

# Hawkesbury High School



## Year 9 Assessment Procedures and Course Assessments

# 2024

*Caring, Learning, Connecting*

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# 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 NESAs; 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.

## Notification of Assessment Tasks

You will be notified in writing of the outcomes that will be assessed in each course. Assessment information will be given to you on our Assessment Notification Sheet. The teacher's register must be signed by the student on receipt of the task and on submission of the task.

## **Absence When Task is Notified or Due**

Whenever a student is absent from school, it is *their responsibility* to ensure that they know what work has been missed and to catch up on that work. The same conditions apply if they are absent when an Assessment Task is notified or due for submission or completion. In the event of absences students need to consult with their teacher or Head Teacher of the subject.

## **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 NESA.
- 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.

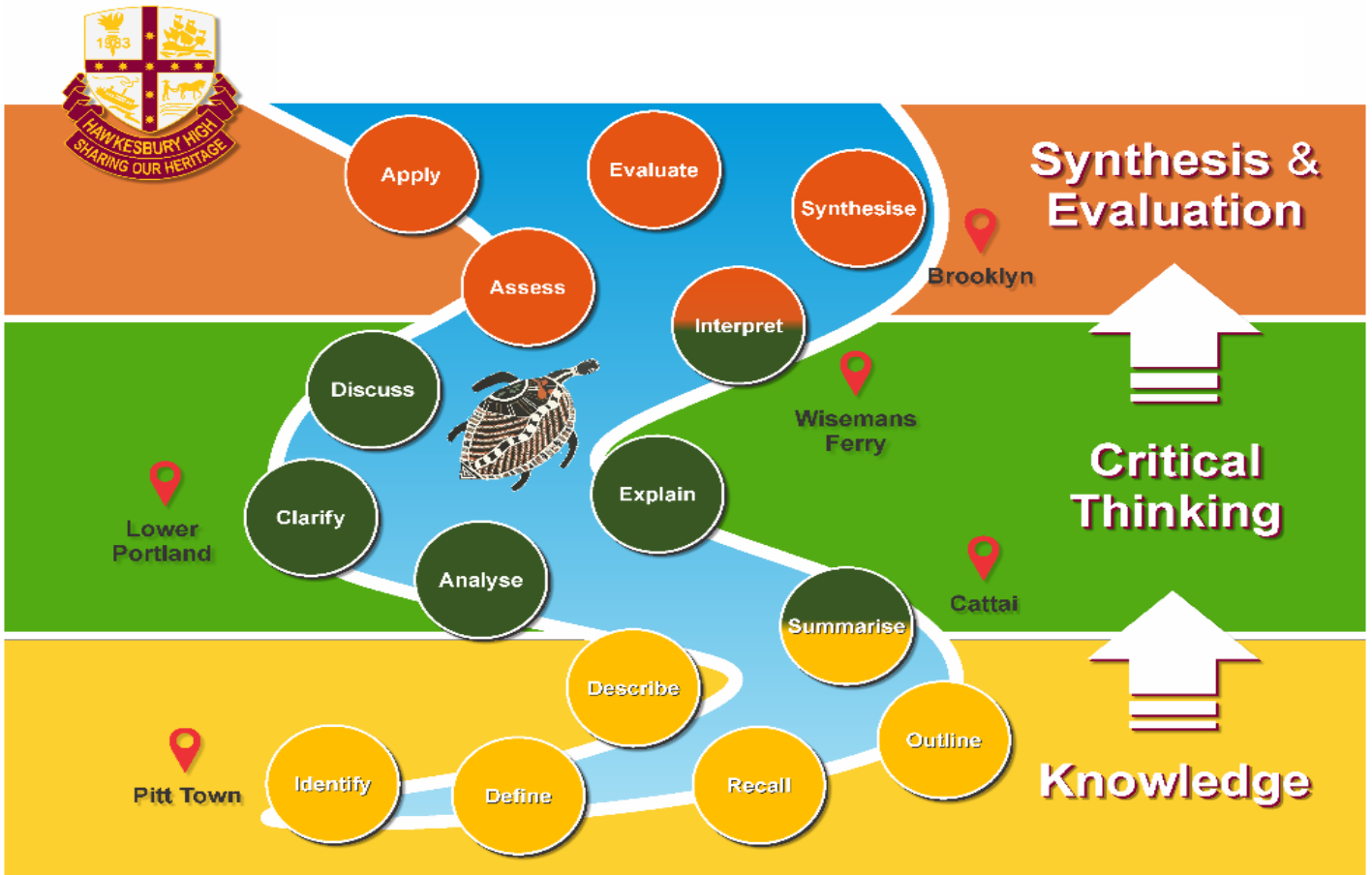
**Q:** Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source when I hand my work in?

**NO** – it is legitimate to build on others' ideas provided you don't claim them as your own.

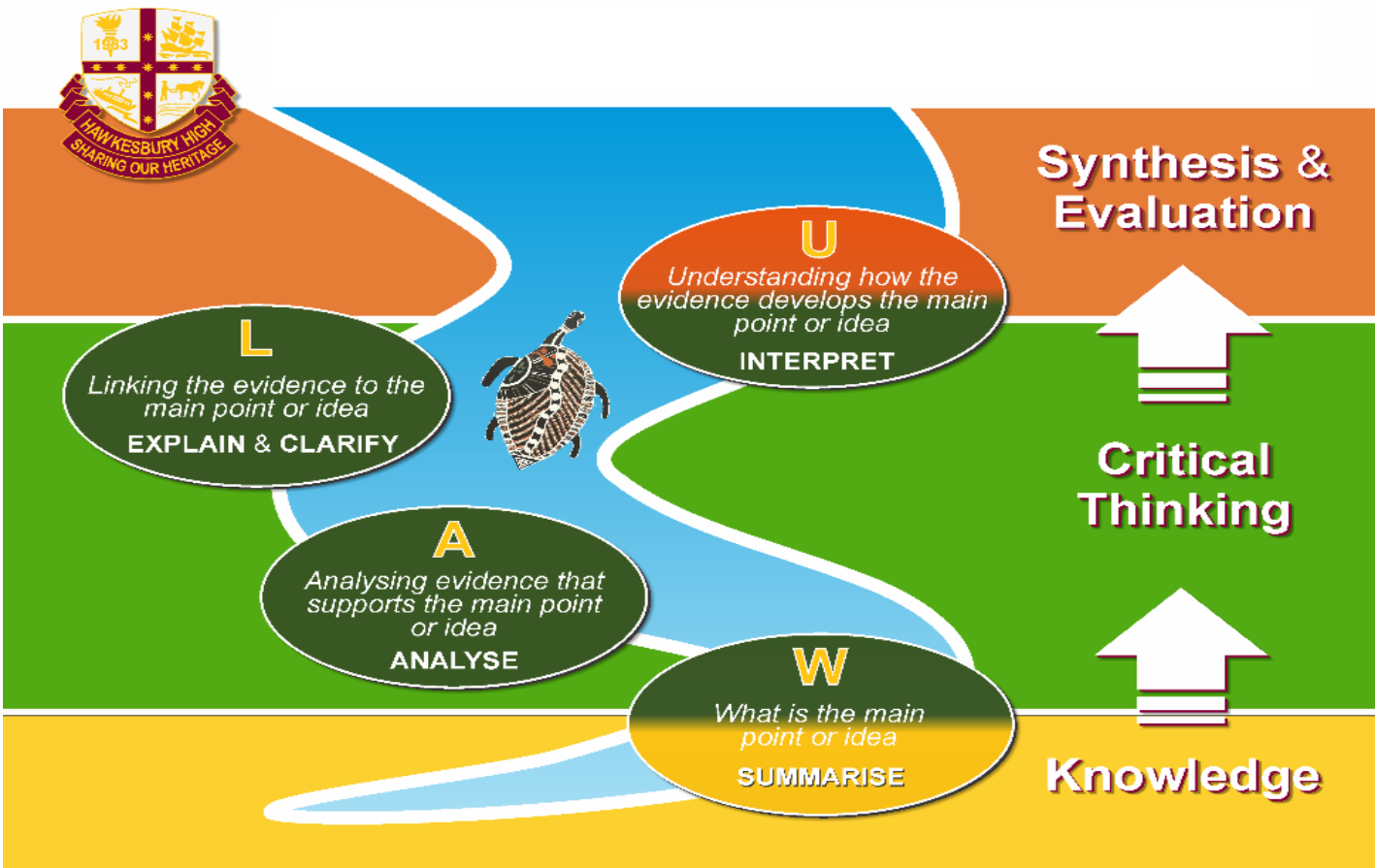
**Q:** Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes and then acknowledge the source in my text and / or bibliography?

**NO** – you have acknowledged you are presenting someone else's ideas.

## 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

Summarise

Summarise

Analyse

Analyse

Analyse

Explain

Explain

Explain

Interpret

Interpret

Interpret

Body

Synthesise

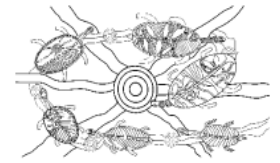
Evaluate

Conclusion





# MURU – The Path to Reading Comprehension



**U**

Synthesis and Evaluation

**Understand and interpret**  
Interpret  
Evaluate  
Synthesise

Make predictions

Make inferences

Make connections

**R**

Critical Thinking

**Reflect and Think Deeper**  
Analyse  
Explain  
Discuss

Use background knowledge

Visualise

Recognise cause and effect

**Unpack the main point or idea**  
Summarise  
Clarify  
Extrapolate

Re-read for clarity

Summarise

Ask questions

**M**

Knowledge

**Main point or idea**  
Identify  
Define  
Describe

Identify the main point or idea

Find facts and details linked to the main idea

Identify the author's purpose

## 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: Agriculture

### Course outcomes: A student...

- AG5-1** Explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets.
- AG5-2** Explains the interactions within and between agricultural enterprises and systems.
- AG5-3** Explains the interactions within and between the agricultural sector and Australia's economy, culture and society.
- AG5-4** Investigates and implements responsible production systems for plant and animal enterprises.
- AG5-5** Investigates and applies responsible marketing principles and processes.
- AG5-6** Explains and evaluates the impact of management decisions on plant production enterprises.
- AG5-7** Explains and evaluates the impact of management decisions on animal production enterprises.
- AG5-8** Evaluates the impact of past and current agricultural practices on agricultural sustainability.
- AG5-9** Evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics.
- AG5-10** Implements and justifies the application of animal welfare guidelines to agricultural practices.
- AG5-11** Designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts.
- AG5-12** Collects and analyses agricultural data and communicates results using a range of technologies.
- AG5-13** Applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery.
- AG5-14** Demonstrates plant and/or animal management practices safely and in collaboration with others.

		Knowledge and Skills		
Evidence of Learning	When?	Knowledge	Critical Thinking	Judgement and Evaluation
First-hand Investigations  Weighting: 30%	Ongoing	Performs safe investigations, with guidance.  Describes trends, patterns, and draws some conclusions.	Plans and performs safe agricultural investigations, with minimal guidance.  Explains trends, patterns, and relationships to draw conclusions.	Synthesises agricultural investigations without guidance.  Critically evaluates trends, patterns, and relationships to draw evidence-based conclusions.
Literacy Tasks  Weighting: 40%	Ongoing	Ideas identify one simplistic perspective.  Identifies everyday observations to support an idea or argument.	Ideas are summarised from at least two perspectives.  Analyses secondary sourced information to communicate sound evidence or examples.	Ideas are assessed from three or more perspectives.  Effectively gathers, selects, organises and processes secondary sourced information to communicate comprehensive evidence-based examples.
Practical Learning Activities  Weighting: 30%	Ongoing	Completes simple tasks with guidance.	Demonstrates problem solving capability when completing tasks with minimal guidance.	Manages and perseveres with difficult tasks and safely works in collaboration with others.



## Course Name: Commerce (100 hours)

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

- 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.

		Knowledge and Skills		
Evidence of Learning	When?	Knowledge	Critical Thinking	Judgement and Evaluation
Consumer and Financial Decisions  Weighting: 25%	Term 1  Week 11	Describes factors affecting consumer decisions.  Identifies issues with balancing proposed budget.	Explains consumer decision making using specific and relevant examples.  Analyses budgets and employs strategies to rectify identified issues, and propose changes.	Synthesises information from a variety of sources to form an evaluation of consumer decisions.  Applies budget analysis to supplied examples and assesses the impact of proposed changes to financial position.
Law Society and Political Involvement, Law in Action  Weighting: 25%	Term 2  Week 10	Identifies rights and responsibilities of individuals in a legal context.  Describes key factors affecting legal and political decisions.	Examines the role of law in society.  Discusses implications and consequences of coming into contact with law as a young person.	Synthesises information from a variety of sources to indicate how individuals and groups participate in the democratic process.  Interprets legislation and legal statutes to determine legal rights and responsibilities of individuals in society.
Running a business  Part A Weighting: 30%  Part B Weighting: 20%	Part A – Term 3 Week 9  Part B – Term 4 Week 2	Outlines key factors affecting consumer and business decisions.	Analyses options for solving problems encountered throughout the business development process.	Applies a developed plan designed to achieve goals specific to business.



## Course Name: Commerce (200 hours)

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

- 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.

		Knowledge and Skills		
Evidence of Learning	When?	Knowledge	Critical Thinking	Judgement and Evaluation
Consumer and Financial Decisions  Part A Weighting: 25%  Part B Weighting: 25%	Part A – Term 1 Week 8  Part B – Term 2 Week 4	Describes factors affecting consumer decisions.  Identifies issues with balancing proposed budget.	Explains consumer decision making using specific and relevant examples.  Analyses budgets and employ strategies to rectify identified issues and propose changes.	Synthesises information from a variety of sources to form an evaluation of consumer decisions.  Applies budget analysis to supplied examples and assess the impact of proposed changes to financial position.
Work and Employment Futures  Weighting: 25%	Term 3 Week 8	Identifies responsibilities of various parties in employment contexts.	Analyses the factors affecting decision making in relation to financial and employment contexts.	Applies financial and employment concepts and terminology in response to proposed employment opportunities.
Option Topic  Weighting: 25%	Term 4 Week 4	Identifies and describes information from a variety of sources through research.	Explains information using a variety of forms.	Synthesises information in collaboration with other students to meet a collective goal.





## Course Name: English

### Course outcomes: A student...

- EN5-RVL-01** Uses a range of personal, creative and critical strategies to interpret complex texts.
- EN5-URA-01** Analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures.
- EN5-URB-01** Evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes.
- EN5-URC-01** Investigates and explains ways of valuing texts and the relationships between them.
- EN5-ECA-01** Crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning.
- EN5-ECB-01** Uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts.

		Knowledge and Skills		
Evidence of Learning	When?	Knowledge	Critical Thinking	Judgement and Evaluation
Understanding Theme  Task: Analytical Short Answer Responses  Weighting 25%	Term 1  Week 8	Identifies the thematic concerns represented in text.  Demonstrates Developing knowledge of how meaning is shaped.  Identifies techniques and describes the effect of techniques (language, visual etc.)	Links ideas from a number of texts or a range of source  Use the structural conventions of analytical writing purposefully.	Develop a deeper understanding of themes, ideas or attitudes by revisiting and reinterpreting texts to find new meaning
Youth Voice Task: Portfolio: Persuasive Text & Reflection  Weighting 30%	Term 2  Week 6	Identify & describe persuasive devices and their purpose in creating meaning.	Analyse how texts create deeper meaning in relation to our current world.  Experiment with a variety of codes and conventions to create aesthetic texts that have the power to communicate ideas and influence viewpoints in own texts	Apply understanding of effective voice to strengthen students' own ideas and opinions through a persuasive text
Journey Task: Essay Response	Term 3  Week 8	Describe how aspects of texts can evoke a range of responses	Analyse how texts create meaning through literary	Evaluate composers context, language and features to appeal to an

Weighting 30%			devices.	audience/purpose about 'journeys'  Makes meaning clear and succinct through effective use of language, form and structure in an essay format.
It's Burtonesque Task: Portfolio: Character poster with reflection  Weighting 15%	Term 4  Week 4	Recall visual and stylistic techniques	Analyse the stylistic patterns across multiple texts by Tim Burton.  Represent distinctive aesthetic qualities and stylistic features of Burton's work through their own composition	Evaluate the impact of Burton's films on the audience.  Synthesise knowledge of film techniques to communicate the composer's messages.  Utilises engaging personal voice using effective evaluative language to reflect on their composition



## Course Name: Food Technology

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

- FT5-1** Demonstrates hygienic handling of food to ensure a safe and appealing product.
- FT5-2** Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food.
- FT5-3** Describes the physical and chemical properties of a variety of foods.
- FT5-4** Accounts for changes to the properties of food which occur during food processing, preparation and storage.
- FT5-5** Applies appropriate methods of food processing, preparation and storage.
- FT5-6** Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities.
- FT5-7** Justifies food choices by analysing the factors that influence eating habits.
- FT5-8** Collects, evaluates and applies information from a variety of sources.
- FT5-9** Communicates ideas and information using a range of media and appropriate terminology.
- FT5-10** Selects and employs appropriate techniques and equipment for a variety of food-specific purposes.
- FT5-11** Plans, prepares, presents and evaluates food solutions for specific purposes.
- FT5-12** Examines the relationship between food, technology and society.
- FT5-13** Evaluates the impact of activities related to food on the individual, society and the environment.

		Knowledge and Skills		
Evidence of Learning	When?	Knowledge	Critical Thinking	Judgement and Evaluation
Food in Australia  Weighting: 25%	Term 1	Identifies the relationship between food, technology and society.  Outlines multicultural influences on contemporary Australian diets.  Collects information from a variety of sources.	Explains the relationship between food, technology and society.  Analyses multicultural influences on contemporary Australian diets.  Evaluates information from a variety of sources.	Evaluates the relationship between food, technology and society.  Assesses multicultural influences on contemporary Australian diets.  Applies information from a variety of sources.
Food Equity  Weighting: 25%	Term 2	Identifies a range of local and global aid agencies.  Outlines the aid agencies role in providing for individuals and communities.  Plans and prepares food solutions for a nutritious snack.	Discusses the role of local and global aid agencies.  Analyses the aid agencies role in providing for individuals and communities.  Plans, prepares and presents food solutions for a nutritious snack.	Assesses the role of local and global aid agencies.  Assesses the aid agencies role in providing for individuals and communities.  Plans, prepares, presents and evaluates food solutions for a nutritious snack.

<p>Food Product Development</p> <p>Weighting: 25%</p>	<p>Term 3</p>	<p>Outlines steps in food product development.</p> <p>Defines elements of the marketing mix.</p> <p>Plans and prepares food solutions for a new food product.</p>	<p>Explains steps in food product development.</p> <p>Discusses elements of the marketing mix.</p> <p>Plans, prepares and presents food solutions for a new food product.</p>	<p>Applies steps in food product development.</p> <p>Assesses elements of the marketing mix.</p> <p>Plans, prepares, presents and evaluates food solutions for a new food product.</p>
<p>Food Selection and Health</p> <p>Weighting: 25%</p>	<p>Term 4</p>	<p>Outlines food-consumption patterns in Australia and the impact this has on nutrient intake and health.</p> <p>Describes the physical and chemical properties of a variety of foods.</p> <p>Describes how technology has impacted the food we eat in Australian society.</p>	<p>Discusses food-consumption patterns in Australia and the impact this has on nutrient intake and health.</p> <p>Explains the physical and chemical properties of a variety of foods.</p> <p>Explains how technology has impacted the food we eat in Australian society.</p>	<p>Evaluates food-consumption patterns in Australia and the impact this has on nutrient intake and health.</p> <p>Evaluates the physical and chemical properties of a variety of foods.</p> <p>Assesses how technology has impacted the food we eat in Australian society.</p>



## Course Name: Geography

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

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

Evidence of Learning	When?	Knowledge and Skills		
		Knowledge	Critical Thinking	Judgement and Evaluation
Sustainable Biomes Weighting: 60%	Term 3 Week 6 & 9	Outlines environmental issues and human impacts on environments.  Undertakes geographical inquiry and summarises information.  Describes geographic issues and phenomena through various communication strategies.	Analyses opportunities for environmental protection and sustainability.  Applies geographical inquiry tools and discusses geographical research.  Describes geographic issues and phenomena through various well-structured communication strategies.	Evaluates environmental issues and recommends management strategies to achieve sustainability.  Analyses and synthesises geographical inquiry research findings.  Assesses geographic issues and phenomena through various cohesive and well-structured communication strategies.
Changing Places Weighting: 40%	Term 4 Week 4	Describes and designs sustainable places and spaces.  Outlines social, environmental challenges in urban places.	Discusses develops sustainable urban design ideas and concepts.  Investigates social, environmental and economic challenges in urban places and presents findings.	Justifies sustainable design features and functions of urban places and spaces.  Proposes actions or solutions in response to social, environmental and economic challenges in urban places.



## Course Name: History

### Course outcomes: A student...

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

Evidence of Learning	When?	Knowledge and Skills		
		Knowledge	Critical Thinking	Judgement and Evaluation
Movement of People Weighting: 35%	Term 1 Week 8	Describes the life of a slave recalling conditions in the Triangular Trade Route.	Explains the reasons for different perspectives.	Evaluates the reasons for the experiences of historical characters.
Australians at War Weighting: 35%	Term 1 Week 11	Identifies the reasons for different perspectives in a particular historical context.	Analyses the reasons for different perspectives in a particular historical context.	Synthesises information from a range of sources to support a historical argument/ interpretation.
Weighting: 30%	Term 2 Week 3	Identifies evidence from historical sources to support a historical narrative.	Analysis of historical sources.	Evaluates the reliability and usefulness of sources for a historical inquiry.



## Course Name: Industrial Technology Metal

### Course outcomes: A student...

- IND5-1** Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.
- IND5-2** Applies design principles in the modification, development and production of projects.
- IND5-3** Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects.
- IND5-4** Selects, justifies and uses a range of relevant and associated materials for specific applications.
- IND5-5** Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.
- IND5-6** Identifies and participates in collaborative work practices in the learning environment.
- IND5-7** Applies and transfers skills, processes and materials to a variety of contexts and projects.
- IND5-8** Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.
- IND5-9** Describes, analyses and uses a range of current, new and emerging technologies and their various applications.
- IND5-10** Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

		Knowledge and Skills		
Evidence of Learning	When?	Knowledge	Critical Thinking	Judgement and Evaluation
Project and Portfolio 1  Weighting: 35%	Term 1	Outlines relevant research.  Identifies management skills in the development of a practical problems.	Conducts and describes a range of relevant research.  Applies appropriate management strategies to the development of a practical problems.	Conducts, explains and evaluates a wide range of relevant research.  Applies design processes to strategically organise and develop solutions to practical problems.
Research Report  Weighting: 25%	Term 2	Describes metal products.	Analyses metal products and their applications.	Evaluates metal products and the relevant applications to different contexts.
Project and Portfolio 2  Weighting: 40%	Term 4	Outlines relevant research.  Identifies management skills in the development of a practical problems.	Conducts and describes a range of relevant research.  Applies appropriate management strategies to the development of a practical problems.	Conducts, explains and evaluates a wide range of relevant research.  Applies design processes to strategically organise and develop solutions to practical problems.



## Course Name: Industrial Technology Timber

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

- IND5-1** Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.
- IND5-2** Applies design principles in the modification, development and production of projects.
- IND5-3** Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects.
- IND5-4** Selects, justifies and uses a range of relevant and associated materials for specific applications.
- IND5-5** Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.
- IND5-6** Identifies and participates in collaborative work practices in the learning environment.
- IND5-7** Applies and transfers skills, processes and materials to a variety of contexts and projects.
- IND5-8** Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.
- IND5-9** Describes, analyses and uses a range of current, new and emerging technologies and their various applications.
- IND5-10** Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

		Knowledge and Skills		
Evidence of Learning	When?	Knowledge	Critical Thinking	Judgement and Evaluation
Project and Portfolio 1  Weighting: 35%	Term 1	Outlines relevant research.  Identifies management skills in the development of a practical problems.	Conducts and describes a range of relevant research.  Applies appropriate management strategies to the development of a practical problems.	Conducts, explains and evaluates a wide range of relevant research.  Applies design processes to strategically organise and develop solutions to practical problems.
Research Report  Weighting: 25%	Term 2	Describes timber products.	Analyses timber products and their applications.	Evaluates timber products and the relevant applications to different contexts.
Project and Portfolio 2  Weighting: 40%	Term 4	Outlines relevant research.  Identifies management skills in the development of a practical problems.	Conducts and describes a range of relevant research.  Applies appropriate management strategies to the development of a practical problems.	Conducts, explains and evaluates a wide range of relevant research.  Applies design processes to strategically organise and develop solutions to practical problems.





## Course Name: Mathematics

Course outcomes: A student...

The CORE outcomes listed below are to be completed by all year 9 students.

### CORE Outcomes

- MAO-WM-01** Develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing, and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly.
- MA5-ALG-C-01** Simplifies algebraic fractions with numerical denominators and expands algebraic expressions.
- MA5-ARE-C-01** Solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids.
- MA5-DAT-C-01** Compares and analyses datasets using summary statistics and graphical representations.
- MA5-EQU-C-01** Solves linear equations of up to 3 steps, limited to one algebraic fraction.
- MA5-FIN-C-01** Solves financial problems involving simple interest, earning money and spending money.
- MA5-GEO-C-01** Identifies and applies the properties of similar figures and scale drawings to solve problems.
- MA5-IND-C-01** Simplifies algebraic expressions involving positive-integer and zero indices and establishes the meaning of negative indices for numerical bases.
- MA5-LIN-C-01** Determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools.
- MA5-LIN-C-02** Graphs and interprets linear relationships using the gradient/slope-intercept form.
- MA5-MAG-C-01** Solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
- MA5-PRO-C-01** Solves problems involving probabilities in multistage chance experiments and simulations.
- MA5-TRG-C-01** Applies trigonometric ratios to solve right-angled triangle problems.
- MA5-VOL-C-01** Solves problems involving the volume of composite solids consisting of right prisms and cylinders.

		Knowledge and Skills		
Evidence of Learning	Outcomes	Knowledge	Critical Thinking	Judgement and Evaluation
<b>2D Spatial relations</b> Geometrical representations - investigation task	Term 1	Identify the properties of similar figures and scale drawings.	Apply the properties of similar figures and scale drawings to solve problems.	Justify, with reasons, why shapes are similar. Apply the properties of similar figures and scale drawings to accurately solve complex unfamiliar problems.
<b>3D Spatial relations</b> Prisms and cylinders - In class test with question bank	Term 2	Calculate the surface area and volume of rectangular prisms.	Solve problems involving the surface area and volume of right prisms and composite shapes and solids.	Synthesise information to solve complex problems involving the surface area and volume of right prisms and composite shapes and solids.
<b>Linear relationships</b> Constant rates of change - Assignment	Term 3	Solve 1 step linear equations visually. Identify the midpoint, describe the gradient, and calculate the length of horizontal or vertical intervals. Plot coordinates on a cartesian plane.	Solve linear equations of up to 2 steps algebraically. Calculate the midpoint, gradient and length of an interval, and graph linear relationships.	Accurately solve linear equations of up to 3 steps, limited to one algebraic fraction. Accurately calculate the midpoint, gradient and length of an interval. Graph and interpret complex linear relationships, using the gradient/slope-intercept form.
<b>Uncertainty</b> Making predications - In Class task	Term 4	Discuss problems involving probabilities in multistage chance experiments and simulations	Solve problems involving probabilities in multistage chance experiments and simulations	Justify results when solving complex probability problems.



## Course Name: Mathematics Advanced (9MS)

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

The PATH outcomes listed below are additional to the Standard CORE outcomes listed on the previous page.

### PATH Outcomes

- MA5-ARE-P-01** Applies knowledge of the surface area of right pyramids and cones, spheres, and composite solids to solve problems (*Path: Stn, Adv*)
- MA5-EQU-P-02** Solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (*Path: Adv*)
- MA5-GEO-P-01** Establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (*Path: EXT*)
- MA5-IND-P-01** Applies the index laws to operate with algebraic expressions involving negative-integer indices (*Path: Adv*)
- MA5-IND-P-02** Describes and performs operations with surds and fractional indices (*Path: Adv*)
- MA5-LIN-P-01** Describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (*Path: Adv*)
- MA5-NET-P-01** Solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (*Path: Stn*)
- MA5-PRO-P-01** Solves problems involving Venn diagrams, 2-way tables and conditional probability (*Path: Adv*)
- MA5-RAT-P-01** Identifies and solves problems involving direct and inverse variation and their graphical representations (*Path: Stn, Adv*)
- MA5-VOL-P-01** Applies knowledge of the volume of right pyramids, cones, and spheres to solve problems involving related composite solids (*Path: Stn, Adv*)

		Knowledge and Skills		
Evidence of Learning	Outcomes	Knowledge	Critical Thinking	Judgement and Evaluation
<b>2D Spatial relations</b> Geometrical representations - investigation task	Term 1	Identify features of networks.	Analyse information to solve problems involving simple networks	Interpret and solve complex problems involving networks.
<b>3D Spatial relations</b> Prisms and cylinders - In class test with question bank	Term 2	Calculate the surface area and volume of right pyramids, cones, and spheres	Apply knowledge to solve problems involving surface area and volume of right pyramids, cones, and spheres and related composite solids	Synthesise knowledge to solve complex problems involving surface area and volume.
<b>Linear relationships</b> Constant rates of change - Assignment	Term 3	Identify related formulae for given contexts.	Apply formulae in given contexts.	Synthesise information to solve complex problems using formulae.
<b>Uncertainty</b> Making predications - In Class task	Term 4	Interpret Venn diagrams or 2-way tables	Calculate probability from Venn diagrams and 2-way tables	Solve problems involving Venn diagrams, 2-way tables and conditional probability



## Course Name: Music

### Course outcomes: A student...

- 5.1 Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts.
- 5.2 Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology.
- 5.3 Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness.
- 5.4 Demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study.
- 5.5 Notates own compositions, applying forms of notation appropriate to the music selected for study.
- 5.6 Uses different forms of technology in the composition process.
- 5.7 Demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts.
- 5.8 Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study.
- 5.9 Demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study.
- 5.10 Demonstrates an understanding of the influence and impact of technology on music.
- 5.11 Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform.
- 5.12 Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.

		Knowledge and Skills		
Evidence of Learning	When?	Knowledge	Critical Thinking	Judgement and Evaluation
Musicology	Term 3	Outlines a musicological research topic for study.  Identifies musical concepts.	Analyses and explains the effect of topic.  Compares how musical concepts have been used.	Critically analyses and discriminates between ways in which musical concepts have been used and manipulated.
Aural: Concepts of Music and Notation	Term 2	Identifies characteristics of various styles and selects appropriate terminology.	Analyses scores and characteristics of repertoire studied.	Critical discussion of music in an aural setting.
Performance: Solo and Ensemble	Term 1	Performs repertoire.	Performs repertoires with some technical skills understanding of style.	Performs with application of technical skills and stylistic interpretation.
Composition: Elements of Composition	Term 4	Identifies key aspects and elements of composition.	Improvises and arranges music in various styles through notation and performance practice.	Applies the elements of composition appropriate to the music studied.



## Course Name: Physical Activity & Sport Studies (PASS)

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

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

		Knowledge and Skills		
Evidence of Learning	When?	Knowledge	Critical Thinking	Judgement and Evaluation
Sports Coaching	Term 1	Describe coaching styles effective in specific contexts.  Discuss positive personal coaching experiences.  Demonstrate basic coaching skills.	Analyse coaching skills that contribute to positive participation and successful performance.  Analyse strategies used by coaches to determine their effectiveness in instructing, supporting and motivating others.	Assess the influence personal experience has had on personal attitudes, participation and performance.  Research and evaluate a training plan from a selected sport.
Practical Application – Lifestyle, Leisure and Recreation	Ongoing Term 2	Participate in a range of individual and group physical activities to practise and enhance movement skills.	Analyse the movement skills that are fundamental for successful participation in a range of physical activities.	Apply specialised movement skills that are fundamental for successful participation in a range of physical activities.
Physical Activity for Specific Groups	Term 3	Identify the physical activities and sports available for the group within the local area or wider community.	Discuss the evolution of physical activity and sport for different population groups.  Explain the value of a selected population group participating in	Assess factors that influence physical activity choices of different population groups.  Evaluate the current services and support provided to the group by a local sporting body/organisation.

			physical activity or sport, both for the group and for the community.	
Practical Application – Promoting Active Lifestyles	Ongoing Term 4	Participate in a range of individual and group physical activities to practise and enhance movement skills.	Analyse the movement skills that are fundamental for successful participation in a range of physical activities.	Apply specialised movement skills that are fundamental for successful participation in a range of physical activities.



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

- PD5-1** Assesses their own and others' capacity to reflect on and respond positively to challenges.
- PD5-2** Researches and appraises the effectiveness of health information and support services available in the community.
- PD5-3** Analyses factors and strategies that enhance inclusivity, equality and respectful relationships.
- PD5-4** Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts.
- PD5-5** Appraises and justifies choices of actions when solving complex movement challenges.
- PD5-6** Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity.
- PD5-7** Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities.
- PD5-8** Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity.
- PD5-9** Assesses and applies self-management skills to effectively manage complex situations.
- PD5-10** Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts.
- PD5-11** Refines and applies movement skills and concepts to compose and perform innovative movement 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>
Practical Application – Gymnastics	Ongoing Term 1	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.  Explains 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 a lifetime of physical activity.
Intimate Relationships	Term 2	Recognizes some of the various influences on health decision-making and outlines some consequences.  Identifies some appropriate strategies, information, products and services to promote health and safety.	Forms a judgement, supported with some relevant evidence from sources, on significant health and wellbeing issues within the community.  Explains the influences on and consequences of health decision-making and displays a clear understanding of the links between them.	Forms a clear judgement, well-justified with evidence from sources, on significant health and wellbeing issues within the community.  Synthesises the impact of factors on young people's health decisions, behaviours and actions.

Future Challenges	Term 3	<p>Identifies actions that enhance wellbeing and their capacity to respond positively to challenges.</p> <p>Constructs WALU paragraph that communicates a main point, using evidence recalled from health and wellbeing sources.</p>	<p>Explains appropriate strategies and accesses information, products and services to promote health and safety.</p> <p>Constructs WALU paragraph that communicate a clear judgement, supported with relevant evidence that justifies the overarching idea.</p>	<p>Applies and assesses strategies and skills to respond positively to challenges and effectively manage complex situations.</p> <p>Constructs WALU paragraphs that communicate a clear and well-justified judgement, supported with a logical interpretation of evidence that enhances the complexity of the overarching thesis.</p>
Practical Application – Indoor Sports	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 a lifetime of physical activity.</p>





## Course Name: Science

### Course outcomes: A student...

- SC5-4WS** Develops questions or hypotheses to be investigated scientifically.
- SC5-5WS** Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively.
- SC5-6WS** Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively.
- SC5-7WS** Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence based arguments.
- SC5-8WS** Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems.
- SC5-9WS** Presents science ideas and evidence for a particular purpose and to a specific audience using appropriate scientific language, conventions and representations.
- SC5-10PW** Applies models, theories and laws to explain situations involving energy, force and motion.
- SC5-11PW** Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems.
- SC5-12ES** Describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community.
- SC5-13ES** Explains how scientific knowledge about global pattern of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues.
- SC5-14LW** Analyses interactions between components and processes within biological systems.
- SC5-15LW** Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society.
- SC5-16CW** Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available.
- SC5-17CW** Discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials.

		Knowledge and Skills		
Evidence of Learning	When?	Knowledge	Critical Thinking	Judgement and Evaluation
Linking Scientific Ideas to Evidence  Weighting: 30%	ongoing	Identifies everyday observations to support an idea or argument.	Explains sound scientific evidence or examples to support ideas or arguments.	Evaluates evidence-based examples to provide detailed support of ideas and arguments.
Depth Study Investigations  Weighting: 40%	Term 1 and Term 3	Performs safe investigations, with guidance.  Describes trends, patterns and draws some conclusions.	Plans and performs safe scientific investigations, with minimal guidance.  Explains trends, patterns and relationships to draw scientific conclusions.	Synthesises scientific investigations without guidance.  Critically evaluates trends, patterns and relationships to draw evidence-based scientific conclusions.
Finding Plausible Solutions to Identified Problems  Weighting 30%	ongoing	Recalls information to assist in the problem-solving process.	Analyses information to participate in the problem-solving process.	Critically evaluates information to inform creative solutions.



## Course Name: Visual Arts

### Course outcomes: A student...

- 5.1 Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks.
- 5.2 Makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience.
- 5.3 Makes artworks informed by an understanding of how the frames affect meaning.
- 5.4 Investigates the world as a source of ideas, concepts and subject matter in the visual arts.
- 5.5 Makes informed choices to develop and extend concepts and different meanings in their artworks.
- 5.6 Demonstrates developing technical accomplishment and refinement in making artworks.
- 5.7 Applies their understanding of aspects of practice to critical and historical interpretations of art.
- 5.8 Uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art.
- 5.9 Demonstrates how the frames provide different interpretations of art.
- 5.10 Demonstrates how art criticism and art history construct meanings.

		Knowledge and Skills		
Evidence of Learning	When?	Knowledge	Critical Thinking	Judgement and Evaluation
Portfolio 1 Weighting: 25%	Term 1 Week 10	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 Weighting: 25%	Term 2 Week 6	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 Weighting: 25%	Term 3 Week 10	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 Weighting: 25%	Term 4 Week 6	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.