YEAR 9

SUBJECT ASSESSMENT GUIDE

2022

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Junior Assessment Policy and Procedures

The Assessment Policy should be read in conjunction with the NSW Department of Education *Curriculum Policy Standards ((Updated July 2018)* which outlines specific requirements and policy standards and relevant syllabus material.

Aims and Purpose of Assessment

Assessment is the process of identifying, gathering and interpreting information about students' learning in relation to the objectives and outcomes of a course. The central purpose of assessment is to provide information on student achievement and progress and set direction for ongoing teaching and learning.

The assessment program incorporates the principles of *assessment for learning, assessment of learning* and *assessment as learning.*

- *Assessment for learning* involves teachers using evidence about students' achievement to inform future teaching.

- *Assessment of learning* is an assessment of what the student has learnt and usually occurs at key points in a unit, term or semester and may be used to rank or grade students.

- *Assessment as learning* occurs when students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning. Assessment as learning encourages students to take responsibility for their own learning.

Principles of Effective and Informative Assessment and Reporting

- The assessment strategies used by the teacher need to be directly linked to syllabus outcomes. These describe the standards against which the student is assessed and reported.

- Assessment should draw on a wide range of evidence and appropriate to kind of learning or outcomes being assessed. Teachers use a variety of assessment strategies that give students multiple opportunities in varying contexts to demonstrate what they know, understand and can do in relation to syllabus outcomes.

- Assessment strategies need to be valid and fair.

- Assessment should be manageable, efficient and convenient. Assessment can be incorporated into usual classroom activities. For example, teachers can assess achievement informally as students complete work using a range of strategies including student self-assessment and peer assessment.

- Assessment values teacher judgement through cooperative programming and discussion of student work samples and achievements within and between schools. In awarding grades for achievement of outcomes or for overall course performance, teacher may use an on-balance judgement that does not focus on a single piece of work. Teachers may weigh up assessment information collected from both formal activities and informal observations that have built up over time and in different situations. Formal and informal evidence that is collected routinely and recorded systematically is part of teachers' ongoing classroom assessment practice.

Communication to Students and Parents

Each course assessment program will comprise a scope and sequence chart that will indicate the following:

1. each of the outcomes to be reported on in semester report
2. how each outcome is to be assessed
3. how the overall semester/year grade and rank order will be assessed

This information is to be issued to students at the beginning of the year by faculties.

Given the wide variety of assessment strategies, provision of written notification for individual tasks will depend on the nature of the task. Similarly, while provision of explicit criteria supports student achievement, provision of explicit marking criteria is dependent on the nature of individual tasks. These will be decided at faculty level.

Absence, Illness and Misadventure, Lateness

The teacher in consultation with the Head Teacher and following the guidelines below will make decisions about these matters.

All students are expected to make a serious attempt at all assessment tasks.

If students are absent when an in-class task is due, on the FIRST day of return to school, students MUST see the relevant Head Teacher(s), who will decide on one of the options: student to complete the task; student to complete an alternate task; or student awarded an estimated mark. This decision will take into consideration nature of the task; prior application and attendance of the student; and length of absence. In cases where an estimate is awarded, the Head Teacher, in consultation with the classroom teacher, will exercise their professional judgement, using all available evidence of achievement.

A note from the parent/caregiver is required to explain the student's absence from an assessment task. This is required on the student's first day back at school. A penalty of 10% of the full marks possible per day will be consistently applied for the submission of late hand-in formal assessment tasks without a reasonable excuse. A weekend will be treated as one day. After 5 days, the student will receive zero.

Students who are absent through truancy for a test or absent on the day an assignment is due through truancy will receive a zero for that task.

Students who are absent on the due date of an assessment task for school representation or other school business need to negotiate an alternate due date prior to their absence.

Should students be absent due to extended leave, for example family holidays, students need to consult with the Head Teacher prior to absence. The Head Teacher, in consultation with the class teacher, will decide on one of the following options: submission prior to departure; submission via electronic means; completion an alternate task; awarding an estimate or awarding zero for a task. This decision will take into consideration nature of the task; prior application and attendance of the student; and length of absence.

If something serious or unexpected happens when students are working on an assignment that prevents them from completing the task by the due date, they should go to the Head Teacher and ask for an extension as soon as possible. In the event of the confirmation of illness or misadventure, the teacher and the student are to negotiate an alternative completion date.

Computer issues and technical problems are **NOT** valid grounds for an extension. You are expected to follow responsible practices when using technologies, including ensuring that your equipment is reliable and that you have extra copies saved on USB. Students are recommended to keep a copy of their assignment work in hard copy form, on a storage device, on a hard drive and email a copy of the task to their school account. This will ensure technological problems such as computer malfunction; power surge; loss of work; no printer ink; will not result in a loss of some or all of the marks.

Disability Provisions

From Muirfield High School Learning Support Procedures:

- Classroom teachers support the individual needs of the student within lessons and units of work provide adjustments. Teachers should consider the concept of "universal design", i.e., ways in which a whole task can be improved so that all students can understand what is required and all students have the opportunity and ability to demonstrate their level of achievement, rather than individual different tasks for each student.
- Adjustments to assessments are modified by teachers when required to enable students to demonstrate required outcomes.
- Teachers provide opportunities for students to use their strengths, preferred learning styles and interests within the curriculum areas.

Students who require accommodations to enable them to demonstrate outcomes may be granted disability provisions in tests. Provisions may include coloured paper, large-print papers, use of a reader and/or writer, extra time or rest breaks. Students in all years who require the provision of a Reader and/or Writer are identified following teacher or parent referral. Students in Years 7, 8 and 9 are assisted by SLSOs. Students in Years 10, 11 and 12 assisted by selected students in the year below. In order to accommodate more students, consideration is being given to use carefully selected Year 8 students to assist students in Year 9. Test provisions are coordinated by the LaST.

Year 10 Record of School Achievement (RoSA)

At the end of Year 10, students who have met the eligibility requirements for the Record of School Achievement (RoSA) will receive a grade for their courses. Teachers will make the final judgement of the grade deserved based on available assessment information and with reference to the course performance descriptors and other material produced by NESA to support the consistent awarding of grades. As this grade is for the external credential, students need to be fully aware of and follow the procedures regarding due dates, absence, illness and misadventure. Should students wish to appeal a decision of Head Teacher, students should speak with their Deputy Principal within two days of receiving the decision from the Head Teacher.

Eligibility for a (RoSA)

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.
- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the Education Act. *(https://www.legislation.nsw.gov.au/#/view/act/1990/8/part8/div2/sec94)*

School attendance

NESA do not set minimum attendance for the satisfactory completion of a course. However, a principal may determine that, due to absence, course completion criteria may not be met.

To receive a RoSA, students must attend school until the final day of Year 10.

They must also complete the following mandatory Years 7-10 curriculum requirements:

English: By the end of Year 10, 400 hours need to be completed.

Mathematics: By the end of Year 10, 400 hours need to be completed.

Science: By the end of Year 10, 400 hours need to be completed.

Human Society and its Environment: By the end of Year 10, 400 hours need to be completed. This must include 100 hours each of History and Geography in each Stage.

Languages: 100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.

Technological and Applied Studies: Technology (mandatory) Years 7–8 syllabus to be studied for 200 hours.

Creative Arts: Two hundred hours to be completed, consisting of 100-hour mandatory courses in each of Visual Arts and Music.

Personal Development, Health and Physical Education: Mandatory 300-hour course to be completed. This integrated course is to be studied in each of Years 7–10.

'N' determinations

If students do not complete a course's requirements, they will receive an 'N' determination.

Students are warned, via a letter, 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 will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an 'N' determination.

If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

Malpractice

Student malpractice in assessment tasks and examinations is a serious offence. Students who commit malpractice will be awarded zero for the task and risk an 'N' determination for their course.

Malpractice consists of the following, but not limited to:

Unauthorised access to task or marking criteria	Unauthorised access to examination	Unauthorised use of electronic device	Unacknowledged assistance
Plagiarism & aiding plagiarism	Frivolous attempt	Collusion	
Offensive content	Making a false claim	Possession or use of unauthorised notes	Distributing or sharing the content of examinations and in-class tasks during exclusion periods

Plagiarism is considered malpractice.

Plagiarism is the use of the work of others without acknowledgement. Some guidelines to consider are:

- Copying someone else's entire work and submitting it as your own is plagiarism.
- Copying passages of someone else's work and submitting it as your own is plagiarism.
- Copying someone else's work and substituting some words or sentences is plagiarism.
- The copying of paragraphs or sentences from someone else's work is permitted, as long as it is appropriately acknowledged by footnoting or quotation marks.
- The copying of someone else's ideas, including paraphrasing, is allowed, as long as it is acknowledged.

General performance descriptors

The general performance descriptors describe performance at each of five grade levels.

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.

Stage 5 grading

Schools are responsible for awarding each student a grade (A, B, C, D, or E) to summarise the student's achievement in any 100 hour or 200-hour course completed in Stage 5. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2). The grade awarded is reported on the student's Record of School Achievement.

Teachers use these Stage 5 course performance descriptors to determine Stage 5 grades. The descriptors have been developed from the NESA general performance descriptors and provide a more complete description of typical performance in this course at each grade level.

Applying the course performance descriptors

Teachers use their professional judgement in applying the course performance descriptors. It is not intended that the course performance descriptors represent a checklist or provide a comprehensive description of student performance at each grade level. The descriptor that provides the best overall description of the student's achievement will determine the grade awarded.

Teachers interpret the course performance descriptors in terms of standards that can be achieved by students within the bounds of the course.

The samples of student work that are provided on the Assessment Resource Centre website clarify the standards described in the course performance descriptors. They illustrate the quality of work typically produced by students who receive each grade.

Assessment Schedule Planner

Term 1 2022		
Week	**TASKS TO COMPLETE**	**DATE DUE**
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

Term 2 2022		
Week	**TASKS TO COMPLETE**	**DATE DUE**
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Term 3 2022		
Week	**TASKS TO COMPLETE**	**DATE DUE**
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Term 4 2022		
Week	**TASKS TO COMPLETE**	**DATE DUE**
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

Year 9 Assessment Schedules & Report Outcomes 2022

Mandatory Stage 5 Courses

English

Geography

History

Mathematics

PDHPE

Science

ENGLISH YEAR 9 2022

The Year 9 English Course provides students with opportunities to continue developing skills in reading, writing, speaking and listening by responding critically and imaginatively to a wide range of texts from a variety of cultures and media. Students compose a wide range of texts to shape meaning for a variety of purposes, audiences and contexts, using varying technologies to respond imaginatively and critically. This course aims to enable students to use, understand, appreciate, reflect and enjoy the English language in a variety of contexts.

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 4 Semester 2	Task 5 Semester 2
Task Description	**Creative Writing and Reading Task** A Study in Language – Voice and Narration	**Campaign Presentation** Advertising	**Presenting and Speaking Task** Drama	**Essay Writing** Novel	**Yearly Examination** Reading and Writing Task
Due Date	Term 1, Week 9	Term 2, Week 4	Term 2, Week 10	Term 3, Week 7	Term 4, Week 5
Report Outcomes	**Outcomes assessed** 1, 2	**Outcomes assessed** 3, 4	**Outcomes assessed** 2, 3	**Outcomes assessed** 3, 4	**Outcomes assessed** 1, 2, 4
Semester Weighting	50	50	25	**25**	**50**

Report Outcomes - English

Outcome 1	Students read increasingly complex texts for understanding, interpretation, critical analysis and pleasure.
Outcome 2	Students write increasingly sophisticated and sustained texts to communicate accurately, imaginatively, creatively, interpretively and critically
Outcome 3	Students speak and listen in formal and informal situations with a broadening understanding of audience, purpose and context.
Outcome 4	Students engage with print, visual and digital texts with critical awareness of the features and structures of those texts.

GEOGRAPHY YEAR 9 2022

The aim of Geography in Years K–10 is to stimulate students' interest in and engagement with the world. Through geographical inquiry, they develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

The topics that are studied this semester are:

Topic 1: Sustainable Biomes (25 hours)

Students examine the physical characteristics and productivity of biomes. Students examine the correlation between the world's climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. Students analyse the impact humans have on biomes in an effort to produce food and increase agricultural yields. They examine population trends and projections from Australia and across the world and forecast future food supply-and-demand issues. Challenges to food production are explored and management strategies investigated.

Topic 2: Changing Places (25 hours)

Students examine the patterns and trends in population movements and the increasing urbanisation of countries. They discuss the reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries. Students examine strategies to create liveable and sustainable urban places, propose

solutions and suggest opportunities for active citizenship.

Task No.	**Task 1** **Semester 2**	**Task 2** **Semester 2**
Task Description	**Research Task**	**Final Examination**
Due Date	Term 3, Week 8	Term 4, Week 6
Report Outcomes	**Outcomes assessed** GE5-1, GE5-3, GE5-5, GE5-8	**Outcomes assessed** GE5-2, GE5-3, GE5-7, GE5-8
Semester Weighting	50	50

Report Outcomes - Geography

GE5-1 Explains the diverse features and characteristics of a range of places and environments

GE5-2 Explains process 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

HISTORY YEAR 9 2022

The Stage 5 curriculum provides a study of the history of the making of the modern world from 1750 to 1945. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914–1918) and World War II (1939–1945). The history of the modern world and Australia from 1945 to the present, with an emphasis on Australia in its global context, follows.

The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

In Year 9 the students will cover 2 Depth Studies:

Depth Study 2 - Australia and Asia: Making a Nation
Depth Study 3 - Core Study: Australians at War (World Wars I and II)

Task No.	**Task 1** **Semester 1**	**Task 2** **Semester 1**
Task Description	**Research Task**	**Final Examination**
Due Date	Term 1, Week 8	Term 2, Week 6
Report Outcomes	**Outcomes assessed** HT5-1, HT5-2, HT5-4, HT5-9	**Outcomes assessed** HT5-2, HT5-5, HT5-7, HT5-9
Semester Weighting	50	50

Report Outcomes - History

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

HT5-4 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

HT5-7 Explains different contexts, perspectives and interpretations of the modern world and Australia

HT5-9 Applies a range of relevant historical terms and concepts when communicating an understanding of the past

5.2 MATHEMATICS YEAR 9 2022

Students in the Year 9 5.2 Mathematics course will learn to select appropriate notations and conventions to communicate mathematical ideas and solutions whilst interpreting mathematical or real-life situations, systematically applying appropriate strategies to solve problems. They will construct arguments to prove and justify results.

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 4 Semester 2
Task Description	**In Class Written tests** Algebra and Indices	**Online Task** Pythagoras' Theorem Numeracy and Calculation	**Investigative Task** Trigonometry Surface Area and Volume	**In Class Written Task** Earning Money, Coordinate Geometry & Graphs, Geometry, Probability, Equations
Due Date	Term 1, Week 9	Term 2, Week 5	Term 3, Week 2	Term 4, Week 4
Report Outcomes	**Outcomes assessed** 1, 2	**Outcomes assessed** 3, 4	**Outcomes assessed** 5, 6	**Outcomes assessed** 7, 8, 9, 10, 11
Semester Weighting	50	50	50	50

Report Outcomes – 5.2 Mathematics

Outcome 1 Simplifies algebraic expressions including fractions and expands and factorises simple expressions

Outcome 2 Applies index laws to operate with algebraic expressions involving integer expressions

Outcome 3 Calculates the area and volume of composite shapes and solids including prisms and cylinders

Outcome 4 Applies percentages, rates and ratios to solve related problems

Outcome 5 Solves financial problems involving earning money and taxation

Outcome 6 Applies trigonometry to solve problems, including problems involving bearings

Outcome 7 Solves linear and simple quadratic equations, using algebraic techniques

Outcome 8 Uses the gradient-intercept form to interpret and graph linear relationships

Outcome 9 Uses measures of centre to interpret data and represents data. Understands bias and collection methods involving probability

Outcome 10 Identifies and uses angle relationships, including transversals on parallel lines, angle sum of polygons. Uses minimum conditions to prove congruence for triangles and similarity between figures

5.3 MATHEMATICS YEAR 9 2022

Students in the Year 9 5.3 Mathematics course will learn to select appropriate notations and conventions to communicate mathematical ideas and solutions whilst interpreting mathematical or real-life situations, systematically applying appropriate strategies to solve problems. They will construct arguments to prove and justify results.

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 4 Semester 2
Task Description	**In Class Written tests** Products and Factors Indices	**Online Task** Surds & Pythagoras' Theorem Numeracy & Calculation	**Investigative Task** Trigonometry Surface Area & Volume	**In class Written Task** Earning Money, Co-ordinate Geometry & Graphs, Geometry, Probability, Equations
Due Date	Term 1, Week 9	Term 2, Week 5	Term 3, Week 2	Term 4, Week 4
Report Outcomes	**Outcomes assessed** 1, 2	**Outcomes assessed** 3, 4, 5	**Outcomes assessed** 6, 7	**Outcomes assessed** 8, 9, 10, 11, 12
Semester Weighting	50	50	50	50

Report Outcomes – 5.3 Mathematics

Outcome 1 Simplifies algebraic expressions including fractions and expands and factorises simple expressions

Outcome 2 Applies index laws to operate with algebraic expressions involving integer expressions. Uses and applies surds.

Outcome 3 Calculates the area and volume of composite shapes and solids including prisms and cylinders

Outcome 4 Applies percentages, rates and ratios to solve related problems

Outcome 5 Solves financial problems involving earning money and taxation

Outcome 6 Applies trigonometry to solve problems, including problems involving bearings

Outcome 7 Solves linear and quadratic equations, using algebraic techniques. Factorises trinomials

Outcome 8 Uses the gradient-intercept form to interpret and graph linear relationships

Outcome 9 Uses measures of centre to interpret data and represents data. Understands bias and collection methods involving probability

Outcome 10 Identifies and uses angle relationships, including transversals on parallel lines, angle sum of polygons. Uses minimum conditions to prove congruence for triangles and similarity between figures

PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION YEAR 9 2022

Through PDHPE, students develop the skills to research, apply, appraise and critically analyse health and movement concepts in order to maintain and improve their health, safety, wellbeing and participation in physical activity. Students are provided with opportunities to learn to critique and challenge assumptions, attitudes, behaviours and stereotypes and evaluate a range of health-related sources, services and organisations. They develop a commitment to the qualities and characteristics that promote and develop empathy, resilience, respectful relationships, inclusivity and social justice. Students practise, develop and refine the physical, cognitive, social and emotional skills that are important for engaging in movement and leading a healthy, safe and physically active life.

Task No.	**Task 1 Semester 1**	**Task 2 Semester 1**	**Task 3 Semester 1**	**Task 4 Semester 2**	**Task 5 Semester 2**	**Task 6 Semester 2**
Task Description	**Theory and Practical Assessment Task** Fit for Life	**Application and Effort**	**Fitness Testing** Cardiovascular and Muscular Endurance	**Theory Assessment** Resilience	**Dance Composition**	**Application and Effort**
Due Date	Term 1, Week 9	Throughout Semester 1	Throughout Term 1	Term 3, Week 6	Throughout Term 3	Throughout Semester 2
Report Outcomes	**Outcome assessed** 1	**Outcomes assessed** 2 & 3	**Outcome assessed** 4	**Outcome assessed** 5	**Outcome assessed** 6	**Outcomes assessed** 2 & 3
Semester Weighting	60	30	10	40	30	30

Report Outcomes - PDHPE

Outcome 1	Designs and implements a health or skill-related fitness circuit using non-specialised equipment that can be used by others to improve or maintain fitness levels
Outcome 2	Appraises and justifies choices of action when solving complex movement challenges
Outcome 3	Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
Outcome 4	Performs physical fitness activities that improve and monitor health related components of fitness
Outcome 5	Assesses and applies self-management skills to effectively manage complex situations
Outcome 6	Refines and applies movement skills and concepts to compose and perform innovative movement sequences

SCIENCE YEAR 9 2022

Semester 1

During semester one, year 9 Science students study the topics Systems for Healthy Living, Using Energy and Electricity and Dynamic Earth. Assessment and outcomes reflect student performance in these focus areas in both the theoretical and skills domain.

Semester 2

During semester two, year 9 Science students study the topics Invisible Waves, The Universe and Atoms and The Periodic Table. Assessment and outcomes reflect student performance in these focus areas in both the theoretical and skills domain.

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 4 Semester 2
Task Description	**Article Task - Scientific Research**	**Semester 1 Examination**	**Skills / Practical Examination**	**Semester 2 Examination**
Due Date	Term 1, Week 9	Term 2, Week 6	Term 3, Week 7	Term 4, Week 6
Report Outcomes	**Outcomes assessed** SC5-1, SC5-3, SC5-9	**Outcomes assessed** SC5-10, SC5-14	**Outcomes assessed** SC5-11, SC5-12	**Outcomes assessed** SC5-10, SC5-13, SC5-16
Semester Weighting	40	60	50	50

Report Outcomes - Science

SC5-1	Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC5-3	Demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
SC5-9	Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
SC5-10	Applies models, theories and laws to explain situations involving energy, force and motion
SC5-11	Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
SC5-12	Describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
SC5-13	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
SC5-14	Analyses interactions between components and processes within biological systems
SC5-16	Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available

Year 9 Assessment Schedules
& Report Outcomes
2022

Elective Stage 5 Courses

Agriculture

Commerce

Dance

Design and Technology

Drama

Food Technology

History Elective

Information and Software Technology

Japanese

Music

Physical Activity and Sports Studies

Visual Arts

Visual Design

AGRICULTURE YEAR 9 2022

Semester 1

During Semester one, Year 9 Agriculture students get an Introduction to Agriculture, during this topic they will learn about farming systems and work health and safety, they will then complete a case study on Prime lamb production in Australia. Assessment and outcomes reflect student performance in these focus areas in both the theoretical and skills domain.

Semester 2

During semester two, Year 9 Agriculture students learn about vegetable production and the historical importance of market gardens in the Greater Sydney area, they then learn about the importance of Cotton in Australian farming as well as the environmental impacts it has on Australian environment. Assessment and outcomes reflect student performance in these focus areas in both the theoretical and skills domain.

Task No.	**Task 1** **Semester 1**	**Task 2** **Semester 1**	**Task 3** **Semester 2**	**Task 4** **Semester 2**
Task Description	**Research Task** Careers in Agriculture	**Floriculture Fertiliser Trial**	**Research Task** Prime lamb production	**Yearly Examination**
Due Date	Term 1, Week 8	Term 2, Week 5	Term 3, Week 6	Term 4, Week 5
Report Outcomes	**Outcome assessed** **1**	**Outcomes assessed** **2, 3**	**Outcomes assessed** 4, 5	**Outcomes assessed** 6
Semester Weighting	40	60	40	60

Report Outcomes – Agriculture

1. Explains the interactions within and between the agricultural sector and Australia's economy, culture and society.

2.Designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts.

3.Collects and analyses agricultural data and communicates results using a range of technologies

4.Explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets.

5.Evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics.

6.Explains the interactions within and between agricultural enterprises and systems

COMMERCE YEAR 9 2022

The aim of the Commerce Years 7–10 Syllabus is to enable young people to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, legal, business and employment issues in order to make informed and responsible decisions as individuals and as part of the community.
The topics studied in Year 9 are as follows:

Consumer and Financial Decisions (20 hours - Term 1)
Students learn how to identify and research issues that individuals encounter when making consumer and financial decisions. They investigate laws and mechanisms that protect consumers including the process of consumer redress. Students examine a range of options related to personal decisions of a consumer and financial nature and assess responsible financial management strategies.

Law, Society and Political Involvement (20 hours - Term 2)
Students develop an understanding of how laws affect individuals and groups and regulate society, and how individuals and groups participate in the democratic process. Students examine various legal and political systems and learn how strategies are used to resolve contentious legal and political issues.

Law in Action (20 hours - Term 3)
Students investigate a range of situations in which individuals may encounter the law. They examine the legal rights and responsibilities of individuals in society and the range of options available for dispute resolution.

Travel (20 hours - Term 4)
Students learn how to plan for travel and how to solve problems encountered when travelling. They explore the considerations that need to be made when planning for travel and gather relevant data when developing a travel itinerary and budget.

Task No.	**Task 1** **Semester 1**	**Task 2** **Semester 1**	**Task 3** **Semester 2**	**Task 4** **Semester 2**
Task Description	**Research Task**	**In Class Examination**	**Research Report**	**Final Examination**
Due Date	Term 1, Week 8	Term 2, Week 6	Term 3, Week 8	Term 4, Week 5
Report Outcomes	**Outcomes assessed** 5-1, 5-2, 5-6, 5-7	**Outcomes assessed** 5-1, 5-2, 5-3, 5-8	**Outcomes assessed** 5-3, 5-4, 5-5, 5-6, 5-9	**Outcomes assessed** 5-1, 5-2, 5-3, 5-4, 5-5, 5-8, 5-9
Semester Weighting	50	50	40	60

Report Outcomes - Commerce

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

DANCE YEAR 9 2022

In Year 9 Dance, students explore dance within three main areas: performance, composition and appreciation. Students develop body skills, knowledge and understanding of safe dance practice, anatomy, the communication of an idea and performance quality through performance. Composition gives students the opportunity to explore the compositional process through decision-making and problem-solving tasks. Students refine their literacy skills by evaluating and analysing dance works in dance appreciation.

Task No.	**Task 1** **Semester 1**	**Task 2** **Semester 1**	**Task 3** **Semester 2**	**Task 4** **Semester 2**
Task Description	**Personal Practice Program**	**Dance History Presentation**	**MADD Night Performance**	**Group Composition**
Due Date	Term 1, Week 10	Term 2, Week 6	Term 3, Week 8	Term 4, Week 6
Report Outcomes	**Outcomes assessed** 5.1.1	**Outcomes assessed** 5.3.1, 5.3.2	**Outcomes assessed** 5.1.2, 5.1.3	**Outcomes assessed** 5.2.1, 5.2.2
Yearly Weighting	25	25	25	25

Report Outcomes – Dance

5.1.1	Demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances
5.1.2	Demonstrates enhanced dance technique by manipulating aspects of the elements of dance
5.1.3	Demonstrates an understanding and application of aspects of performance quality and interpretation through performance
5.2.1	Explores the elements of dance as the basis of the communication of ideas
5.2.2	Composes and structures dance movement that communicates an idea
5.3.1	Describes and analyses dance as the communication of ideas within a context
5.3.2	Identifies and analyses the link between their performances and compositions and dance works of art

DESIGN AND TECHNOLOGY YEAR 9 2022

The study of Design and Technology assists students to appreciate and explore a range of careers in the field of design and technological innovation. Students critically analyse and reflect on the implications of design, in order to develop understanding of why some designs, technologies and processes perform better than others in meeting their intended purpose do. Students develop knowledge, appreciation and applied skills for understanding the interrelationships of design, technology, society, the individual and the environment for an increasingly knowledge-based economy and lifestyle. The design process caters for a variety of student needs, abilities and interests. The flexible and creative consideration of parameters encourages students to take intellectual risks and experiment with resources when developing projects.

Task No.	**Task 1** **Semester 1**	**Task 2** **Semester 1**	**Semester 1 &** **Semester 2**	**Task 4** **Semester 2**	**Task 5** **Semester 2**	**Task 6** **Semester 2**
Task Description	**Written Report** Designer Case Study	**Work Booklet and Promotional Product** Agriculture	**Materials Application**	**Folio and polymers product** Materials Technologies	**Folio and Architectural Product** Information and Communication Technologies	**Yearly Examination**
Due Date	Term 1, Week 6	Term 2, Week 4	Ongoing	Term 3, Week 3	Term 4, Week 2	Term 4, Week 4
Report Outcomes	**Outcome assessed** 4	**Outcomes assessed** 1, 3, 4	**Outcome assessed** 1	**Outcomes assessed** **1, 2, 3, 4**	**Outcomes assessed** **1, 2, 3, 4**	**Outcome assessed** **5**
Yearly Weighting	15	75	10	30	40	20

Report Outcomes

Outcome 1 **Product** Selects, uses and applies a variety of management practices towards the development of quality design solutions
Outcome 2 **Folio** Analyses, applies and justifies a range of appropriate design process, when developing design ideas and solutions
Outcome 3 **Communication** Use**s**, develops and evaluates creative and innovative design ideas and solutions, using a variety of communication techniques suitable for a range of audiences
Outcome 4 **Technologies** Analyses and evaluates the impact of past, current and emerging technologies and practices, which consider preferred futures incorporating the factors that affect design solutions and the work of designers
Outcome 5 **Exam** Recalls knowledge and understanding of design theory and practices

DRAMA YEAR 9 2022

The aim of the Subject course in Year 9 is to provide learning experiences through which students will be engaged and challenged to maximise their dramatic abilities and enjoyment of drama and theatre through making, performing and appreciating dramatic and theatrical works.

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 4 Semester 2
Task Description	**Performance and Reflection Logbook** Dramatic Form	**Group Devised Piece and Essay** Playbuilding	**Practical Project** Performance and Design	**Theatre Form Project** Dramatic Form
Due Date	Term 1, Week 9	Term 2, Week 5	Term 3, Week 4	Term 4, Week 4
Report Outcomes	**Outcome assessed** 5.2.3	**Outcomes assessed** 5.1.1, 5.3.3	**Outcome assessed** 5.2.2	**Outcomes assessed** 5.1.2, 5.3.1
Semester Weighting	40	60	60	40

Report Outcomes – Drama

5.1.1 Manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action

5.1.2 Contributes, selects, develops and structures ideas in improvisation and playbuilding

5.2.2 Selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience

5.2.3 Employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning

5.3.1 Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions

5.3.3 Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology

FOOD TECHNOLOGY YEAR 9 2022

The aim of the Food Technology course in Year 9 is to provide learning experiences through which students will actively engage in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food.

Students will examine the topics of Nutrition and Consumption, Food Selection and Health, Food for Special Occasions and Food in Australia.

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 4 Semester 2	Task 5 Semester 2	Task 6 Semesters 1& 2
Task Description	**Nutrition and Consumption/Food Selection and Health** Research and Practical Task	**Cumulative Assessment in Food Preparation and Practical Skills**	**Food for Special Occasions** Design and Practical Task	**Food in Australia** Research and Practical Task.	**Yearly Examination**	**Cumulative Assessment in Food Preparation and Practical Skills.**
Due Date	Term 2, Week 9	Ongoing	Term 3, Week 3	Term 4, Week 2	Term 4, Week 5	Ongoing
Report Outcomes	**Outcomes assessed** 1, 2, 3, 4	**Outcomes assessed** 3, 4	**Outcomes assessed** 1, 3, 4	**Outcomes assessed** 1, 2, 3, 4	**Outcome assessed** 5	**Outcomes assessed** 3, 4
Semester Weighting	90	10	35	35	20	10

Report Outcomes – Food Technology

Outcome 1 Researches, analyses and evaluates the role of food in society

Outcome 2 Communicates issues in relation to food and nutrition

Outcome 3 Selects and employs appropriate techniques and equipment for a variety of food specific purposes

Outcome 4 Plans, prepares, presents and evaluates food solutions for specific purposes

Outcome 5 Applies knowledge and understanding of concepts and issues in health and the food industry

HISTORY ELECTIVE YEAR 9 2022

The aim of ***History Elective*** is to stimulate students' interest in and enjoyment of exploring the past, to develop critical understanding of the past and to enable them to participate as active, informed, and responsible citizens. The course will provide students with a knowledge and understanding of the nature of history, the methods of historical inquiry and the different ways in which historical meanings can be constructed through a range of media. The content covered is designed to provide an exposure to a broad range of historical periods, personalities, and concepts.

The topics studied in Year 9 are as follows:
Archaeological Discoveries: Digging Up the Dead
Victorian Britain Snapshot: Jack the Ripper
Crime & Punishment Case Study: The Salem Witch Trials
The War on Terror and Extremism/Violence and Assassination

Task No.	**Task 1** **Semester 1**	**Task 2** **Semester 1**	**Task 3** **Semester 2**	**Task 4** **Semester 2**
Task Description	**In Class Examination (Source Analysis)**	**Oral Presentation**	**Research Task**	**In Class Essay**
Due Date	Term 1, Week 8	Term 2, Week 7	Term 3, Week 8	Term 4, Week 5
Report Outcomes	**Outcomes assessed** 5-1, 5-3, 5-4, 5-9	**Outcomes assessed** 5.1, 5.3, 5.4, 5.8, 5.9	**Outcomes assessed** 5.2, 5.6, 5.7, 5.8, 5.10	**Outcomes assessed** 5.2, 5.5, 5.6, 5.7, 5.10
Semester Weighting	25	25	25	25

Report Outcomes – History Elective

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

iSTEM YEAR 9 2022

Semester 1
During semester one, Year 9 will study 1 core topic - STEM fundamentals and another topic Computer Aided Design. These will provide them with the skills required for Semester 2. STEM fundamentals develop knowledge, skills and understanding of essential STEM principles and processes.

Semester 2 During semester two, Year 9 STEM students study another Core topic STEM Project Based Learning. In this topic students develop and realise solutions to STEM focused project-based learning tasks. It requires students to utilise problem solving strategies to apply appropriate design, production and evaluation skills to real-world problems.

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 4 Semester 2
Task Description	Engineering report and Design Thinking	Practical Task and portfolio	Practical task and portfolio	Project management portfolio
Due Date	Term 1, Week 10	Term 2, Week 6	Term 3, Week 10	Term 4, Week 6
Report Outcomes	**Outcomes assessed** 1, 2 & 5	**Outcomes assessed** 3, 4 & 5	**Outcomes assessed** 3, 4 & 5	**Outcomes assessed** 1, 2 & 5
Semester Weighting	40	60	50	50

Report Outcomes

1. Applies engineering design processes and develops and applies project management strategies to a wide range of STEM-based problems
2. Demonstrates critical thinking, creativity, problem solving, entrepreneurship, scientific and engineering design skills, and decision-making techniques
3. Works independently and collaboratively to produce practical solutions to real-world scenarios
4. Selects and safely uses a range of technologies to solve STEM-based problems
5. Collects, organises, and interprets data sets, using appropriate mathematical and statistical methods and communicates them to a range of audiences

INFORMATION AND SOFTWARE TECHNOLOGY YEAR 9 2022

Information and Software Technology provides students with the opportunity to develop computational, systems and design thinking skills through the development of practical projects. The course provides students with specialised knowledge of past, current and advancing technologies, data, hardware, software and the roles of people involved in information and software technology.

Task No.	Task 1 Semester 1	Task 2 Semester1	Task 3 Semester 2	Task 4 Semester 2
Task Description	**Folio and Product Design** Design, Produce and Evaluate Digital Media	**Folio and Presentation** Past, Current and Emerging Technologies People and Issues	**Folio and Product Design** Software Robotics and Automation	**Yearly Examination**
Due Date	Term 1, Week 8	Term 2, Week 9	Term 3, Week 7	Term 4, Week 3
Report Outcomes	**Outcomes assessed** 1, 2, 3	**Outcomes assessed** 2, 4	**Outcomes assessed** 1, 2, 3	**Outcome assessed** **5**
Semester Weighting	40	60	60	40

Report Outcomes – Information and Software Technology

Outcome 1 Recognises and uses software programs that are suitable for specific tasks.

Outcome 2 Designs, produces and evaluates appropriate solutions to a range of challenging problems.

Outcome 3 Communicates ideas, processes and solutions to a targeted audience.

Outcome 4 Critically analyses decision-making processes in a range of information and software solutions

JAPANESE YEAR 9 2022

In Year 9 Elective Japanese, students focus on improving communication skills and expanding their vocabulary. They will develop a greater understanding of the linguistic patterns of Japanese.

In Semester 1, students are introduced to the Katakana script. They will explore topics relating to likes & dislikes, days of the week, family, weekend activities and verb tenses.

In Semester 2, students will be learning about the Japanese schooling system, and making comparisons with Australian Schools. They will develop skills to create a school timetable in Japanese. Additional Semester 2 topics include months, dates and birthdays.

The Kanji script will also be and incorporated throughout the year.

Task No.	**Task 1** **Semester 1**	**Task 2** **Semester 1**	**Task 3** **Semester 2**	**Task 4** **Semester 2**
Task Description	**In Class Examination** Katakana, Verbs and Activities, Family	**In Class Presentation** Introducing Your Family Members	**Schooling in Japan Assessment** **Part A** Hand-in Task – School Timetable **Part B** In-class Examination	**In-class Examination** All topics covered
Due Date	Term 1, Week 9	Term 2, Week 5	Term 3, Week 9	Term 4, Week 5
Report Outcomes	**Outcomes assessed** LJA5-6, LJA5-7	**Outcomes assessed** LJA5-1, LJA5-5	**Outcomes assessed** LJA5-3, LJA5-9	**Outcomes assessed** LJA5-2, LJA5-8
Semester Weighting	50	50	40	60

Report Outcomes – Japanese

LJA5-1	Manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
LJA5-2	Identifies and interprets information in a range of texts
LJA5-3	Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
LJA5-5	Demonstrates how Japanese pronunciation and intonation are used to convey meaning
LJA5-6	Demonstrates understanding of how Japanese writing conventions are used to convey meaning
LJA5-7	Analyses the function of complex Japanese grammatical structures to extend meaning
LJA5-8	Analyses linguistic, structural and cultural features in a range of texts
LJA5-9	Explains and reflects on the interrelationship between language, culture and identity

PHYSICAL ACTIVITY AND SPORTS STUDIES YEAR 9 2022

Physical Activity and Sports Studies represents a broad view of physical activity and many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure, and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 1	Task 5 Semester 2	Task 6 Semester 2	Task 7 Semester 2	Task 9 Semester 2
Task Description	**Research Task** Australia's Sporting Identity Case Study	Cumulative application of skills in European Handball	**In Class Assessment** Physical Fitness Sessions	**In Class Assessment** Event Management Proposal	**In Class Assessment** Event Management Practical	**In Class Assessment** Fundamental Movement Skill Test	Cumulative effort in various activities
Due Date	Term 1, Week 7	Ongoing	Term 2, Week 4	Term 3, Week 4	Ongoing	Term 4, Week 4	Ongoing
Report Outcomes	**Outcome assessed** 1	**Outcome assessed** 2	**Outcomes assessed** 3 & 4	**Outcome assessed** 5	**Outcome assessed** 6	**Outcome assessed** 7	**Outcome assessed** 8
Semester Weighting	30	20	50	40	30	20	20

Report Outcomes – Physical Activity and Sports Studies

Outcome 1 Evaluates the characteristics of quality performance in physical activity and sport.

Outcome 2 Demonstrates actions and strategies that contribute to enjoyable participation and skilful performance

Outcome 3 Works collaboratively with others to enhance participation, enjoyment and performance

Outcome 4 Performs movement skills with increasing proficiency

Outcome 5 Discusses factors that limit and enhance the capacity to move and perform

Outcome 6 Displays management and planning skills to achieve personal and group goals

Outcome 7 Analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Outcome 8 Demonstrates actions and strategies that contribute to enjoyable participation and skilful performance

Outcome 9 Works collaboratively with others to enhance participation, enjoyment and performance

VISUAL ARTS YEAR 9 2022

This course builds on the work covered in the mandatory component of the Visual Arts 7-10 Syllabus by providing an opportunity for students to extend their knowledge, skills and understanding of art making practice. It also provides an opportunity to further explore historical and critical studies as theory case modules.

Report marks will be comprised of:

Artmaking 60%

Art History and Criticism 40%

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 1	Task 4 Semester 2	Task 5 Semesters 1 & 2
Task Description	**Conceptual – Assignment Drawing Analysis**	**Frames – Making Drawing Portfolio**	**Conceptual – Environmental Art** Written Task	**Frames – Making Sculpture Portfolio**	**Practice/Frames - VAPD**
Due Date	Term 2, Week 2	Term 2, Week 10	Term 3, Week 10	Term 4, Week 7	Ongoing
Report Outcomes	**Outcome assessed** 5.8	**Outcome assessed** 5.6	**Outcome assessed** 5.8	**Outcome assessed** 5.6	**Outcomes assessed** 5.1, 5.6
Semester Weighting	30	50	30	50	Semester 1 – 20 Semester 2 - 20

Report Outcomes – Visual Arts

Artmaking

5.1	**Practice**	Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
5.6	**Frames Resolution**	Demonstrates developing technical accomplishment and refinement in making artworks

Art History and Criticism

5.8	**Conceptual Framework**	Uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art

VISUAL DESIGN YEAR 9 2022

This course builds on the work covered in the mandatory component of the Visual Arts 7-10 Syllabus by providing an opportunity for students to extend their knowledge, skills and understanding of art making practice. It also provides an opportunity to further explore historical and critical studies as theory case modules.

Report marks will be comprised of:

Artmaking 60%

Art History and Criticism 40%

Task No.	Task 1 Semester 1	Task 2 Semester 1	Task 3 Semester 2	Task 4 Semester 2	Task 5 Semesters 1 & 2
Task Description	**Making Folio** Frames	**Assignment** **Case Study Analysis** Conceptual	**Assignment** **Case Study Analysis** Conceptual	**Making Folio** Frames	**Visual Design Journal** Practice/Frames
Due Date	Term 2, Week 1	Term 2, Week 10	Term 3, Week 5	Term 4, Week 1	Ongoing
Report Outcomes	**Outcome assessed** 5.3	**Outcome assessed** 5.7	**Outcome assessed** 5.8	**Outcome assessed** 5.3	**Outcome assessed** 5.6
Semester Weighting	50	30	30	50	Semester 1: 20 Semester 2: 20

Report Outcomes – Visual Design

Artmaking

5.3 Makes visual design artworks informed by an understanding of how the frames affect meaning

5.6 Selects appropriate procedures and techniques to make and refine visual design artworks

Critical and Historical Interpretations

5.7 Applies their understanding of aspects of practice to critically and historically interpret visual design artworks

5.8 Uses their understanding of the function of and relationships between artist – artwork –world – audience in critical and historical interpretations of visual design artworks