



# Liverpool Girls High School

## Assessment Booklet Stage 4 Year 7 2022

This booklet outlines assessment procedures being followed at Liverpool Girls High School in **Stage 4 – Year 7**. These are consistent with the General Guidelines issued by the NSW Education Standards Authority (NESA) and represent the minimum requirements.

## ATTENDANCE:

Coming to school every day is essential for students to be able to do well. When students are absent from school and class, they miss vital learning which cannot always be caught up on. At Liverpool Girls High School students must have an attendance of 85% or above. Continued absence will mean that students will not have covered course content and will have missed a great deal of class time where instruction and engagement with learning activities occur.

Continued absence means that students have not studied with 'due diligence and sustained effort' and will not be able to demonstrate their completion of work tasks in class as part of the regular class program.

## EXTENDED LEAVE - (TRAVEL OR HOLIDAY)

Family holidays and travel are **no longer** considered by the Department of Education under *Exemption from School* procedures. Travel outside the school holiday period is now counted as an absence. The Department of Education encourages families to travel during school holidays. If travel during school term is necessary an *Application for Extended Leave or Travel* form needs to be completed **at least 4 weeks prior** to the date of intended travel. Only if the principal accepts the reason (in exceptional circumstances) for the extended absence will an application for illness/misadventure be considered. The student will be expected to complete all work and tasks while away and keep in contact with teachers through google classroom and email. All work tasks will be expected to be submitted by the due dates.

## SCHOOL-BASED GRADES

General Performance Descriptors will be reported with the gradings A, B, C, D or E for all subjects. Students' grades will be based on our school's assessment of a student's performance against Course Performance Descriptors in each subject.

GRADE	General Performance Descriptors
<b>A</b>	The student has an <b>extensive</b> 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>	The student has a <b>thorough</b> 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>	The student has a <b>sound</b> 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>	The student has a <b>basic</b> knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	The student has an <b>elementary</b> knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

## WHAT WILL BE ASSESSED?

- Such things as knowledge, and how you apply it, the ability to think critically, to analyse, to interpret and use evidence to manipulate ideas and materials and through practical performances.

## HOW WILL THESE ASSESSMENTS BE MADE?

Assessment may constitute one of the following, after **a minimum of 2 weeks' notice** (refer to subject specific assessment schedule):

**Examinations** – require students to complete an examination of the course learning, applying what has been learned in a formal examination situation.

**In-class tasks** – require students to prepare for the task at home and in previous lessons in class. The task is completed in-class, as part of a timetabled lesson. These types of tasks may include: review test and quizzes, writing tasks, practical tasks, performances, speeches or presentations.

**Hand-in tasks** – these require students to satisfactorily complete and submit a task by a due date. These types of tasks may include: research assignments, design tasks and portfolios.

**Group tasks**- some tasks will require group participation. When this is the case each member of the group will be responsible for their contribution and will be assessed individually.

**Note:** It must be understood that, while certain tasks are nominated as counting towards assessment, this does not mean that other tasks completed in class do not count and so can be neglected by students. These tasks could well be, for example, practice tasks which are the basis of student learning and critical preparation for the final assessment tasks.

## SUBMISSION OF ASSESSMENT TASKS

1. All students will be given at least 2 weeks notification of what the requirements and expectations are for assessment in each subject area.
2. All hand-in assessment tasks should be submitted in class on the date due or according to the instructions on the assessment notification sheet.
3. A class hand-in register must be signed by all students to provide evidence of task being submitted. All assessment tasks must be signed in with a teacher.

## PENALTIES FOR LATE OR NON-SUBMISSION

1. Failure to hand in assessment work will result in a Non completion letter being sent home and recorded as a non-attempt for determining the final grade.
2. The task still must be completed and submitted to a satisfactory standard to meet requirements.

## FAILURE TO COMPLETE A TASK OR GROUP TASK

1. If a student fails to complete a task as specified in the assessment program and feel they have a valid reason they must complete a Misadventure Form and attach the supporting evidence and hand this to the Head Teacher of the course.
2. The Head Teacher will determine, on the basis of this evidence, the validity of the claim and may grant an extension of time or a grade to be awarded based on a substitute task.



3. The **inability to print assessment tasks by the due time is not an acceptable excuse for the late submission of a task**. A Non-Completion letter will be generated.
4. When there is no valid reason for not completing an assessment task, as determined by the Head Teacher, a non-attempt will be recorded and a Non-Completion letter will be generated.

## ABSENCES

If a student is absent on the day of an assessment task or the day a task is due they must follow the steps below.

1. The student **MUST** report to the Classroom Teacher of the subject **on the first day of return to school** with a valid medical certificate or supporting evidence. *Failure to report with appropriate documentation will result in a non-attempt being recorded.*
2. The student **MUST** complete a Misadventure Form and returned to the Classroom Teacher within five days.
3. Absence from school when a task is distributed does not automatically entitle a student to extra time to complete the task.
4. Any student who will be absent from school for an assessment task or for the submission of a task, because of their involvement in a conflicting school activity (e.g: debating, sport commitments etc) must inform the class teacher or Head Teacher who will arrange an alternative date for the task to be completed. Failure to inform your teacher or Head Teacher will result in a non-attempt being recorded and a Non-Completion letter being generated.
5. For all absences greater than four weeks, an estimate grade will be provided or a substitute task given, only if the student has had their leave approved by the Principal prior to the absence and has met the requirements of leave according to NESA guidelines.

## COMPUTER FAILURE

A student presenting work produced via computer or submitting work on-line who experiences computer or printer failure **MUST** follow these procedures:

1. present to the Classroom Teacher before school, with documentary evidence eg. note from home; working drafts and working papers. Plus work saved on a USB or hard copy of drafts, rough notes etc.
2. Only after these initial procedures have been completed on the due date, will the Classroom Teacher consider a student's request for misadventure.
3. A Misadventure Form must be completed as normal and submitted for determination by the Principal.

## ACADEMIC MISCONDUCT / MALPRACTICE

If any student participates in any form of academic misconduct they will be awarded a non- attempt, have an interview with the Head Teacher, be issued with a letter of caution and attend a parent interview, if deemed appropriate. The student may be required to re complete the task or an alternative.

Examples of academic misconduct include:

1. Plagiarism, that is,
  - copying someone else's work in part or whole and presenting it as your own;
  - using large amounts of material directly from books, journals, CDs or the internet without reference to the original source;



- downloading documents directly from the internet or site;
- buying, stealing or borrowing another person's work and presenting it as your own; and
- submitting work to which another person, such as a parent, coach or subject expert has contributed substantially.

Plagiarism is dishonest. It is a requirement that you must acknowledge the ideas of others when you use them to build your own insights and understanding.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to the student:

- *providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas;*
- *answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills;*

## APPEALS PROCESS

### Appeals About Assessment Tasks or Course Rankings

According to ACE, "Students are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time the task is returned." If a student is concerned about the marking of a task she should consult with her teacher and the relevant Head Teacher of the Faculty in question.

Students are only able to appeal their results in a particular task or course for the following reasons.

#### About the Marks Received

If a student thinks a numerical error has been made in the addition of her marks on a particular task she must return her paper to her class teacher immediately. Additions cannot be checked after the lesson is over. If a student wishes to discuss the marking of her paper she must speak to the marker on the day the papers are returned.

#### About Ranking in a Course

If a student believes that her ranking in a course is inaccurate because, the stated assessment policies were not adhered to.

#### Arising from the Conduct of Assessment Tasks

If a student believes that the procedures used in conducting the Assessment Task disadvantaged, her in some way she should appeal to the Assessment Committee in writing stating the reasons for the appeal **within 5 school days**. The Assessment Request for Review Form can be obtained from the Head Teacher of the Faculty.

All appeals in writing are submitted to the Assessment Committee. The Assessment Committee consists of the Deputy Principal, The Head Teacher Faculty, the classroom teacher and another Head Teacher from another Faculty. Only students are able to appeal. The student appealing should complete the Assessment Request for Review Form and submit it to the Head Teacher of the Faculty.



## Invalid or Unreliable Tasks

An Assessment task and its results, that is deemed to be invalid, due to an administrative problem, or unreliable, failing to discriminate between students or assess the desired outcomes, by the KLA.

The Assessment Committee will review the tasks and may set aside an alternative task may be set. Both students and parents will be notified in writing of this decision. An alternative task will be set, marked and the results recorded. The original tasks and results will be held by the Faculty Head Teacher in case of appeal.





## Assessment Appeal Request Review Form

### Student details

Surname:	
Given Name:	
Year Group:	Date of Appeal:
Contact number:	Email:
Course Name:	

### Appeal type (please tick one only)

<i>Appeal from the arising from the Conduct of Assessment Tasks?</i>	<input type="checkbox"/>
Assessment task:	
<i>Invalid or Unreliable Tasks</i>	<input type="checkbox"/>
Assessment task:	

### Description of the appeal

Please provide details of why you seeking the appeal:

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Student Signature:	Date:
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Please submit this completed form and any supporting evidence to the Head Teacher of the Faculty within 5 days of the assessment appeal



## Student Appeal / Misadventure

This form is to be completed by a student who is unable to attend/submit an assessment task on the due date. Procedures in this assessment booklet must be followed in order for any consideration to be extended with regards to the task.

1. Complete and present this form to the appropriate Head Teacher. *(This should be done prior to the due date where applicable or on the first day of your return to school.)*
2. If approval is granted, this form together with any other relevant documents such as a doctor's certificate with a valid medical reason must be attached to the assessment task on submission

Failure to submit this form promptly may adversely affect the result of your request. It should not be assumed that an application using this form will be successful, as the reasons advanced will be assessed on their merits.

Student's Name: ..... Home Phone: .....  
Year/Course/Class: ..... Teacher: .....  
Assessment Task Missed: ..... Due Date: .....

### Student Statement in Support of the Appeal / Misadventure

You need to detail your reasons for the appeal. You may provide evidence to the contrary that supports your appeal. Supporting evidence attached  YES  NO Type: .....

*My appeal is based on the following grounds:*

.....

.....

.....

Student's Signature: ..... Parent's Signature: .....

### Recommendations / Action:

.....

.....

### Endorsement

Class Teacher:  YES  NO Signature: ..... Date: .....

Head Teacher:  YES  NO Signature: ..... Date: .....

New Submission Date: ..... (if granted)

Copy to:  Head Teacher;  HT Welfare,  Student File,  Student Copy  Noted SENTRAL







# LIVERPOOL GIRLS HIGH SCHOOL

## YEAR 7

### 2022 ASSESSMENT SCHEDULE

#### ENGLISH

## COURSE OUTCOMES

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

### A. Communicate through speaking, listening, reading, writing, viewing and representing.

A student:

**EN4-1A** responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

**EN4-2A** effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

### B. Use language to shape and make meaning according to purpose, audience and context

A student:

**EN4-3B** uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts

**EN4-4B** makes effective language choices to creatively shape meaning with accuracy, clarity and coherence

### C. Think in ways that are imaginative, creative, interpretive and critical.

A student:

**EN4-5C** thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts

**EN4-6C** identifies and explains connections between and among texts

### D. Express themselves and their relationships with others and their world.

A student:

**EN4-7D** demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it

**EN4-8D** identifies, considers and appreciates cultural expression in texts

### E. Learn and reflect on their learning through their study of English.

A student:

**EN4-9E** uses, reflects on and assesses their individual and collaborative skills for learning

## ASSESSMENT SCHEDULE

Task No	Outcomes Assessed	Task	Due Date
1	EN5 – 1A, EN5 – 2A, EN5 – 3B, EN5 – 5C, EN5 – 6C	<b>Letter Writing Task</b> <i>Common Module</i> <i>FRIENDSHIP</i>	Term 1 Week 9
2	EN5 – 1A, EN5 – 2A, EN5 – 5C	<b>Reading/Writing Task</b> <i>Introducing Mr Shakespeare</i> Shakespeare's <i>A Midsummer Night's Dream</i>	Term 2 Week 9
3	EN5 – 1A, EN5 – 2A, EN5 – 3B, EN5 – 5C, EN5-7D	<b>Creative Writing</b> <i>The Storyteller and the Story</i>	Term 3 Week 9



# LIVERPOOL GIRLS HIGH SCHOOL

## YEAR 7

### 2022 ASSESSMENT SCHEDULE

#### GEOGRAPHY

#### COURSE OUTCOMES

- GE4-1** locates and describes the diverse features and characteristics of a range of places and environments
- GE4-2** describes processes and influences that form and transform places and environments
- GE4-3** explains how interactions and connections between people, places and environments result in change
- GE4-4** examines perspectives of people and organisations on a range of geographical issues
- GE4-5** discusses management of places and environments for their sustainability
- GE4-6** explains differences in human wellbeing
- GE4-7** acquires and processes geographical information by selecting and using geographical tools for inquiry
- GE4-8** communicates geographical information using a variety of strategies

#### ASSESSMENT SCHEDULE

Task No	Outcomes Assessed	Task	Due Date
<b>Semester 1</b>			
1	GE4-1, GE4-2, GE4-3, GE4-5, GE4-7, GE4-8	Research Presentation	Term 1 Week 7
2	GE4-2, GE4-3, GE4-4, GE4-8	Skills and Knowledge Test	Term 2 Week 4
<b>Semester 2</b>			
1	GE4-1, GE4-2, GE4-3, GE4-5, GE4-7, GE4-8	Research Presentation	Term 3 Week 7
2	GE4-2, GE4-3, GE4-4, GE4-8	Skills and Knowledge Test	Term 4 Week 4



# LIVERPOOL GIRLS HIGH SCHOOL

## YEAR 7

### 2022 ASSESSMENT SCHEDULE

#### HISTORY

#### COURSE OUTCOMES

- HT4-1** describes the nature of history and archaeology and explains their contribution to an understanding of the past;
- HT4-2** describes major periods of historical time and sequences events, people and societies from the past;
- HT4-3** describes and assesses the motives and actions of past individuals and groups in the context of past societies;
- HT4-4** describes and explains the causes and effects of events and developments of past societies over time;
- HT4-5** identifies the meaning, purpose and context of historical sources;
- HT4-6** uses evidence from sources to support historical narratives and explanations;
- HT4-7** identifies and describes different contexts, perspectives and interpretations of the past;
- HT4-8** locates, selects and organises information from sources to develop an historical inquiry;
- HT4-9** uses a range of historical terms and concepts when communicating an understanding of the past;
- HT4-10** selects and uses appropriate oral, written, visual and digital forms to communicate about the past.

#### ASSESSMENT SCHEDULE

Task No	Outcomes Assessed	Task	Due Date
<b>Semester 1</b>			
1	4.5, 4.9, 4.10	Creative Research Source Work	Term 1 Week 9
2	4.3, 4.4, 4.5, 4.6, 4.7	Knowledge and Skills Test	Term 2 Week 3
<b>Semester 2</b>			
1	4.5, 4.9, 4.10	Creative Research Source Work	Term 3 Week 9
2	4.3, 4.4, 4.5, 4.6, 4.7	Knowledge and Skills Test	Term 4 Week 3



# LIVERPOOL GIRLS HIGH SCHOOL

## YEAR 7

### 2022 ASSESSMENT SCHEDULE

## MATHEMATICS

### COURSE OUTCOMES

#### Working mathematically

**MA4-1WM** communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols

**MA4-2WM** applies appropriate mathematical techniques to solve problems

**MA4-3WM** recognises and explains mathematical relationships using reasoning

#### Number and Algebra

**MA4-4NA** compares, orders and calculates with integers, applying a range of strategies to aid computation

**MA4-5NA** operates with fractions, decimals and percentages

**MA4-6NA** solves financial problems involving purchasing goods

**MA4-7NA** operates with ratios and rates and explores their graphical representation

**MA4-8NA** generalises number properties to operate with algebraic expressions

**MA4-9NA** operates with positive-integer and zero indices of numerical bases

**MA4-10NA** uses algebraic techniques to solve simple linear and quadratic equations

**MA4-11NA** creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane

#### Measurement and geometry

**MA4-12MG** calculates the perimeters of plane shapes and the circumference of circles

**MA4-13MG** uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area

**MA4-14MG** uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume

**MA4-15MG** performs calculations of time that involve mixed units, and interprets time zones

**MA4-16MG** applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems

**MA4-17MG** classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles

**MA4-18MG** identifies and uses angle relationships, including those related to transversals on sets of parallel lines

#### Statistics and probability

**MA4-19SP** collects, represents and interprets single sets of data, using appropriate statistical displays

**MA4-20SP** analyses single sets of data using measures of location, and range

**MA4-21 SP** represents probabilities of simple and compound events

## ASSESSMENT SCHEDULE

Task No	Outcomes Assessed	Task	Due Date
1	MA4-1WM,MA4-2WM, MA4-3WM,MA4-4NA, MA4-18MG	Task 1: Knowledge, skills and understanding test Integers, Angles, Whole numbers	Term 1 Week 9
2	MA4-1WM,MA4-2WM, MA4-3WM,MA4-4NA, MA4-8NA	Task 2: Knowledge, skills and understanding test Fractions and percentages, Algebra and equations, Geometry	Term 2 Week 9
3	MA4-1WM,MA4-2WM, MA4-3WM,MA4-5NA, MA4-12MG,MA4-13MG, MA4-14MG	Task 3: Knowledge, skills and understanding test Decimals, Area and Volume, The number plane	Term 3 Week 8
4	MA4-1WM,MA4-2WM, MA4-3WM,MA4-19SP, MA4-20SP	Task4: Assignment Analysing data	Term 4 Week 8



# LIVERPOOL GIRLS HIGH SCHOOL

## YEAR 7

### 2022 ASSESSMENT SCHEDULE

#### MUSIC

#### COURSE OUTCOMES

- 4.1 performs in a range of musical styles demonstrating an understanding of musical concepts
- 4.2 performs music using different forms of notation and different types of technology across a broad range of musical styles
- 4.3 performs music demonstrating solo and/or ensemble awareness
- 4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
- 4.5 notates compositions using traditional and/or non-traditional notation
- 4.6 experiments with different forms of technology in the composition process
- 4.7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
- 4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
- 4.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
- 4.10 identifies the use of technology in the music selected for study, appropriate to the musical context
- 4.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 4.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

#### ASSESSMENT SCHEDULE

Task No	Outcomes Assessed	Task	Due Date
1	4.4, 4.5	Group Composition	Term 1 Week 7
2	4.1, 4.2, 4.3	Piano Performance	Term 2 Week 8
3	4.7, 4.8, 4.9	Listening and Notation Task	Term 3 Week 6
4	4.1, 4.2, 4.3	Performance Task	Term 4 Week 3



# LIVERPOOL GIRLS HIGH SCHOOL

## YEAR 7

### 2022 ASSESSMENT SCHEDULE

#### PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

#### COURSE OUTCOMES

- PD4-1** examines and evaluates strategies to manage current and future challenges
- PD4-2** examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others
- PD4-3** investigates effective strategies to promote inclusivity, equality and respectful relationships
- PD4-4** refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
- PD4-5** transfers and adapts solutions to complex movement challenges
- PD4-6** recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
- PD4-7** investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
- PD4-8** plans for and participates in activities that encourage health and a lifetime of physical activity
- PD4-9** demonstrates self-management skills to effectively manage complex situations
- PD4-10** applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
- PD4-11** demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

#### ASSESSMENT SCHEDULE

Task No	Outcomes Assessed	Task	Due Date
1	PD4-1, PD4-2, PD4-9, PD4-10	This is Me - Personal Pitch	Term 1 Week 8
2	PD4-4, PD4-5, PD4-10, PD4-11	Field Day Games - Skill Assessment	Term 3 Week 5
3	PD4-2, PD4-3, PD4-9, PD4-10	Safe Relationships - Scenario Review	Term 3 Week 10
4	PD4-4, PD4-5, PD4-10, PD4-11	Gymnastics - Skill Assessment	Term 4 Week 5





# LIVERPOOL GIRLS HIGH SCHOOL

## YEAR 7

### 2022 ASSESSMENT SCHEDULE

#### SCIENCE

## COURSE OUTCOMES

### Values and attitudes

**SC4-1VA** appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them;

**SC4-2VA** shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures;

**SC4-3VA** demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations

### Working Scientifically (Skills)

**SC4-4WS** identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge;

**SC4-5WS** collaboratively and individually produces a plan to investigate questions and problems;

**SC4-6WS** follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually;

**SC4-7WS** processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions;

**SC4-8WS** selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems;

**SC5-9WS** presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations.

### Knowledge and understanding

**SC4-10PW** describes the action of unbalanced forces in everyday situations;

**SC4-11PW** discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations;

**SC4-12ES** describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system;

**SC4-13ES** explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management;

**SC4-14LW** relates the structure and function of living things to their classification, survival and reproduction;

**SC4-15LW** explains how new biological evidence changes people's understanding of the world;

**SC4-16CW** describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles;

**SC4-17CW** explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life.

## ASSESSMENT SCHEDULE

Task No	Outcomes Assessed	Task	Due Date
1	SC4-5WS, SC4-6WS, SC4-9WS, SC4-17CW	<b>Change the World</b> Task 1 - Research Project	Term 1 Week 5-6
2	SC4-5WS, SC4-7WS, SC4-9WS, SC4-13ES	<b>H.O to Go</b> Task 2 - Open Book Task	Term 2 Week 6
3	SC4-5WS, SC4-8WS, SC4-9WS, SC4-14LW	<b>Life's Sorted</b> Task 3 - Modelling	Term 3 Week 9-10
4	All outcomes	Task 4 - Yearly Examination	Term 4 Week 2



# LIVERPOOL GIRLS HIGH SCHOOL

## YEAR 7

### 2022 ASSESSMENT SCHEDULE

#### TECHNOLOGY MANDATORY

#### COURSE OUTCOMES

**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

**TE4-3DP** selects and safely applies a broad range of tools, materials and processes in the production of quality projects

**TE4-4DP** designs algorithms for digital solutions and implements them in a general-purpose programming language

**TE4-5AG** investigates how food and fibre are produced in managed environments

**TE4-6FO** explains how the characteristics and properties of food determine preparation techniques for healthy eating

**TE4-7DI** explains how data is represented in digital systems and transmitted in networks

**TE4-8EN** explains how force, motion and energy are used in engineered systems

**TE4-9MA** investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions

**TE4-10TS** explains how people in technology related professions contribute to society now and into the future

#### ASSESSMENT SCHEDULE

Task No	Outcomes Assessed	Task	Due Date
1	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, TE4-9MA, TE4-10TS	Task 1	Term 1 Week 10
2	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, TE4-9MA, TE4-10TS	Task 2	Term 1 Week 10
3	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, TE4-9MA, TE4-10TS	Task 3	Term 1 Week 10
4	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, TE4-9MA, TE4-10TS	Task 4	Term 1 Week 9



# LIVERPOOL GIRLS HIGH SCHOOL

## YEAR 7

### 2022 ASSESSMENT SCHEDULE

#### VISUAL ARTS

#### COURSE OUTCOMES

##### Artmaking

- 4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks
- 4.2 explores the function of and relationships between artist – artwork – world – audience
- 4.3 makes artworks that involve some understanding of the frames
- 4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
- 4.5 investigates ways to develop meaning in their artworks
- 4.6 selects different materials and techniques to make artworks

##### Critical and Historical interpretation of Art

- 4.7 explores aspects of practice in critical and historical interpretations of art
- 4.8 explores the function of and relationships between artist – artwork – world – audience
- 4.9 begins to acknowledge that art can be interpreted from different points of view
- 4.10 recognises that art criticism and art history construct meanings

#### ASSESSMENT SCHEDULE

Task No	Outcomes Assessed	Task	Due Date
1	4.1, 4.2, 4.3, 4.6	Drawings in VAPD	Term 1 Week 8
2	4.1, 4.2, 4.3, 4.6	VAPD and Collage	Term 2 Week 5
3	4.1, 4.2, 4.3, 4.6	Still Life Ceramics Sculpture	Term 3 Week 7
4	4.1, 4.2, 4.3, 4.6	Indigenous Inspired Print	Term 4 Week 4

Term ONE	Assessment Tasks
Week 1A 24/1 to 28/1	
Week 2B 31/1 to 4/2	
Week 3A 7/2 to 11/2	
Week 4B 14/2 to 18/2	
Week 5A 21/2 to 25/2	Science Task 1 – Research Project
Week 6B 28/2 to 4/3	Science Task 1 – Research Project
Week 7A 7/3 to 11/3	Geography Task 1- Research presentation (Semester 1) Music Task 1- Group Composition
Week 8B 14/3 to 18/3	PDHPE Task 1- Personal Pitch Visual Arts Task 1- Drawings in VAPD
Week 9A 21/3 to 25/3	History Task 1- Creative Research (Semester 1) English Task 1- Letter Writing Mathematics Task 1- Knowledge, skills and understanding test
Week 10B 28/3 to 1/4	Technology Mandatory Task 1
Week 11A 4/4 to 8/4	

Term TWO	Assessment Tasks
Week 1A 26/4 to 29/4	
Week 2B 2/5 to 6/5	
Week 3A 9/5 to 13/5	History Task 2- Knowledge and skills test (Semester 1)
Week 4B 16/5 to 20/5	Geography Task 2- Skills and knowledge test (Semester 2)
Week 5A 23/5 to 27/5	Visual Arts Task 2- VAPD and collage
Week 6B 30/5 to 3/6	Science Task 2 – Open book task
Week 7A 6/6 to 10/6	
Week 8B 13/6 to 17/6	Music Task 2- Piano performance
Week 9A 20/6 to 24/6	English Task 2- Reading/Writing Task Mathematics Task 2- Knowledge, skills and understanding test
Week 10B 27/6 to 1/7	Technology Mandatory Task 2

Term THREE	Assessment Tasks
Week 1A 18/7 to 22/7	
Week 2B 25/7 to 29/7	
Week 3A 1/8 to 5/8	
Week 4B 8/8 to 12/8	
Week 5A 15/8 to 19/8	PDHPE Task 3- Skills Assessment
Week 6B 22/8 to 26/8	Music Task 3- Listening and notation task
Week 7A 29/8 to 2/9	Geography Task 1- Research presentation (Semester 2) Visual Arts Task 3- Still life ceramics sculpture
Week 8B 5/9 to 9/9	Mathematics Task 3- Knowledge, skills and understanding test
Week 9A 12/9 to 16/9	History Task 1- Creative Research (Semester 2) English Task 2- Reading/Writing Task Science Task 3- Modelling
Week 10B 19/9 to 23/9	PDHPE Task 3- Scenario Review Science Task 3- Modelling Technology Mandatory Task 1

Term FOUR	Assessment Tasks
Week 1A 10/10 to 14/10	
Week 2B 17/10 to 21/10	Science Task 4 – Yearly Examination
Week 3A 24/10 to 28/10	History Task 2- Knowledge and skills Test (Semester 2) Music Task 4- Performance
Week 4B 31/10 to 4/11	PDHPE Task 4- Skills assessment Geography Task 2- Skills and knowledge test (Semester 2) Visual Arts Task 4- Indigenous inspired print
Week 5A 7/11 to 11/11	
Week 6B 14/11 to 18/11	
Week 7A 21/11 to 25/11	
Week 8B 28/11 to 2/12	Mathematics Task 4- Assignment
Week 9A 5/12 to 9/12	Technology Mandatory Task 4
Week 10B 12/12 to 16/12	
Week 11A 19/12	