



Liverpool Girls High School

Assessment Booklet Stage 4 Year 8 2022

This booklet outlines assessment procedures being followed at Liverpool Girls High School in **Stage 4 – Year 8**. 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
A	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	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.
C	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.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	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.

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 NESAs 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:

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.....
.....

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 8

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	Diary Entry Writing Task <i>Common Module</i> <i>CHALLENGE</i>	Term 1 Week 9
2	EN5 – 1A, EN5 – 2A, EN5 – 5C	Reading/Writing Task <i>Justice</i> Shakespeare's <i>The Merchant of Venice</i>	Term 2 Week 8
3	EN5 – 1A, EN5 – 2A, EN5 – 3B, EN5 – 5C, EN5-7D	Creative Writing <i>Fantastic Fiction</i>	Term 3 Week 9



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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
Semester 1			
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 3
Semester 2			
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 3



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YEAR 8

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
Semester 1			
1	4.5, 4.9, 4.10	Viking Research Source Work	Term 1 Week 8
2	4.3, 4.4, 4.5, 4.6, 4.7	Knowledge and Skills Test	Term 2 Week 4
Semester 2			
1	4.5, 4.9, 4.10	Viking Research Source Work	Term 3 Week 8
2	4.3, 4.4, 4.5, 4.6, 4.7	Knowledge and Skills Test	Term 4 Week 4



LIVERPOOL GIRLS HIGH SCHOOL
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2022 ASSESSMENT SCHEDULE
LANGUAGES

COURSE OUTCOMES

- LTL4-1C** Uses the **TARGET LANGUAGE** to interact with others to exchange information, ideas and opinions and make plans
- LTL4-2C** identifies main ideas in, and obtains information from texts
- LTL4-3C** organises and responds to information and ideas in texts for different audiences
- LTL4-4C** applies a range of linguistic structures to compose texts in the **TARGET LANGUAGE**, using a range of formats for different audiences
- LTL4-5U** applies **TARGET LANGUAGE** pronunciation and intonation patterns
- LTL4-6U** applies features of the **TARGET LANGUAGE** grammatical structures and sentence patterns to convey information and ideas
- LTL4-7U** identifies variations in linguistic and structural features of texts
- LTL4-8U** identifies that language use reflects cultural ideas, values and beliefs

ASSESSMENT SCHEDULE

Task No	Outcomes Assessed	Task	Due Date
1	4.2C, 4.3C, 4.8U	Research Project	Term 1 Week 7
2	4.1C, 4.4C, 4.6U	Mid Year Test Listening and Responding	Term 2 Week 3
3	4.1C, 4.3C 4.4C, 4.5U	Cultural Research and Oral Presentation	Term 3 Week 8
4	4.2C, 4.4C, 4.5U, 4.7U	End of Course Examination Reading and Responding	Term 4 Week 2



LIVERPOOL GIRLS HIGH SCHOOL

YEAR 8

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, MA4-16WM, MA4-4NA, MA4-5NA, MA4-9NA	Task 1: Knowledge, skills and understanding test Pythagoras' theorem, Working with numbers, Algebra	Term 1 Week 10
2	MA4-1WM, MA4-2WM MA4-3WM, MA4-12MG, MA4-13MG, MA4-14MG, MA4-17MG, MA4-18MG	Task 2: Knowledge, skills and understanding test Geometry, Area and volume, Fractions and percentages	Term 2 Week 9
3	MA4-1WM, MA4-2WM MA4-3WM, MA4-19SP, MA4-20SP	Task 3: Knowledge, skills and understanding test Investigating data, Congruent figures, Probability	Term 3 Week 9
4	MA4-1WM, MA4- 3WM, MA4-11NA	Task 4: Assignment Graphing linear equations	Term 4 Week 8



LIVERPOOL GIRLS HIGH SCHOOL

YEAR 8

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	4.1, 4.2, 4.3	Ukulele Performance	Term 1 Week 10
2	4.1, 4.2, 4.3	Guitar Performance	Term 2 Week 9
3	4.7, 4.8, 4.9	Listening and Notation Exam	Term 3 Week 10
4	4.4, 4.5, 4.6	Mixcraft Composition	Term 4 Week 9



LIVERPOOL GIRLS HIGH SCHOOL

YEAR 8

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	PD4-4, PD4-10, PD4-11	Dance - Group Composition	Term 1 Week 8
2	PD4-6, PD4-7, PD4-8	Fitness - Fitness Program	Term 2 Week 7
3	PD4-4, PD 4-5, PD4-10, PD4-11	Obstacle Course - Design and Skill Performance	Term 3 Week 5
4	PD4-1, PD4-2, PD4-3	Minds Matter - Multimodal Presentation	Term 3 Week 8



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YEAR 8

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	SC4-6WS, SC4-7WS, SC4-11PW, SC4-17CW	Science@Home Task 1 - Practical Examination	Term 1 Week 8
2	SC4-8WS, SC4-9WS, SC4-14LW	Nature's Factories Task 2 - Open Book Task	Term 2 Week 8
3	SC4-5WS, SC4-8WS, SC4-9WS, SC4-13ES	Shaping the Future Task 3 - Modelling	Term 3 Week 5-6
4	All outcomes	Task 4 - Yearly Examination	Term 4 Week 2



LIVERPOOL GIRLS HIGH SCHOOL
YEAR 8
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 9
2	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, TE4-9MA, TE4-10TS	Task 2	Term 2 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 3 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 4 Week 9



LIVERPOOL GIRLS HIGH SCHOOL

YEAR 8

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	4.7, 4.8, 4.9, 4.10	A3 Painting (Pop Art) Conceptual Framework - A. Warhol	Term 1 Week 7
2	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	Self portrait Mixed Media artwork	Term 2 Week 4
3	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	A4 artwork based on a Mythical Creature in a Landscape setting	Term 3 Week 9
4	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	Cartoon Ceramic Vessel	Term 4 Week 3

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	
Week 6B 28/2 to 4/3	
Week 7A 7/3 to 11/3	Geography Task 1- Research Presentation (Semester 1) Languages Task 1- Research Project Visual Arts Task 1- A3 Painting
Week 8B 14/3 to 18/3	History Task 1- Viking Research Source Work (Semester 1) Science Task 1- Practical Examination PDHPE Task 1- Group composition
Week 9A 21/3 to 25/3	English Task 1- Diary Entry Writing Task Technology Task 1
Week 10B 28/3 to 1/4	Mathematics Task 1- Knowledge, skills and understanding test Music Task 1- Ukulele Performance
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	Geography Task 2- Skills and Knowledge Test (Semester 1) Languages Task 2- Mid Year Test
Week 4B 16/5 to 20/5	History Task 2- Knowledge and Skills test (Semester 1) Visual Arts Task 2- Self portrait mixed media artwork
Week 5A 23/5 to 27/5	
Week 6B 30/5 to 3/6	
Week 7A 6/6 to 10/6	PDHPE Task 2- Fitness Program
Week 8B 13/6 to 17/6	Science Task 2- Open book task English Task 2- Reading/Writing Task
Week 9A 20/6 to 24/6	Mathematics Task 2- Knowledge, skills and understanding test Music Task 2- Guitar Performance
Week 10B 27/6 to 1/7	Technology 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	Science Task 3- Modelling PDHPE Task 3- Obstacle course design
Week 6B 22/8 to 26/8	Science Task 3- Modelling
Week 7A 29/8 to 2/9	Geography Task 1- Research Presentation (Semester 2)
Week 8B 5/9 to 9/9	History Task 1- Viking Research Source Work (Semester 2) Languages Task 3- Cultural Research and Oral Presentation PDHPE Task 4- Multimodal presentation
Week 9A 12/9 to 16/9	English Task 3- Creative Writing Mathematics Task 3- Knowledge, skills and understanding test Visual Arts Task 3- A4 artwork
Week 10B 19/9 to 23/9	Music Task 3- Listening and notation Exam Technology Task 3

Term FOUR	Assessment Tasks
Week 1A 10/10 to 14/10	
Week 2B 17/10 to 21/10	Science Task 4- Yearly examination Languages Task 4- End of course examination
Week 3A 24/10 to 28/10	Geography Task 2- Skills and Knowledge Test (Semester 2) Visual Arts Task 3- Cartoon Ceramic Vessel
Week 4B 31/10 to 4/11	History Task 2- Knowledge and Skills test (Semester 2)
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 Task 4 Music Task 4- Mixcraft composition
Week 10B 12/12 to 16/12	
Week 11A 19/12	