</p>
<p>Chinese Language (G2)</p>	<p>Topic: Scenario Narrative Writing</p> <p>Group Assignment (60%) : (Due 11 April)</p> <ol style="list-style-type: none"> 1. Students to work in groups of 3-4 2. Students to select one essay written by one of the group member on an assigned topic and rewrite the essay into a script for their group project. 3. Group members to collaborate and record their narration of the story to produce either an audio book (narration + pictures in ppt) or a video (narration + video) <p>Personal Assignment (30%): (Due 19 April)</p> <p>Following the submission of the project, student to pen a reflection based on their project.</p> <p>Peer Evaluation (10%): (Due 19 April)</p> <p>Students are to evaluate their peers' contribution towards the group work using a rubric</p>	<p>Week 1-5</p>	<p>11 April (Group Assignment)</p> <p>19 April (Personal assignment & Peer Evaluation)</p>

<p>Chinese Language (G3)</p>	<p>Topic: Scenario Narrative Writing Group Assignment (60%) : (Due 11 April)</p> <ol style="list-style-type: none"> 1. Students to work in groups of 3-4 2. Students to select one essay written by one of the group member on an assigned topic and rewrite the essay into a script for their group project. 3. Group members to collaborate and record their narration of the story to produce either an audio book (narration + pictures in ppt) or a video (narration + video) <p>2. Personal Assignment (30%): (Due 19 April) Following the submission of the project, student to pen a reflection based on their project.</p> <p>3. Peer Evaluation (10%): (Due 19 April) Students are to evaluate their peers' contribution towards the group work using a rubric</p>	<p>Week 1-5</p>	<p>11 April (Group Assignment)</p> <p>19 April (Personal assignment & Peer Evaluation)</p>
<p>Higher Chinese Language (G3)</p>	<p>Group Work (50%) due 19 April</p> <ol style="list-style-type: none"> 1. Students are to work in groups of 3-4 2. Students are to produce a video of 2-3min based on the requirements and rubric given. <p>Content: What is the diabetes situation in Singapore? What has the government done to deal with the rising trend of Diabetes? How can one do to prevent diabetes</p> <p>Personal Assignment (40%) 3 April Based on March holiday reading, write a response (in class) based on the question given</p> <p>Peer evaluation (10%) due 19 April Students are to evaluate their peer contribution towards the group work using a rubric.</p>	<p>Week 1-5</p>	<p>3 April (Personal assignment)</p> <p>19 April (Group Assignment & Peer Evaluation)</p>
<p>Chinese Language Syll B (G2)</p>	<p>Topic: How to lead a healthy lifestyle (Based on Unit 2)</p> <p>Group Work (60%): Due 11 April Based on Unit 2: Introduce how to live healthy [Physical and mental health].</p> <ol style="list-style-type: none"> 1. Students are to work in groups of 4-5. 2. Student are to produce a PPT(Google Slides) on the above topic as a group 		<p>11 April (Group Assignment)</p>
<p>Chinese Language Syll B (G3)</p>	<p>Personal Assignment (30%): Due 19 April Video record to present on the PPT</p> <p>Peer Evaluation (10%):Due 19 April Students are to evaluate their peers' contribution towards the group work using a rubric</p>	<p>Week 1-5</p>	<p>19 April (Personal assignment & Peer Evaluation)</p>

Mathematics (G2)	<p>Performance task which comprises 2 parts: a group work component and an individual written assessment component.</p> <p>Students are to apply what was taught in Chapter 4 (Indices) to calculate interest based on the information given (i.e. Principal amount, interest rates and duration of deposit)</p>	Week 5-7	2 May
Geography Elective (G2)	<p>Topic: Geography in Everyday Life</p> <p>Marks: 35 marks (Group component: 25m; Individual component: 10m)</p> <p>Format: Alternative Assessment</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 1-7	Week 7 (3 May)
Geography Elective (G3)	<p>Topic: Geography in Everyday Life</p> <p>Marks: 35 marks (Group component: 25m; Individual component: 10m)</p> <p>Format: Alternative Assessment</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 1-6	Week 6 (26 April)
Pure Geography (G2)	<p>Topic: Geography in Everyday Life</p> <p>Marks: 35 marks (Group component: 25m; Individual component: 10m)</p> <p>Format: Alternative Assessment</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 1-5	Week 5 (19 April)
Pure Geography (G3)	<p>Topic: Geography in Everyday Life</p> <p>Marks: 35 marks (Group component: 25m; Individual component: 10m)</p> <p>Format: Alternative Assessment</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>	Term1 Week 10 – Term 2 Week 2	Week 2 (28 March)
Drama (G3)	<p>Devised piece:</p> <p>Students to make use of brecht techniques to devise a piece with a clear message and intention.</p>	Week 1-7	Week 7 (2 May)

