

# Hawkesbury High School



## Year 8 Assessment Procedures and Course Assessments

# 2024

*Caring, Learning, Connecting*

Telephone (02) 4579 6800

Email: [hawkesbury-h.school@det.nsw.edu.au](mailto:hawkesbury-h.school@det.nsw.edu.au)

# Contents

Introduction .....	3
Assessment Policy and Procedures .....	4
Frequently Asked Questions .....	5
M.U.R.U – The Path to Reading Comprehension.....	6
The Hawkesbury Learning Journey .....	7
W.A.L.U – Critical Thinking Writing Scaffold .....	8
Organising Your Time .....	9
A Glossary of Key Directive Verbs .....	11
Integrated B English / History.....	13
Integrated A Science / Geography / Ag.....	15
Mathematics.....	18
PDHPE.....	19
Technology Mandatory.....	21
Visual Arts.....	22

# Introduction

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. Assessment:

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.
- Enables students to demonstrate what they know and can do.
- Clarifies student understanding of concepts and promotes deeper understanding.
- Provides evidence that current understanding is a suitable basis for future learning.

Hawkesbury High promotes an integrated approach to teaching, learning and assessment. *Assessment for learning, assessment as learning* and *assessment of learning* are approaches that can be used individually or together, formally or informally, to gather evidence about student achievement and to improve student learning.

These approaches include:

- Self-assessment and peer assessment.
- Strategies for students to actively monitor and evaluate their own learning.
- Feedback, together with evidence, to help teachers and students decide whether students are ready for the next phase of learning.

A key to better assessment information is the re-thinking of assessment as the process of establishing *where* learners are in their learning at the time of assessment. This process can be undertaken at various levels of diagnostic detail to identify starting points for action and to monitor learning progress over time.

This Assessment Schedule is a useful guide for all students – it can assist them to effectively plan ahead and take responsibility for managing their own learning. I trust that this Assessment Schedule will be a useful tool for all students at Hawkesbury High School.

Mr I Maric

Principal

2024

# Assessment Policy and Procedures

## What is the purpose of assessment?

Assessment:

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.
- Enables students to demonstrate what they know and can do.
- Clarifies student understanding of concepts and promotes deeper understanding.
- Provides evidence that current understanding and skills are a suitable basis for future learning.

## Course Completion Criteria

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:

- a) followed the course developed or endorsed by NESA; and
- b) applied him or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes

## Unsatisfactory Progress and Attendance

Poor attendance and unsatisfactory progress are closely linked. Students' attendance in each course needs to meet satisfactory levels in order to complete sufficient course outcomes. Where attendance and/or course outcomes completion are of concern, the student will be notified in writing and letters will be sent home. Continued unsatisfactory progress could result in the student being given an "N" determination of unsatisfactory participation in the course.

## Assessment Programs

Each school has to develop an Assessment Program for each course. In practical terms, this means that the school is required to:

- Inform students of the requirement in each course.
- Set tasks that will measure student performance in each specified component of the course and focus on outcomes.
- Keep records of each student's performance on each task.
- Provide students with feedback on their progress.

## Students with Special Needs

Assessment Tasks may need to be modified or altered for students with special needs. This process will be done in consultation with the Learning Support Team.

## Feedback to students

Teachers will provide timely and meaningful feedback to students to allow for monitoring and improvement in learning.

## Malpractice

Malpractice when completing assessment may include the following:

- a) Copying and Non-Original Work (plagiarism) – where there is evidence of copying, or where outside sources are used and not acknowledged, marks will be deducted in proportion to the extent of non-original or unacknowledged work.
- b) Cheating – if a student is found to be cheating (or assisting others to cheat) in any assessment task, they will score **zero** for the task, parents/guardians will be informed, and the Principal or Head Teacher may take further action as appropriate.

## Frequently Asked Questions

### How can I best manage my assessment tasks?

- Be aware of due dates. Keep an up-to-date diary of all assessment tasks and other commitments.
- Use a wall calendar or small whiteboard in an area such as your family room or your kitchen to note due dates if you want others in your household to help you remember deadlines.
- Start tasks early so that you can ask for help if you need it.
- Break tasks into a series of smaller steps and set deadlines for completing each step.
- Record the sources of information you use as you find them so that acknowledgements do not become a major task at the end.
- Frequently save and back up any work completed on a computer. The failure of technology is generally not an acceptable excuse for submitting your work late.
- Keep all your earlier drafts and copies of your resources.
- Keep a copy of any work you submit for marking.

### What are my rights and responsibilities as a student?

Every student has rights and responsibilities when it comes to assessment. All students have the following rights:

- To be informed of the assessment policies of the school and NESAs.
- To receive clear guidelines relating to requirements of each assessment task.
- To be informed in advance of the due date for each assessment task.
- To receive feedback that assists them to review their work.
- To query the mark for an individual task at the time it is returned to them. All students have the following responsibilities:  
To become familiar with and follow the school's assessment policies
- To complete all set tasks on time, or talk to their teachers about what to do if they cannot meet a deadline.
- Not to engage in behaviour which could be considered malpractice, cheating, or plagiarism, and ensure that all assessment work is their own or acknowledge the contribution of others.
- To follow up any concerns with tasks at the time they are marked and returned.

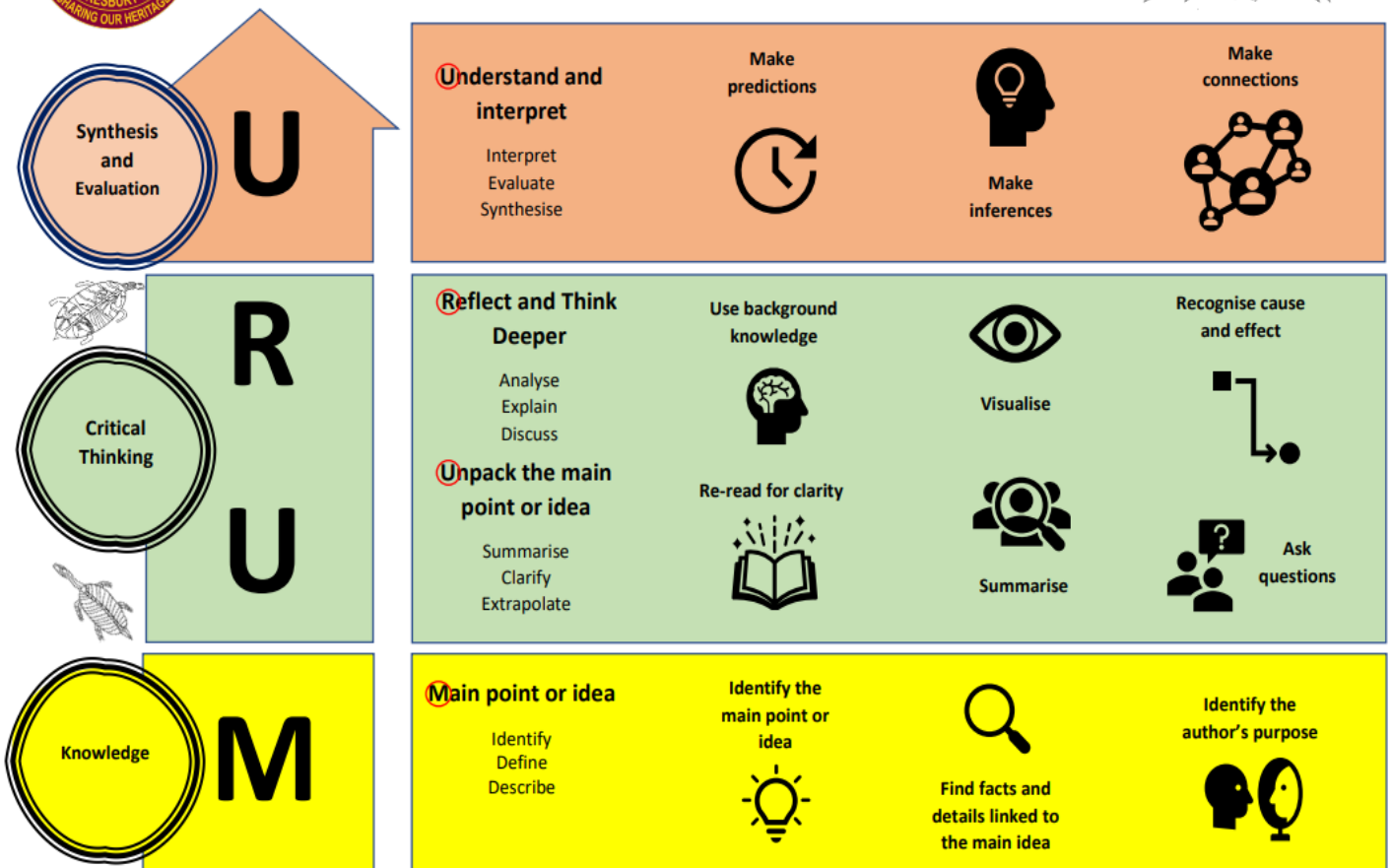
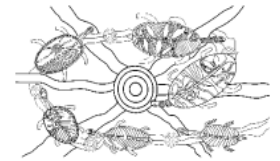
## What is Plagiarism?

Plagiarism is when you claim that you have written, created or developed a piece of work that someone else originated. Plagiarism is a form of cheating, it is dishonest and it will negatively impact on your HSC results.

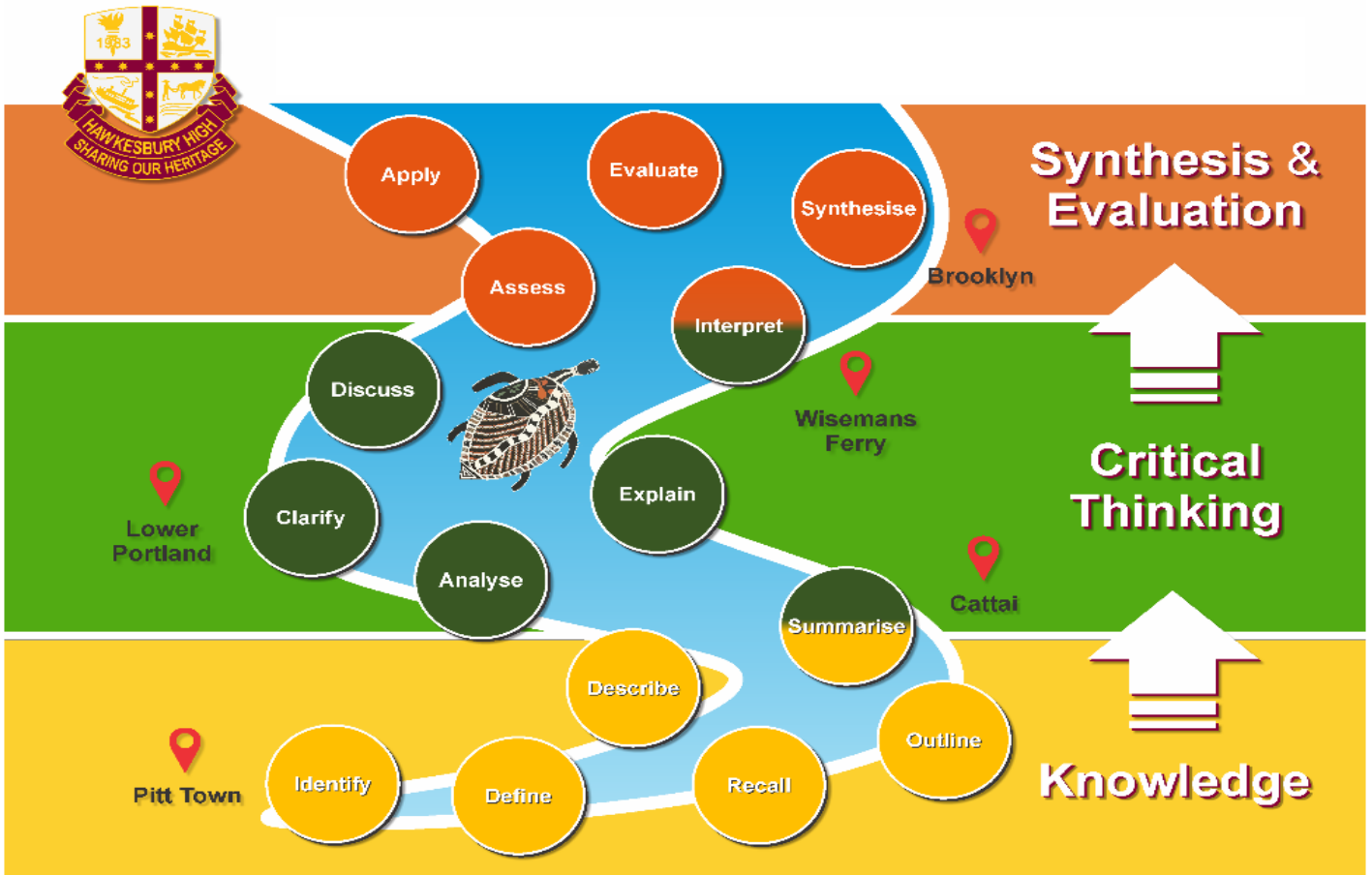
- Q:** Is it plagiarism if I copy someone else’s work exactly and claim it as my own?  
**YES.**
- Q:** Is it plagiarism if I change some of the words or sentences in the passage I am copying?  
**YES** – using someone else’s thoughts and words without acknowledgement.
- Q:** Is it plagiarism if I memorise a story or essay written by someone else, and then produce all or parts of it in my exam?  
**YES.**
- Q:** Is it plagiarism if someone else proofreads my work and changes my final draft?  
**NO** – it is not plagiarism if someone corrects your spelling or grammar. **However**, if someone makes major changes to the wording of the draft, the final version is no longer your own work.
- Q:** Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source when I hand my work in?  
**NO** – it is legitimate to build on others’ ideas provided you don’t claim them as your own.
- Q:** Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes and then acknowledge the source in my text and / or bibliography?  
**NO** – you have acknowledged you are presenting someone else’s ideas.



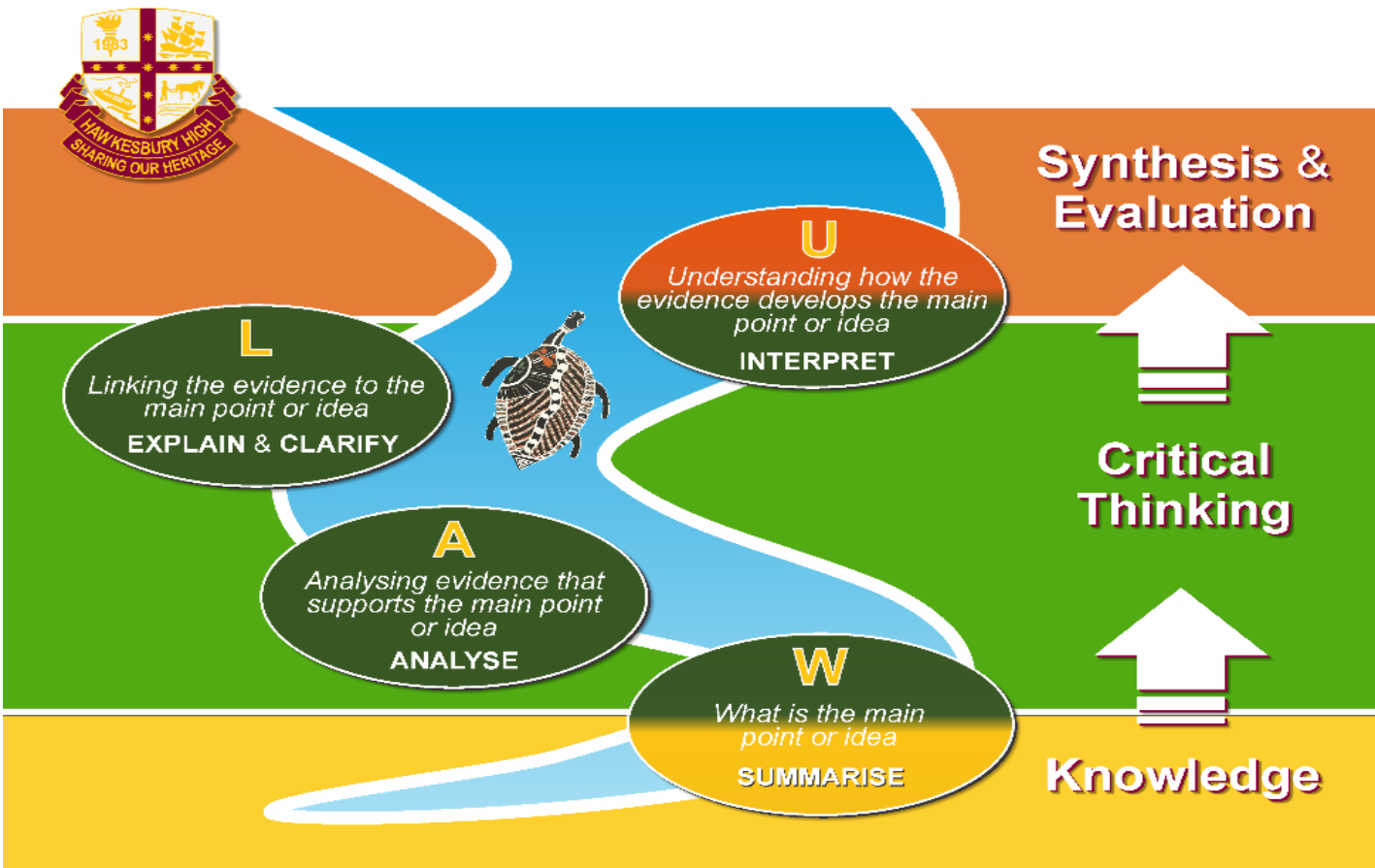
## MURU – The Path to Reading Comprehension



## The Hawkesbury Learning Journey



## W.A.L.U – Critical Thinking Writing Scaffold





# WALU Paragraph Writing Scaffold

W

Summarise

What is the main point or idea?

A

Analyse

Analyse evidence that supports the main point or idea

L

Explain

Link the evidence to the main point or idea

U

Interpret

Understanding how the evidence develops the main point or idea



Essay Writing Scaffold

Identify

Define

Describe

Introduction

Summarise

Analyse

Explain

Interpret

Summarise

Analyse

Explain

Interpret

Summarise

Analyse

Explain

Interpret

Body

Synthesise

Evaluate

Conclusion



## Getting Organised



- The first step towards success at school is to be organised. Know where you keep your books and equipment and know when school work is due.
- Check your timetable each evening before going to bed and pack your school bag. If you have a system like this, you will never forget your books or equipment.
- Use a calendar to record when classwork is due.
- Use a weekly planner to help you plan your time by allowing you to calculate, at a glance, how much time you have left before something is due. Update it every week.
- Always have separate exercise books for all subjects. You should use headings and subheadings for things you write, and you should always date your work so it's easier to sequence.

## Prioritising Your Time and Work

- To prioritise means to make a decision on what is important and what needs to be done first.
- Being organised, knowing when work is due, and knowing how much time you have to do it, will help you set priorities and find time to do things that are urgent and important.
- Make a “To Do” list of the most urgent / important things you have to do.
  - It should not be too long – no more than 5 items at a time.
  - Always complete the item at the top of the list first.
  - It will help you to feel in control and give you a sense of achievement.
  - Important things are not always urgent, but they have to be done. You must find the time to do them.
- Having clear and manageable learning goals, helps you prioritise.
  - Learning goals should be realistic and manageable.
  - Set a long term goal – but also set the small steps that will allow you to get there.
  - Plan on doing the small steps first, and then gradually build up.
  - Knowing where you want to go makes getting there a lot easier.
- School work is very important, but so are the other things you do after school.
  - Find a balance between school and outside interests. It reduces stress and helps keep you on task.
  - Use your weekly planner to help you in this process.



## Getting Things Done

- Getting things done can be time-consuming and challenging, but if you are organised and you have your priorities right, it will make your workload easier.
- Bigger tasks should be broken down into smaller parts.
  - Each task should be broken down into smaller, manageable components, and then time should be allocated to each component in your weekly planner.
  - This makes big jobs easier to do and it reduces stress.
  - Make sure that you understand all the steps that have to be completed, and then work on the first step until it is done. Only when you have completed the first step should you move on to the next step.
  - Your study schedule should help you work out how much time you have to complete each step.
- Go over your class notes at home during the time set aside to do homework. Even if your teacher does not set this activity explicitly for homework, you should be doing this regularly at home.
- Making study notes is the process of linking what you have learnt in class to key skills and processes. Once you have your study notes you will find it is much easier to do assessment tasks and prepare for examinations as these always ask you to link knowledge to key skills.
- Ask your teacher for feedback on your progress to see that you are doing the right thing and are on the right track. Give yourself enough time to complete your work so you have time to show your teacher a fairly complete draft several days before the work is due. This will give your teacher time to get back to you and give you time to act on the feedback you get.



## A Glossary of Key Words

- Using the glossary will help you understand what is expected in answers to tasks and activities.

Key Word	Definition – What you have to do
<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgment about the value of
<b>Assess</b>	Make a judgement of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain/determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes/categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically (analysis/evaluate)</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to analyse/evaluation
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgement based on criteria; determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and/or how
<b>Extract</b>	Choose relevant and/or appropriate details

<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole



## Course Name: Integrated English / History

**Course outcomes:** A student...

**EN4-RVL-01** Uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction.

**EN4-URA-01** Analyses how meaning is created through the use of and response to language forms, features and structures.

**EN4-URB-01** Examines and explains how texts represent ideas, experiences and values.

**EN4-URC-01** Identifies and explains ways of valuing texts and the connections between them.

**EN4-ECA-01** Creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas.

**EN4-ECB-01** Uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts.

**HIS4-1** Applies historical terms and concepts.

**HIS4-2** Explores different contexts, perspectives and interpretations of past societies and personalities.

**HIS4-3** Applies historical skills to analyse sources and sequence events.

**HIS4-4** Demonstrates a range of communication forms and technologies.

**HIS4-5** Applies critical-thinking skills to explore historical narratives and explanations through inquiry and research.

		Knowledge and Skills		
Evidence of Learning	When?	Knowledge	Critical Thinking	Judgement and Evaluation
Fully Sick!	Term 1	<p>Outlines accurate historical information through a written response.</p> <p>Undertakes Inquiry-based learning, responding to and creating texts to communicate information.</p>	<p>Undertakes historical research and uses writing and language skills to accurately explain historical information through a written response.</p> <p>Selectively uses some future-focused skills, effectively responding to and composing texts for a range of purposes and in different forms to meaningfully communicate information.</p>	<p>Demonstrates an ability to clearly communicate and discuss historical research through an extended written response, evidencing WALU paragraph structures.</p> <p>Applies future-focused skills, effectively responding to and composing texts for a range of purposes and in different forms. Creatively and meaningfully communicates information using appropriate language choices.</p>
Myths and Magic	Term 2	<p>Undertakes historical research and summarises information to form a conclusion about the past.</p>	<p>Undertakes historical research and applies source analysis skills to communicate</p>	<p>Interprets historical research and sources to coherently communicate and form</p>

		Describes the purpose, audience, language and context of imaginative texts.	<p>information about the past and explain historical concepts.</p> <p>Composes an imaginative narrative text, clarifying ideas through effective language choices which creatively shapes meaning.</p>	<p>conclusions about the past.</p> <p>Applies understanding of imaginative texts to compose an imaginative narrative, which creatively shapes meaning with accuracy, clarity and coherence.</p>
Out of this World	Term 3	<p>Accurately outlines a historical perspective through multimodal methods.</p> <p>Outlines elements of the form, features or structure of a script.</p>	<p>Effectively analyses the relationship between the key features underpinning a historical perspective through multimodal methods.</p> <p>Creates meaning by accurately applying knowledge of script writing form, features and structure to create a text.</p>	<p>Comprehensively evaluates the significance of a historical perspective through multimodal methods.</p> <p>Effectively creates meaning through the comprehensive and accurate application of script writing form, features and structure to create a detailed creative text.</p>
The World and I	Term 4	Recalls and uses developing historical and textual skills, knowledge and concepts.	Discusses and evidences sound historical and textual skills, knowledge and concepts.	Accurately applies knowledge and evidences thorough application of core historical and textual concepts, terminology and skills.



## Course Name: Integrated Science / Geography / Ag

**Course outcomes:** A student...

**SC4-1** Identifies questions and problems that can be investigated scientifically.

**SC4-2** Plans, conducts and evaluates scientific investigations.

**SC4-3** Produces creative solutions to identified problems.

**SC4-4** Analyses data from first hand investigations or secondary sources to identify relationships and draw conclusions.

**SC4-5** Presents ideas and information using appropriate scientific terminology.

**GEO4-1** Applies geographic terms and concepts.

**GEO4-2** Explores different scales, interconnections and perspectives at a local and global level.

**GEO4-3** Utilises geographic tools and processes to undertake inquiry and research.

**GEO4-4** Demonstrates a range of communication forms and technologies.

**GEO4-5** Applies critical-thinking skills to explore cause and effect relationships and management responses to a range of geographic issues.

**AG4-1** Demonstrates knowledge and skills of effective and responsible production and marketing of agricultural products.

**AG4-2** Evidences understanding of sustainable and ethical practices that support productive and profitable agriculture.

**AG4-3** Applies critical-thinking skills to undertake Agricultural investigations and analysis.

**AG4-4** Collaborates using safe work practices.

**AG4-5** Explores different Agricultural systems, interactions and connections at various scales.

Evidence of Learning	When?	Knowledge and Skills		
		Knowledge	Critical Thinking	Judgement and Evaluation
Fully Sick!	Term 1	Undertakes Inquiry-based learning, summarising scientific, geographic and agricultural findings.	Selectively uses some future-focused skills and discusses information to complete an inquiry-based learning project which evidences sound scientific, geographic and agricultural understanding.	Applies future-focused skills and interprets information to complete an inquiry-based learning project which evidences thorough scientific, geographic and agricultural understanding.
Myths and Magic	Term 2	Outlines accurate scientific information through a written response.	Undertakes scientific research and uses writing and language skills to accurately explain scientific information through a written response.	Demonstrates an ability to clearly communicate and discuss scientific research through an extended written response, evidencing WALU paragraph structures.
		Recalls elementary understanding of	Discusses ideas, summarises core	Accurately applies knowledge of core

		<p>chemistry including information, core concepts and recounting conclusions.</p> <p>Plans and conducts a scientific investigation. Presents findings.</p>	<p>concepts and uses examples to support arguments, evidencing a sound understanding of chemistry.</p> <p>Conducts a scientific investigation, and processes and analyses data to form a conclusion. Investigation is presented in a report using scientific language.</p>	<p>terminology and concepts to draw conclusions, evidencing a thorough understanding of chemistry.</p> <p>Conducts a scientific investigation, interprets data to form a conclusion, and presents investigation in a well-structured report using appropriate scientific language.</p>
Out of this World	Term 3	<p>Communicates elementary understanding of scientific and geographic information and core concepts, including recounting conclusions, describing data and sources.</p> <p>Plans and conducts a secondary-sourced scientific investigation. Presents findings.</p>	<p>Discusses ideas, summarises core concepts and analyses sound evidence to support arguments, evidencing sound scientific and geographic understanding.</p> <p>Conducts a secondary-sourced scientific investigation, analysing data to form a conclusion and present findings which demonstrate sound knowledge and understanding.</p>	<p>Accurately applies knowledge of core terminology and concepts to draw conclusions and interpret sources, evidencing thorough scientific and geographic understanding.</p> <p>Conducts a secondary-sourced scientific investigation, interpreting data to form a conclusion and present findings through a well-structured medium. Applies appropriate scientific language and demonstrates extensive knowledge and understanding.</p>
The World and I	Term 4	<p>Outlines accurate geographic information through a written response.</p>	<p>Undertakes geographic research and uses writing and language skills to accurately explain geographic information through a written response.</p>	<p>Demonstrates an ability to clearly communicate and discuss geographic research through an extended written response, evidencing WALU paragraph structures.</p>



		Performs safe investigations, with guidance. Describes agricultural data and communicates some results.	Plans and performs safe agricultural investigations, with minimal guidance. Explains agricultural data and communicates to show agricultural conclusions.	Synthesises agricultural investigations without guidance. Critically evaluates agricultural data and communicates to draw evidence-based agricultural conclusions.
--	--	---	---	--



## Course Name: Mathematics

**Course outcomes:** A student...

- MA4-1WM** Communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols.
- MA4-2WM** Applies appropriate mathematical techniques to solve problems.
- MA4-3WM** Recognises and explains mathematical relationships using reasoning.
- MA4-5NA** Operates with fractions, decimals and percentages.
- MA4-7NA** Operates with ratios and rates and explores their graphical representation.
- MA4-8NA(II)** Generalises number properties to operate with algebraic expressions.
- MA4-9NA** Operates with positive-integer and zero indices of numerical bases.
- MA4-10NA** Uses algebraic techniques to solve simple linear and quadratic equations.
- MA4-11NA** Creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane.
- MA4-12MG** Calculates the perimeters of plane shapes and the circumferences of circles.
- MA4-13MG** Uses formulas to calculate the areas of quadrilaterals and circles and converts between units of area.
- MA4-14MG** Uses formulas to calculate the volumes of prisms and cylinders and converts between units of volume.
- MA4-16MG** Applies Pythagoras' theorem to calculate side lengths in right-angled triangles and solves related problems.
- MA4-17MG** Determines congruent triangles to find unknown side lengths and angles.
- MA4-20SP** Analyses single sets of data using measures of location, and range.

		Knowledge and Skills		
Evidence of Learning	When?	Knowledge	Critical Thinking	Judgement and Evaluation
Linear Relationships - Vaccines assignment	Term 1	Identify and describe linear patterns and relationships.	Create and graph patterns and rules which result in linear relationships.	Reason and interpret information involving linear relationships and the cartesian plane
Congruence - Magic circles assignment	Term 2	Identify and describe congruent shapes.	Analyse a diagram to explain and use congruence tests.	Interpret diagrams using congruence tests to solve complex problems. Reasons as to why triangles are congruent.
Pythagoras Theorem - test	Term 3	Identify and label the sides of a right triangle and describe how Pythagoras' Theorem is used.	Analyse a diagram to correctly use Pythagoras' Theorem when problem solving.	Apply formulae to complex problems involving Pythagoras' Theorem.
Fractions, decimals and percentages - test	Term 4	Describe and operate with simple fractions, decimals and percentages.	Analyse and solve problems involving fractions, decimals and percentages.	Use reasoning skills to evaluate complex problems involving fractions, decimals and percentages.



**Course outcomes:** A student...

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

		<b>Knowledge and Skills</b>		
<b>Evidence of Learning</b>	<b>When?</b>	<b>Knowledge</b>	<b>Critical Thinking</b>	<b>Judgement and Evaluation</b>
Changes and Challenges	Term 1	Describes strategies and/or skills that assist them to respond positively to challenges and manage situations.	Assesses strategies and skills to respond positively to challenges and effectively manage complex situations.	Applies and assesses strategies and skills to respond positively to challenges and effectively manage complex situations.
Practical Application – Fitness for Fun	Ongoing Term 2	Demonstrates movement skills in a physical activity context.  Describes solutions to movement challenges to enhance their health and participation.	Demonstrates movement with competence and creativity within and across various physical activity contexts.  Applies solutions to movement challenges to enhance their health and participation.	Demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences.  Applies and justifies sophisticated solutions to movement challenges to enhance their own and others health and participation in physical activity.
Out of Harm’s Way	Term 3	Identifies health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities.	Forms a judgement, supported with some relevant evidence from health sources, on the impact of individual	Analyses health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities.

			behaviours on health and wellbeing.	
Practical Application – On the Ball	Ongoing Term 4	<p>Demonstrates movement skills in a physical activity context.</p> <p>Describes solutions to movement challenges to enhance their health and participation.</p>	<p>Demonstrates movement with competence and creativity within and across various physical activity contexts.</p> <p>Explains solutions to movement challenges to enhance their health and participation.</p>	<p>Demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences.</p> <p>Applies and justifies sophisticated solutions to movement challenges to enhance their own and others health and participation in physical activity.</p>



## Course Name: Technology Mandatory

**Course outcomes:** A student...

- TE4-1DP** Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities.
- TE4-2DP** Plans and manages the production of designed solutions.
- TE4-3DP** Selects and safely applies a broad range of tools, materials and processes in the production of quality projects.
- TE4-4DP** Designs algorithms for digital solutions and implements them in a general-purpose programming language.
- TE4-5AG** Investigates how food and fibre are produced in managed environments.
- TE4-6FO** Explains how the characteristics and properties of food determine preparation techniques for healthy eating.
- TE4-7DI** Explains how data is represented in digital systems and transmitted in networks.
- TE4-8EN** Explains how force, motion and energy are used in engineered systems.
- TE4-9MA** Investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions.
- TE4-10TS** Explains how people in technology related professions contribute to society now and into the future.

		<b>Knowledge and Skills</b>		
<b>Evidence of Learning</b>	<b>When?</b>	<b>Knowledge</b>	<b>Critical Thinking</b>	<b>Judgement and Evaluation</b>
Mixed Materials Metal	Ongoing	Identifies tools, materials and processes used in designed solutions.	Discusses how the characteristics and properties of tools, materials and processes affect their use in designed solutions.	Evaluates how the characteristics and properties of tools, materials and processes affect their use in designed solutions.
Fantastic Food	Ongoing	Identifies preparation techniques for healthy eating.	Explains how the characteristics of food determine preparation techniques for healthy eating.	Evaluates how the characteristics and properties of food determine preparation techniques for healthy eating.
Mixed Materials Timber	Ongoing	Identifies tools, materials and processes used in designed solutions.	Discusses how the characteristics and properties of tools, materials and processes affect their use in designed solutions.	Evaluates how the characteristics and properties of tools, materials and processes affect their use in designed solutions.
Mixed Materials Textiles	Ongoing	Designs, communicates and describes innovative ideas and solutions to problems.	Designs, communicates and analyses innovative ideas and creative solutions.	Designs, communicates and evaluates innovative ideas and creative solutions.



## Course Name: Visual Arts

**Course outcomes:** A student...

- 4.1 Uses a range of strategies to explore different artmaking conventions and procedures to make artworks.
- 4.2 Explores the function of and relationships between artist – artwork – world – audience.
- 4.3 Makes artworks that involve some understanding of the frames.
- 4.4 Recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts.
- 4.5 Investigates ways to develop meaning in their artworks.
- 4.6 Selects different materials and techniques to make artworks.
- 4.7 Explores aspects of practice in critical and historical interpretations of art.
- 4.8 Explores the function of and relationships between the artist – artwork – world – audience.
- 4.9 Begins to acknowledge that art can be interpreted from different points of view.
- 4.10 Recognises that art criticism and art history construct meanings.

		Knowledge and Skills		
Evidence of Learning	When?	Knowledge	Critical Thinking	Judgement and Evaluation
Portfolio 1 Artmaking & Historical/Critical Study	Term 1	Describes and outlines how Artistic Practice establishes modes of working.	Discusses modalities of practice that apply to individual creative endeavours.	Applies conventions and procedures used in the Visual Arts.
Portfolio 2 Artmaking & Historical/Critical Study	Term 2	Identifies aspects of the world which inform artmaking and critical analysis.	Analyses the relationship between the Audience and the Artwork in artmaking and criticism.	Synthesizes the role of the artist and evaluates the role of criticism in building meaning.
Portfolio 3	Term 3	Identifies a range of conventions and procedures in Artmaking, and outlines aspects of how the Frames define meaning.	Analyses the use of the Frames in artistic processes and explains how the Frames provide an understanding of significance in Visual Arts analysis.	Evaluates how significance can be interpreted through use of the Frames.
Portfolio 4	Term 4	Outlines processes through which artworks can be developed and refined.	Interprets conventions and procedures used in the Visual Arts.	Assesses artworks and applies intellectual mechanisms to create and communicate meaning.