Liverpool Girls High School

Assessment Booklet
Stage 5
Year 9
2022

This booklet outlines assessment procedures being followed at Liverpool Girls High School in **Stage 5 – Year 9**. These are consistent with the General Guidelines issued by the NSW Education Standards Authority (NESA) and represent minimum requirements.

ATTENDANCE:

SCHOOL LEAVING AGE

Students in NSW must be involved in some form of recognised learning or education until they are 17 years old. This means you must be;

1. in school, or registered for home schooling (subject to approval from NESA), or in an approvededucation or training course (eg TAFE, private education provider, traineeship, apprenticeship); or;
2. in full-time, paid employment (average 25 hours/week); or
3. in a combination of work, education and/or training.

SCHOOL ATTENDANCE

The Principal may determine that, due to absence, course completion criteria may not have been met. You are **expected to attend all school activities on time**. Regular attendance helps you:

1. develop the skills needed to access the work or further study;
2. learn the importance of punctuality and routine;
3. make and keep friendships, and
4. fully engage in learning opportunities.

Only a small number of reasons for absence may be accepted by the Principal. For example: if you:

1. have to go to a special recognised religious ceremony;
2. are required to attend a serious or urgent family situation (e.g. a funeral); or
3. are too sick to go to school or have an infectious illness (for which you will be able to provide a current medical certificate on day of return).

Absences will not be granted for:

1. translating for family members;
2. sleeping in;
3. working around the house;
4. minding younger siblings and other children;
5. minor family events such as birthdays; or
6. haircuts, doctors and dentist appointments which can be made out of school hours.

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.

THE NSW RECORD OF SCHOOL ACHIEVEMENT

The NSW Record of School Achievement (ROSA) is a credential from NESA.The Credential will:

- be a record of achievement for students who leave school before completing the HSC
- report results of moderated, school-based assessment, not external tests
- be cumulative and recognise a student's achievements until the point they leave school
- shows a result for courses completed in Year 10 and Year 11
- be able to be reliably compared between students across NSW

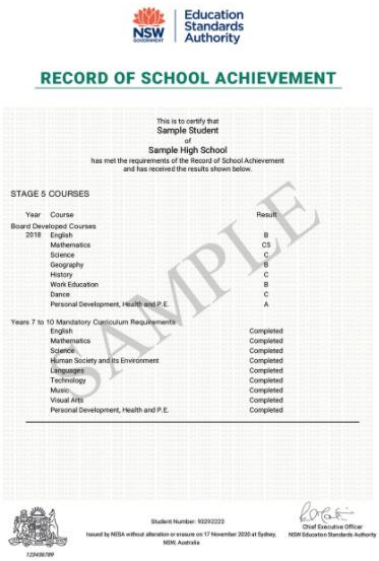
COURSE COMPLETION CRITERIA

The following course completion criteria refers to Year 10, Year 11 and Year 12 courses.

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

1. followed the course developed or endorsed by NESA; and
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes.

NSW Record of School Achievement Sample



Education Standards Authority

RECORD OF SCHOOL ACHIEVEMENT

This is to certify that
Sample Student
of
Sample High School
has met the requirements of the Record of School Achievement
and has received the results shown below.

STAGE 5 COURSES

Year	Course	Result
Board Developed Courses		
2018	English	B
	Mathematics	CS
	Science	C
	Geography	B
	History	C
	Work Education	B
	Dance	C
	Personal Development, Health and P.E.	A
Years 7 to 10 Mandatory Curriculum Requirements		
	English	Completed
	Mathematics	Completed
	Science	Completed
	Human Society and its Environment	Completed
	Languages	Completed
	Technology	Completed
	Music	Completed
	Visual Arts	Completed
	Personal Development, Health and P.E.	Completed

SAMPLE

Student Number: 93292223

Issued by NESA without alteration or erasure on 17 November 2020 at Sydney, NSW, Australia

Chief Executive Officer
NSW Education Standards Authority

ROSA REPORTING AND GRADES

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- completed courses and the awarded grade or mark
- courses a student has participated in but did not complete before leaving school
- results of any minimum standard literacy and numeracy tests that may have been sat
- date the student left school.

It includes an A to E grade for Year 10 and Year 11 courses, the student has satisfactorily completed.

ELIGIBILITY FOR A ROSA

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.

UNDERSTANDING THE NSW EDUCATION STANDARDS AUTHORITY (NESA) AND SCHOOL ASSESSMENT GUIDELINES

Every effort will be made to balance the assessment program for each student over the assessment period so that students are not inundated with an unreasonable number of tasks in any single week or on any specific day. However, it must be realised that overlaps will be unavoidable where long-term "hand-in" tasks coincide with in-class assessments. To some extent problems of assessment overload can be avoided with careful planning ahead and preparation of assignment/research tasks rather than "last minute – late night" efforts. Use this booklet to help you plan what is due ahead of time.

You are required to submit all assessment tasks punctually but even if they are late they must still be submitted, as these can be used to determine whether you have fulfilled the requirements of the course. However, failure to **complete sufficient assessment tasks** will prevent eligibility for the RoSA certificate in that course. To meet the minimum requirements of the NSW Education Standards Authority (NESA), you must satisfactorily complete tasks that contribute in **excess of 50 per cent** of the weighting in any course.

At Liverpool Girls High School you must hand in assessment tasks in line with the school's assessment framework. Hand-in information, deadlines and organisation will be stated on each assessment notification sheet. Make sure that you know what the organisation is for **every** task you are involved in completing. Check with this booklet or your assessment notifications. Breaches of the school assessment framework will be communicated to your parents in an 'N' Course Warning letter and may result in an 'N' Determination for the course.

'N' determinations

If students don't complete a course's requirements they will receive an 'N' determination.

Students are warned via a letter from the school if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem.

If a student receives an 'N' determination in a mandatory curriculum requirement course, they won't be eligible for a RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an 'N' determination.

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 avery high level of competence in the processes and skills and can apply theseskills 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 studentis able to apply this knowledge and these skills to most situations.
C	The student has a **sound** knowledge and understanding of the main areas ofcontent and has achieved an adequate level of competence in the processesand skills.
D	The student has a **basic** knowledge and understanding of the content andhas 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 IS AN ASSESSMENT?

- A series of tasks which students undertake so the school can compile a grade to forward to NESA (NSW Education Standards Authority).
- It is a grade compiled by the school, which measures students' achievement in relation to other students throughout each course studied.

WHY HAVE SCHOOL ASSESSMENTS?

- It allows students to be given credit for developing skills and knowledge over a period of time.
- It allows for evaluation of students achievement in those parts of courses, such as field and practical work, which are difficult to examine formally.
- It increases the accuracy of a student's final grade by using multiple assessment tasks.

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 specificassessment 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 quizes, 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 an N- Determination letter being sent home and recorded as 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 in 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**. An N- Determination 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 an N-Determination 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 and an N-Determination letter being generated.
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 an N-Determination letter being generated.
5. For all absences greater than four weeks, an estimate 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.

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.

Appeals to NESA

Where possible, all reviews will be resolved within the school. However, provision has been made for subsequent appeals to NESA. There is no provision for appeal against the marks awarded for individual assessment tasks. NESA will consider only whether:

(a) the school review process was adequate for determining items

(b) the conduct of the review was proper in all respects. Since the appeal is directed to the assessment process, NESA will not itself revise assessment marks or the order of merit.

NESA will not consider further appeals from other students whose assessments or ranking may be affected by reviews or appeals. The reason is that, although initiated by individual students, the reviews and appeals relate to the assessment process and are designed to correct any errors affecting the assessments for the entire school group.

Liverpool Girls High School

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

engage empower enable

Liverpool Girls High School

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)	
Appeal from the arising from the Conduct of Assessment Tasks?	☐
Assessment task:	
Invalid or Unreliable Tasks	☐
Assessment task:	

Description of the appeal
Please provide details of why you seeking the appeal:

Student Signature:	Date:

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

engage empower enable

LIVERPOOL GIRLS HIGH SCHOOL

YEAR 9

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:

EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN5-2B effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies

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

A student:

EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning

EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

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

A student:

EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

EN5-6C investigates the relationships between and among texts

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

A student:

EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds

EN5-8D challenges and evaluates cultural assumptions in texts and their effects on meaning

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

A student:

EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

ASSESSMENT SCHEDULE

Task No	Outcomes Assessed	Task	Due Date
1	EN5 – 1A, EN5 – 2A, EN5 – 3B, EN5 – 5C, EN5 – 6C	**Extended Response** *Common Module* *CHANGE*	Term 1 Week 9
2	EN5 – 1A, EN5 – 2A, EN5 – 5C	**Reading/Writing Task** Representations of Love Shakespeare's *Romeo and Juliet*	Term 2 Week 8
3	EN5 – 1A, EN5 – 2A, EN5 – 3B, EN5 – 5C, EN5-7D	**Multimodal Presentation** *Powerful Messages*	Term 3 Week 9

LIVERPOOL GIRLS HIGH SCHOOL

YEAR 9

2022 ASSESSMENT SCHEDULE

GEOGRAPHY

COURSE OUTCOMES

GE5-1 explains the diverse features and characteristics of a range of places and environments
GE5-2 explains processes and influences that form and transform places and environments
GE5-3 analyses the effect of interactions and connections between people, places and environments
GE5-4 accounts for perspectives of people and organisations on a range of geographical issues
GE5-5 assesses management strategies for places and environments for their sustainability
GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing
GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
GE5-8 communicates geographical information to a range of audiences using a variety of strategies

ASSESSMENT SCHEDULE

Task No	Outcomes Assessed	Task	Due Date
Semester 1			
1	GE5-1, GE5-2, GE5-3, GE5-5, GE5-7	Research Presentation	Term 1 Week 7
2	GE5-2, GE5-3, GE5-5, GE5-8	Skills and Knowledge Examination	Term 2 Week 3
Semester 2			
1	GE5-1, GE5-2, GE5-3, GE5-5, GE5-7	Research Presentation	Term 3 Week 7
2	GE5-2, GE5-3, GE5-5, GE5-8	Skills and Knowledge Examination	Term 4 Week 3

LIVERPOOL GIRLS HIGH SCHOOL

YEAR 9

2022 ASSESSMENT SCHEDULE

HISTORY

COURSE OUTCOMES

HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia;
HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia;
HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia;
HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia;
HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process;
HT5-6 uses relevant evidence from sources to support historical narratives, explanations and the modern world and Australia;
HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia;
HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry;
HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past;
HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.

ASSESSMENT SCHEDULE

Task No	Outcomes Assessed	Task	Due Date
Semester 1			
1	5-1, 5-8, 5-10	Source Analysis	Term 1 Week 8
2	5-1, 5-2, 5-3, 5-6	Persuasive Writing/Sources	Term 2 Week 2
Semester 2			
1	5-1, 5-8, 5-10	Source Analysis	Term 3 Week 8
2	5-1, 5-2, 5-3, 5-6	Persuasive Writing/Sources	Term 4 Week 2

LIVERPOOL GIRLS HIGH SCHOOL

YEAR 9

2022 ASSESSMENT SCHEDULE

MATHEMATICS (5.1-5.2)

COURSE OUTCOMES

Working Mathematically

MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts
MA5.1-2WM selects and uses appropriate strategies to solve problems
MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context
MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.2-3WM constructs arguments to prove and justify results

Number and Algebra

MA5.1-4NA solves financial problems involving earning, spending and investing money
MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-7NA graphs simple non-linear relationships
MA5.2-4NA solves financial problems involving compound interest
MA5.2-5NA recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-10NA connects algebraic and graphical representations of simple non-linear relationships

Measurement and Geometry

MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.1-11MG describes and applies the properties of similar figures and scale drawings
MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar

Statistics and Probability

MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events
MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time
MA5.2-17SP describes and calculates probabilities in multi-step chance experiments

ASSESSMENT SCHEDULE

Task No	Outcomes Assessed	Task	Due Date
1	MA5.1-1WM,5.1-2WM, MA5.2-1,5.2-2WM, MA5.1-4NA,MA4-15MG MA5.2-1WM,MA5.2-3WM MA5.2-6NA	Task 1: Knowledge, skills and understanding test Pythagoras' theorem, Working with numbers, Algebra	Term 1 Week 10
2	MA5.1-1,5.1-2,5.1-3WM, MA5.2-1WM, 5.2-2WM, MA5.1-9,5.1-10MG, MA5.2-13,5.2-14MG, MA5.1-5NA,MA5.2 7NA	Task 2: Knowledge, skills and understanding test Trigonometry, Indices, Geometry	Term 2 Week 9
3	MA5.1-1,5.1-2,5.1-2,5.1-3WM,MA5.2-1,5.2-2,5.2-3WM, MA5.2-8NA,MA5.1-4NA, MA5.1-12SP,MA5.1-8MG, MA5.1-9MG,MA5.2- 11MG, MA5.2 12MG	Task 3: Knowledge, skills and understanding test Equations, Earning money, Investigating data	Term 3 Week 9
4	MA5.1-1,5.1-2,5.2-15.1-3WMMA5.2-1,5.2-2,5.2-3WM, MA5.1-6,5.2-5,5.2-9NA, MA5.2-10NA,MA5.1 13SP, MA5.2 17SP,MA5.1-11MG	Task 4: Open Task - Summary sheet Surface area and volume, Coordinate geometry and graphs, Probability	Term 4 Week 8

LIVERPOOL GIRLS HIGH SCHOOL

YEAR 9

2022 ASSESSMENT SCHEDULE

MATHEMATICS (5.2-5.3)

COURSE OUTCOMES

Working Mathematically

MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts
MA5.1-2WM selects and uses appropriate strategies to solve problems
MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context
MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.2-3WM constructs arguments to prove and justify results
MA5.3-1WM uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
MA5.3-2WM generalises mathematical ideas and techniques to analyse and solve problems efficiently
MA5.3-3WM uses deductive reasoning in presenting arguments and formal proofs

Number and Algebra

MA5.1-4NA solves financial problems involving earning, spending and investing money
MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-7NA graphs simple non-linear relationships
MA5.2-4NA solves financial problems involving compound interest
MA5.2-5NA recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-10NA connects algebraic and graphical representations of simple non-linear relationships
MA5.3-4NA draws, interprets and analyses graphs of physical phenomena
MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.3-6NA performs operations with surds and indices
MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.3-8NA uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
MA5.3-9NA sketches and interprets a variety of non-linear relationships
MA5.3-10NA recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
MA5.3-11NA uses the definition of a logarithm to establish and apply the laws of logarithms
MA5.3-12NA uses function notation to describe and sketch function

Measurement and Geometry

MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.1-11MG describes and applies the properties of similar figures and scale drawings
MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders

MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
MA5.3-15MG applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
MA5.3-17MG applies deductive reasoning to prove circle theorems and to solve related problems

Statistics and Probability

MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events
MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time
MA5.2-17SP describes and calculates probabilities in multi-step chance experiments
MA5.3-18SP uses standard deviation to analyse data
MA5.3-19SP investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

ASSESSMENT SCHEDULE

Task No	Outcomes Assessed	Task	Due Date
1	MA5.1-1,5.1-2WM MA5.2-1,5.2-2,5.2-3WM MA5.3-5,5.3-6NA MA5.3-1WM,MA5.3-5NA MA5.1-4NA,MA5.2 6NA	Task 1: Knowledge, skills and understanding test Products and factors, Surds and Pythagoras' theorem, Numeracy and calculation	Term 1 Week 10
2	MA5.1-1,5.1-2,5.1-3WM MA5.2-1WM,5.2-2WM MA5.1-9,5.1-10MG MA5.2-13,5.2-14MG MA5.1 5NA,MA5.2-7NA MA5.3-1WM,MA5.3-6NA	Task 2: Knowledge, skills and understanding test Trigonometry, Indices, Geometry	Term 2 Week 9
3	MA5.1-1,5.1-2,5.1-3WM MA5.2-1,5.2-2,5.2-3WM MA5.1-4,5.2-8,5.3-7NA MA5.1-12SP,MA5.1-8,5.1-9, 5.2-11,5.2-12,5.3-14MG	Task 3: Knowledge, skills and understanding test Equations, Earning money, Analysing data	Term 3 Week 9
4	MA5.1-1,5.1-2,5.1-3,5WM MA5.2-1,5.2-2,5.2-3WM MA5.3-1WM,MA5.3-2WM MA5.1-6,5.2-5,5.2-9,5.2- 10,5.38NA,MA5.1-13,5.2-17SP MA5.1-11,5.3-16MG	Task 4: Open Task - Summary sheet Surface area and volume, Coordinate geometry and graphs, Probability	Term 4 Week 8

LIVERPOOL GIRLS HIGH SCHOOL

YEAR 9

2022 ASSESSMENT SCHEDULE

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

COURSE OUTCOMES

PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges
PD5-2 researches and appraises the effectiveness of health information and support services available in the community
PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships
PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
PD5-5 appraises and justifies choices of actions when solving complex movement challenges
PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
PD5-9 assesses and applies self-management skills to effectively manage complex situations
PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

ASSESSMENT SCHEDULE

Task No	Outcomes Assessed	Task	Due Date
1	PD5-4, PD5-6, PD5-10, PD5-11	Athletics - Standards Test	Term 2 Week 8
2	PD5-2, PD5-6, PD5-7, PD5-8	Let's Get Active - Physical Activity Initiative	Term 2 Week 9
3	PD5-4, PD5-6, PD5-10, PD5-11	Invasion Games - Strategic Game Play	Term 3 Week 10
4	PD5-2, PD5-7	Accessing Health Services - Blog	Term 4 Week 5

LIVERPOOL GIRLS HIGH SCHOOL

YEAR 9

2022 ASSESSMENT SCHEDULE

SCIENCE

COURSE OUTCOMES

Values and attitudes

SC5-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them;

SC5-2VA shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures;

SC5-3VA 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)

SC5-4WS develops questions or hypotheses to be investigated scientifically;

SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaborative;

SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively;

SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions;

SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems;

SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.

Knowledge and understanding

SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion;

SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems;

SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined overtime by the scientific community;

SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues;

SC5-14LW analyses interactions between components and processes within biological systems;

SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society;

SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available;

SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials.

ASSESSMENT SCHEDULE

Task No	Outcomes Assessed	Task	Due Date
1	SC5-8WS, SC5-9WS, SC5-10PW	**Modelling Science** Task 1: Modelling	Term 1 Week 9
2	SC5-16CW, SC5-2VA, SC5-7WS, SC5-9WS	**It's Your Future** Task 2: Open Book Task	Term 2 Week 10
3	SC5-8WS, SC5-9WS, SC5-14LW	**Safety Not Guaranteed** Task 3: Multimedia Presentation	Term 3 Week 8
4	ALL OUTCOMES	**Disasters** Task 4: Yearly Examination	Term 4 Week 2

ELECTIVES

LIVERPOOL GIRLS HIGH SCHOOL

YEAR 9

2022 ASSESSMENT SCHEDULE

CHILD STUDIES

COURSE OUTCOMES

CS5-1 identifies the characteristics of a child at each stage of growth and development
CS5-2 describes the factors that affect the health and wellbeing of the child
CS5-3 analyses the evolution of childhood experiences and parenting roles over time
CS5-4 plans and implements engaging activities when educating and caring for young children within a safe environment
CS5-5 evaluates strategies that promote the growth and development of children
CS5-6 describes a range of parenting practices for optimal growth and development
CS5-7 discusses the importance of positive relationships for the growth and development of children
CS5-8 evaluates the role of community resources that promote and support the wellbeing of children and families
CS5-9 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
CS5-10 demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
CS5-11 analyses and compares information from a variety of sources to develop an understanding of child growth and development
CS5-12 applies evaluation techniques when creating, discussing and assessing information related to child growth and development

ASSESSMENT SCHEDULE

Task No	Outcomes Assessed	Task	Due Date
1	CS5-1, CS5-2, CS5-5, CS5-8, CS5-11	A New Life - Research Task	Term 1 Week 9
2	CS5-1, CS5-2, CS5-5, CS5-6, CS5-7, CS5-10	Newborn Care - Caring for a Baby	Term 2 Week 10
3	CS5-1, CS5-2, CS5-5, CS5-6, CS5-8, CS5-11	Growth and Development - My Virtual Child Journal	Term 3 Week 9
4	CS5-2, CS5-4, CS5-8, CS5-9	Time to Play - Report	Term 4 Week 5

LIVERPOOL GIRLS HIGH SCHOOL

YEAR 9

2022 ASSESSMENT SCHEDULE

COMMERCE

COURSE OUTCOMES

COM5-1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts

COM5-2 analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts

COM5-3 examines the role of law in society

COM5-4 analyses key factors affecting decisions

COM5-5 evaluates options for solving problems and issues

COM5-6 develops and implements plans designed to achieve goals

COM5-7 researches and assesses information using a variety of sources

COM5-8 explains information using a variety of forms

COM5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes

ASSESSMENT SCHEDULE

Task No	Outcomes Assessed	Task	Due Date
1	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-7	Research	Term 1 Week 6
2	COM5-1, COM5-2, COM5-4, COM5-5, COM5-8	Knowledge Test	Term 2 Week 2
3	COM5-1, COM5-2, COM5-4, COM5-6, COM5-7, COM5-9	Presentation	Term 3 Week 6
4	COM5-1, COM5-2, COM5-3, COM5-8	Examination	Term 4 Week 2

LIVERPOOL GIRLS HIGH SCHOOL

YEAR 9

2022 ASSESSMENT SCHEDULE

DESIGN AND TECHNOLOGY

COURSE OUTCOMES

DT5-1 analyses and applies a range of design concepts and processes

DT5-2 applies and justifies an appropriate process of design when developing design ideas and solutions

DT5-3 evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments

DT5-4 analyses the work and responsibilities of designers and the factors affecting their work

DT5-5 evaluates designed solutions that consider preferred futures, the principles of appropriate technology and ethical and responsible design

DT5-6 develops and evaluates creative, innovative and enterprising design ideas and solutions

DT5-7 uses appropriate techniques when communicating design ideas and solutions to a range of audiences

DT5-8 selects and applies management strategies when developing design solutions

DT5-9 applies risk management practices and works safely in developing quality design solutions

DT5-10 selects and uses a range of technologies competently in the development and management of quality design solutions

ASSESSMENT SCHEDULE

Task No	Outcomes Assessed	Task	Due Date
1	DT5-1 DT5-2 DT5-6 DT5-10	A Holistic Approach Graphic Design	Term 2 Week 7
2	DT5-2 DT5-3 DT5-6 DT5-7 DT5-8 DT5-9 DT5-10	Design Processes Sustainable Lighting	Term 4 Week 4

LIVERPOOL GIRLS HIGH SCHOOL

YEAR 9

2022 ASSESSMENT SCHEDULE

DIGGING HISTORY (HISTORY ELECTIVE)

COURSE OUTCOMES

HTE5-1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry

HTE5-2 examines the ways in which historical meanings can be constructed through a range of media

HTE5-3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation

HTE5-4 explains the importance of key features of past societies or periods, including groups and personalities

HTE5-5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage

HTE5-6 identifies and evaluates the usefulness of historical sources in an historical inquiry process

HTE5-7 explains different contexts, perspectives and interpretations of the past

HTE5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

HTE5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

HTE5-10 selects and uses appropriate forms to communicate effectively about the past for different audiences

ASSESSMENT SCHEDULE

Task No	Outcomes Assessed	Task	Due Date
1	HTE5.1, HTE5.3, HTE5.8, HTE5.10	Investigation of an Archaeological Site	Term 1 Week 8
2	HTE5.1, HTE5.7, HTE5.8, HTE5.10	Herstory Oral/Research Task	Term 2 Week 8
3	HTE5.1, HTE5.3, HTE5.6, HTE5.7, HTE5.8	CSI Unsolved Crime Mysteries in Australian History	Term 3 Week 9
4	HTE5.4, HTE5.6, HTE5.7, HTE5.9	Jack the Ripper End of Year Exam	Term 4 Week 3

LIVERPOOL GIRLS HIGH SCHOOL

YEAR 9

2022 ASSESSMENT SCHEDULE

FOOD TECHNOLOGY

COURSE OUTCOMES

FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product

FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food

FT5-3 describes the physical and chemical properties of a variety of foods

FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage

FT5-5 applies appropriate methods of food processing, preparation and storage

FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities

FT5-7 justifies food choices by analysing the factors that influence eating habits

FT5-8 collects, evaluates and applies information from a variety of sources

FT5-9 communicates ideas and information using a range of media and appropriate terminology

FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes

FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes

ASSESSMENT SCHEDULE

Task No	Outcomes Assessed	Task	Due Date
1	FT5-1, FT5-2, FT5-5, FT5-8, FT5-9, FT5- 11	Food in Australia Research Task	Term 1 Week 8
2	FT5-1, FT5-6, FT5-7, FT5-8, FTP-13	Food Selection and Health Meal Planning and Analysis	Term 2 Week 8
3	FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FTP-12, FTP-13	Food for Special Needs + topics 1 and 2 End of Course Examination	Term 3 Week 8

LIVERPOOL GIRLS HIGH SCHOOL

YEAR 9

2022 ASSESSMENT SCHEDULE

MUSIC

COURSE OUTCOMES

5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts

5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology

5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness

5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study

5.5 notates own compositions, applying forms of notation appropriate to the music selected for study

5.6 uses different forms of technology in the composition process

5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts

5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study

5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study

5.10 demonstrates an understanding of the influence and impact of technology on music

ASSESSMENT SCHEDULE

Task No	Outcomes Assessed	Task	Due Date
1	5.1, 5.2, 5.3	Music for Film, TV, Radio & Multimedia Topic Test	Term 1 Week 10
2	5.7, 5.8, 5.9	Concepts of Music Listening	Term 2 Week 7
3	5.4, 5.5, 5.6	Baroque Music Composition	Term 3 Week 10
4	5.7, 5.8, 5.9	Australian Pop Music Performance	Term 4 Week 4

LIVERPOOL GIRLS HIGH SCHOOL

YEAR 9

2022 ASSESSMENT SCHEDULE

PHYSICAL ACTIVITY AND SPORTS STUDIES

COURSE OUTCOMES

PASS5-1 discusses factors that limit and enhance the capacity to move and perform
PASS5-2 analyses the benefits of participation and performance in physical activity and sport
PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives
PASS5-5 demonstrates actions and strategies that contribute to active participation and skilful performance
PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport
PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8 displays management and planning skills to achieve personal and group goals
PASS5-9 performs movement skills with increasing proficiency
PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions

ASSESSMENT SCHEDULE

Task No	Outcomes Assessed	Task	Due Date
1	PASS5-1, PASS5-2, PASS5-10	Body Systems - Board Game	Term 1 Week 10
2	PASS5-5, PASS5-7, PASS5-9	Bat and Ball Games - Skills Test	Term 2 Week 6
3	PASSS5-1, PASS5-2, PASS5-8, PASS5-10	Nutrition and Physical Activity - Design a Sports Drink	Term 3 Week 7
4	PASS5-5, PASS5-7, PASS5-9	Stick Games - Skills Challenge	Term 4 Week 5

LIVERPOOL GIRLS HIGH SCHOOL

YEAR 9

2022 ASSESSMENT SCHEDULE

RETAIL SERVICES

Public Schools NSW Ultimo 90072
Retail Assessment Schedule
Stage 5 Board Endorsed Course – 2022
QUALIFICATION: SIR10116 Certificate I in Retail Services (Release 1)
Training Package: SIR Retail Services (Release 7)

NESA Course Code:
82470

LMBR UI CODE:
[Insert 09 OR 10] then:
SIR10116182470B

Term	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	NESA STATUS	INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	Record of School Achievement (ROSA) Requirements
Term 1	SIRXWHS001 SIRXIND002	Work safely Organise and maintain the store environment	C E	M E	15 10	**Cluster A : Safety at Work** Direct observation of practical, written questioning, Structured task - Scenario	Stage 5 Board Endorsed Course 100 hrs x 1 Year No mandatory work placement
Term 2	SIRXIND001 SIRXCOM001	Work effectively in a service environment Communicate in the workplace to support team and customer outcomes	C C	M M	20 15	**Cluster B: Keeping up Appearances** Direct observation of practical, written questioning, Structured task - Scenario	
Term 3-4	FSKDIG02 ICTICT103 SIRXIND004	Use digital technology for simple workplace tasks Use, communicate and search securely on the internet Plan a career in the retail industry	E E E	E E E	10 20 10	**Cluster C: Working in the Retail Industry** Scenario, Written questioning/portfolio, Structured activity – role play, Direct observation	
			Total hours		100		

LIVERPOOL GIRLS HIGH SCHOOL

YEAR 9

2022 ASSESSMENT SCHEDULE

VISUAL ARTS

COURSE OUTCOMES

5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks

5.2 makes artworks informed by their understanding of the function of and relationships between the artist – artwork – world – audience

5.3 makes artworks informed by an understanding of how the frames affect meaning

5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts

5.5 makes informed choices to develop and extend concepts and different meanings in their artworks

5.6 demonstrates developing technical accomplishment and refinement in making artworks.

5.7 applies their understanding of aspects of practice to critical and historical interpretations of art

5.8 uses their understanding of the function of and relationship between artist – artwork – world – audience in critical and historical interpretations of art

5.9 demonstrates how the frames provide different interpretations of art

5.10 demonstrates how art criticism and art history construct meanings.

ASSESSMENT SCHEDULE

Task No	Outcomes Assessed	Task	Due Date
1	P6, P7, P8, P9,	Artists in their studio Brett Whitely in the studio(art writing)	Term 1 Week 10
2	P1, P2, P3, P4, P5	Artists in their studio 20 drawing challenge	Term 2 Week 9
3	P1, P2, P3, P4, P5,P6,	Subjects with substance Coral reef ceramics artwork	Term 3 Week 10
4	P6, P7, P8, P9, P10	Subjects with substance Jason de Caires Taylor et al Examination	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	Commerce Task 1- Research
Week 7A 7/3 to 11/3	Geography Task 1- Research Presentation (Sem 1)
Week 8B 14/3 to 18/3	History Task 1- Source Analysis (Sem 1) PDHPE Task 1- Standards Test Digging History Task 1- Investigation of an Archaeological Site Food Technology Task 1- Research Task
Week 9A 21/3 to 25/3	English Task 1- Extended Response Science Task 1- Modelling Child Studies Task 1- Research Task
Week 10B 28/3 to 1/4	Mathematics (5.1-5.2) Task 1- Knowledge, skills and understanding test Mathematics (5.2-5.3) Task 1- Knowledge, skills and understanding test Music Task 1- Topic Test PASS Task 1- Board Game Visual Arts Task 1- Art Writing
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	History Task 2- Persuasive Writing/Sources (Sem 1) Commerce Task 2- Knowledge Test
Week 3A 9/5 to13/5	Geography Task 2- Skills and Knowledge Examination (Sem 1)
Week 4B 16/5 to 20/5	
Week 5A 23/5 to 27/5	
Week 6B 30/5 to 3/6	PASS Task 2- Skills Test
Week 7A 6/6 to 10/6	Design and Technology Task 1- A Holistic Approach Music Task 2- Listening
Week 8B 13/6 to 17/6	English Task 2- Reading/Writing Task Digging History Task 2- Herstory Oral/Research Task Food Technology Task 2- Meal Planning and Analysis
Week 9A 20/6 to 24/6	Mathematics (5.1-5.2) Task 2- Knowledge, skills and understanding test Mathematics (5.2-5.3) Task 2- Knowledge, skills and understanding test PDHPE Task 2- Physical Activity Initiative Visual Arts Task 2- 20 drawing challenge
Week 10B 27/6 to 1/7	Science Task 2- Open Book Task Child Studies Task 2- Caring for a Baby

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	
Week 6B 22/8 to 26/8	Commerce Task 3- Presentation
Week 7A 29/8 to 2/9	Geography Task 1- Research Presentation (Sem 2) PASS Task 3- Design a sports drink
Week 8B 5/9 to 9/9	History Task 1- Source Analysis (Sem 2) Science Task 3-Multimedia Presentation Food Technology Task 3- End of course examination
Week 9A 12/9 to 16/9	English Task 3- Multimodal Presentation Mathematics (5.1-5.2) Task 3- Knowledge, skills and understanding test Mathematics (5.2-5.3) Task 3- Knowledge, skills and understanding test Child Studies Task 3- My Virtual Child Journal Digging History Task 3- Herstory Oral/Research Task
Week 10B 19/9 to 23/9	PDHPE Task 3- Strategic Game Play Music Task 3- Composition Visual Arts Task 3- Coral reef ceramics artwork

Term FOUR	Assessment Tasks
Week 1A 10/10 to 14/10	
Week 2B 17/10 to 21/10	History Task 2- Persuasive Writing/Sources (Sem 2) Science Task 4- Yearly Examination
Week 3A 24/10 to 28/10	Geography Task 2- Skills and Knowledge Examination (Sem 2) Digging History Task 2- End of Year Exam Visual Arts Task 4- Examination
Week 4B 31/10 to 4/11	Commerce Task 4- Examination Design and Technology Task 2- Design Processes Music Task 4- Performance
Week 5A 7/11 to 11/11	PDHPE Task 4- Blog Child Studies Task 4- Report PASS Task 4- Skills Challenge
Week 6B 14/11 to 18/11	
Week 7A 21/11 to 25/11	
Week 8B 28/11 to 2/12	Mathematics (5.1-5.2) Task 4- Open Task- Summary sheet Mathematics (5.2-5.3) Task 4- Open Task- Summary sheet
Week 9A 5/12 to 9/12	
Week 10B 12/12 to 16/12	
Week 11A 19/12	