



WALK IN NEW LIFE

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MATER MARIA  
CATHOLIC COLLEGE

YEAR 9

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ASSESSMENT  
HANDBOOK

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# College Curriculum Team

**Principal**  
**Assistant Principal**  
**Director of Evangelisation and Catholic Formation**  
**Director of Student Achievement**  
**Director of Learning**  
**Director of Pastoral Care**  
**Director of Administration**

Mr Marc Reicher  
Ms Gabie Stojanovski  
Mr Michael Halliday  
Mr Peter Trainer  
Mrs Marieanne Delaney  
Mrs Michaela Woodhill  
Mrs Michelle Hanrahan

## Key Learning Area Coordinators

**Religious Education Coordinator**

Mrs Rochelle Wooldridge

**English**

Mr Liam Duncan  
Mrs Jennifer Leigh-Jones (Assistant)

**Mathematics**

Mrs Melissa Rulli

**Science**

Mr Tom Walsh  
Mr Alistair Law (Assistant)

**HSIE**

Mrs Jennifer Hammond  
Mrs Patricia Mayne (Assistant)

**Technology and Applied Studies**

Mr Glenn Hinson  
Mr Jonathan Beard (Assistant)

**Personal Development, Health and Physical Education**

Mr Andrew Privett  
Mrs Danielle Charman (Assistant)

**Creative Arts**

Ms Robyn Tarrant

**Performing Arts**

Ms Klara Hollestelle-Watson

**Vocational Education and Training (VET)**

Mrs Sue Hastings

**Languages**

Mrs Anna Giunta

**Learner Diversity**

Mrs Tara Marshall

## General Coordinators

**Careers Adviser**

Mr Peter Trainer

**Externally Delivered Courses – NSW School of Languages, Lismore  
Online, CSBB Online Courses**

Mr Peter Trainer

**Externally Delivered TAFE Courses**

Mrs Sue Hastings

## Year Coordinator

**Year 9 Coordinator**

Mr Paul Graham

## Introduction

This handbook has been developed to provide students and parents with information regarding assessment requirements for Stage 5 Year 9 Courses. In Year 9, school assessment tasks are an integral part in the awarding of grades for the Record of Student Achievement.

A Record of School Achievement (RoSA) will be awarded by the National Education Standards Authority (NESA) at the completion of Year 10. School Assessments are a compulsory requirement for the Year 9 Course and need to be satisfactorily completed to qualify for the NESA RoSA Grade at the completion of Year 10.

## Year 9 NESA Course Requirements

### Mandatory Key Learning Areas

Education in NSW aims to give students educational experiences in a variety of Key Learning Areas to allow students to find and develop interests, talents and knowledge in many fields. Students in Years 7 – 10 are required to follow a pattern of study to meet the mandatory hours required by the National Education Standards Authority (NESA) to receive a Record of Student of Achievement. At Mater Maria Catholic College all students are required to complete study in Religious Education.

Year 9 students are required to complete the following subjects to qualify for the RoSA in Stage 5:

- English
- Mathematics
- Science
- Australian History, Geography and Citizenship
- PDHPE
- Religious Education
- 2 Elective 200 hours courses

### NESA Satisfactory Completion of a Course

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) studied the course developed or endorsed by NESA; and
- (b) applied themselves 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.

Students must provide sufficient evidence of course completion and achievement of course outcomes through the learning experiences provided by the teacher. This includes the completion of assessment tasks, classwork, homework and participating in class discussions.

For the satisfactory completion of a course, NESA does not mandate attendance requirements. As a guide however, if a student's attendance falls below 85% of a school's programmed lesson time for a course, the Principal may determine that, as a result of absence, the course completion criteria may not be met.

NESA requires that a student must satisfactorily complete the Year 9 Course, in order for that course to be awarded in the RoSA.

## Record of School Achievement (RoSA)

The Record of Student Achievement (RoSA) is a credential issued by NESA to eligible students who leave school before completing the Higher School Certificate (HSC). The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school, after the end of Year 10.

The RoSA records completed Stage 5 (Year 10) courses and grades, and where applicable any Stage 6 (Year 11) courses and grades and HSC courses. RoSA grades will be determined by the student's teachers, using established guidelines and processes to ensure consistency of judgement. RoSA Grades for all Stage 5 courses will be based on the results in assessment tasks completed throughout Year 9 and 10, awarding A to E grades using the Common Grade Scale, as determined by subject teachers.

### Recording Extracurricular Achievements

NESA has online package [up2now](#) that will allow students to collect evidence of their extracurricular achievements such as first-aid qualifications or volunteer work. Students wishing to participate should speak to the Director of Student Achievement.

## NESA Common Grade Scale

The Common Grade Scale is used to report student achievement for NESA Year 7 - 10 Courses in all NSW schools. This scale describes performance at each of the five grade levels.

Grade	Performance Descriptor
<b>A</b>	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>B</b>	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b>	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

### N-Grade

Where 'N' appears in place of an A – E grade this indicates the student has failed to meet the course requirements.

## External Assessments - NAPLAN

The national testing covers both literacy and numeracy skills for Years 3, 5, 7 and 9. Students are graded on a continuum so that parents are able to ascertain improvement over their child's school life.

Components of the literacy section include grammar, punctuation, spelling, writing and reading comprehension.

Numeracy areas tested include measurement, space, patterns, algebra and number work.

The dates for the **2022 NAPLAN Test** are scheduled as follows:

#### Term 1, Week 8:

- Thursday 24 March Coordinated Practice Test (CPT)

#### Term 2, Weeks 3 & 4:

- NAPLAN TESTING WINDOW Tuesday 10 May – Friday 20 May, 2022 (Dates to be confirmed)

All students must ensure that they have downloaded the NAPLAN Lockdown browser which will be organised at school. They must also bring operational headsets and ensure their device is fully charged before each test.

## NAPLAN Disability Provisions

Some students with disability who qualify for Disability Provisions may be eligible for Provisions for some NAPLAN Tests. These Provisions are approved by the Learner Diversity Coordinator and the Principal.

The Learner Diversity Coordinator will assist with communicating and coordinating provisions for the NAPLAN Tests.

## Life Skills Courses

Students with specific education needs can complete the Life Skills curriculum option for Stage 5 NESA syllabus courses. Life Skills courses satisfy the mandatory curriculum requirements for the award of the RoSA.

If you are undertaking one or more courses based on Life Skills outcomes and content, you will also receive a Profile of Student Achievement which outlines the Life Skills outcomes achieved in each course. As the student demonstrates that they have achieved an outcome, the relevant section of the Profile is completed by the teacher.

Life Skills outcomes that will be shown on the Profile of Student Achievement as:

- Achieved – for outcomes that have been achieved independently
- Achieved with support – for outcomes that have been achieved with additional support

The Profile of Student Achievement is included with the RoSA to provide students with more details of their achievements from each course. Prior to the student leaving the school the Profile will be verified by the Principal as a true and accurate record of all learning outcomes demonstrated by the student.

The Profile of Student Achievement will be issued by NESA to students at the same time as their RoSA (or if ineligible for the RoSA, with the Transcript of Study). Students can also access a record of outcomes achieved via Students Online.

For students undertaking the Life Skills program the same procedures regarding rights, responsibilities, the rules regarding assessment procedures, the appeal process, absences and work and application apply.

## Attendance Requirements

While NESA does not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by the Principal who must give students early warning of the consequences of such absences.

For the satisfactory completion of a course, a student's attendance at school is compulsory.

There are five main requirements that need to be considered with regards to absenteeism.

- (a) All absences must be explained by the parent or caregiver providing letter, email, phone call or notification via the Compass parent portal.
- (b) When a student is absent on the due date and/or the day before an assessment task, a medical certificate or documentation is required to substantiate the absence.
- (c) Where a student's pattern of attendance impacts with their engagement with a substantial number of course outcomes, a warning letter will be issued outlining the requirements and a due date for outstanding work / tasks to be completed to ensure outcomes are satisfactorily met. If the work/task is not completed the student will be at risk of being awarded a non-completion for that course.
- (d) Principals Approved Leave - An Illness/Misadventure form must be submitted if an assessment task is scheduled or due during the approved leave. This must take place before the leave is taken. Note: any holidays taken during the year will not be approved under the Education Act. The absence will be recorded as explained but unjustified.
- (e) The College does not encourage leave to be taken during the school term.

## Student Leave/Principal's Approved Leave

Student leave may be granted by the Principal. **An Exemption from Attendance Form must be completed prior to the absence;** however, **this does NOT exempt a student from completing assessment tasks.**

NESA rules require that students do not take leave outside of school vacation dates; however, in exceptional circumstances the Principal may approve special leave. Where a student has received Principal's Approved Leave, it is their responsibility to ensure that any **hand-in assessment tasks** is submitted by the due date. For **in-class assessment tasks** that occur during the approved leave period, the student will be required to submit an Illness/Misadventure Form and will receive an estimate based on evidence at the end of the course. The student may still be required to complete the assessment task on return to school to fulfil course requirements. **Student leave requested for trips to visit family or to take holidays outside of official school vacation dates will incur a zero mark.**

## Assessment Tasks

### What is an Assessment?

Assessment tasks may take many forms, for example: written examinations, research assignments, projects, presentations, practical or field work reports. Whatever the form, the primary function of an assessment task is to improve learning by providing feedback to students and their teachers about what has been learnt.

During the Year 9 Stage 5 Course NESA stipulates that a formal assessment program is to be developed and implemented in all schools. The assessment tasks undertaken in each subject will help to determine what is to be recorded on a student's Record of Achievement which is the official NESA certificate documenting a student's final grades. Measuring achievement at various points throughout the course provides a better indication of student achievement than a single examination.

### How am I Notified about an Assessment Task?

The assessment schedule for all Year 9 courses can be found in this handbook. In addition to this a student will receive an assessment notification for each task. It is the student's responsibility to keep informed about the timing of assessment tasks. It is the teacher's duty to provide the students with an **Assessment Notification** for each task listed in the Subject Assessment Schedule which provides specific details on:

- (a) weighting (e.g. 15%),
- (b) outcomes formally assessed
- (c) task type
- (d) actual date and time (e.g. Wednesday, 5 May 2022 – Week 3 Term 2)
- (e) place – if appropriate (e.g. Long Reef headland), and
- (f) specific requirements

This information must be given a minimum of two weeks prior to the task due date. Any changes to the assessment schedule will be notified to students in writing.

## Submission of Assessment Tasks

Students **must be present** on the day of an assessment task is due to ensure they have met submission requirements.

The instructions for the submission of an assessment task and the due date will be provided by the teacher on the Assessment Notification. Types of submission requirements could include:

- In-Class Assessment
- Hand-In Assessment
- Online Assessment

Students **MUST** follow the directions for submission that are outlined on the Assessment Notification.

## Student Expectations

- Students are required to submit an assessment task to the teacher during class on or before the due date.
- Students should not email their work unless this has been approved by the teacher.
- Students must have their oral assessments prepared for the first day of the designated assessment period, even if their names are not called for until later in that period.

## Non-Submission or Late Assessment Tasks

If an assessment task is not submitted or handed in late without a valid reason the student will be **awarded a zero mark** for the task. The **assessment task must still be submitted** so that the student can demonstrate they have completed the required course outcomes. Students must make a **genuine attempt** at **ALL** assessment tasks.

## What Happens if Technology Fails?

Failure to complete an assessment task on time due to technological problems e.g. computer failure, printer problems, lost files, computer viruses etc. will NOT be deemed acceptable reasons. Students are expected to keep back up files, rough copies etc. and make appropriate time allowances to avoid such problems.

Failed technology and technology issues are not accepted as reasonable grounds for an Illness/Misadventure application.

**Failure to submit an assessment task on the due date during the set period will incur a penalty of a ZERO mark unless an illness/misadventure appeal is upheld. Students must be present the day before and the periods preceding the lesson assessment tasks are due.**

## Illness/Misadventure Procedure

A student who suffers unexpected illness, accident or misadventure (unforeseen emergency or disaster) immediately prior to or during the course of a school-based assessment task or examination will need to follow the College procedures for Illness/Misadventure.

### Procedure for Illness/Misadventure

A student is required to submit an [Online MMCC Illness/Misadventure Form](#) if they are absent, sick or unable to complete/submit an assessment task on the due date during the period set by the teacher. The online form should be **completed within 48 hours of the due date of an assessment task**. A **parent note, medical certificate, or other supporting documentation** should be attached if the student has been unable to complete the task.

Medical certificates from a doctor or health professional must be written on official medical practitioner's letter head and specify the **exact dates the student is unfit for school**. The certification must specifically address the type of medical illness and its direct impact on the student's ability to complete the assessment task.

In the event of **misadventure** students are required to provide a **parent note** explaining the circumstances which impacted on their ability to complete the task.

Students will receive a confirmation email after they have submitted the Illness/Misadventure Form which will include the details completed in the application. The application will be processed by the KLA Coordinator and Director of Student Achievement, and the outcome of the appeal will be communicated via Compass Chronicle.

On return to school, the student may be asked to sit for a supplementary task in order to meet required course outcomes. Although the result of this task will not count toward the assessment, the task will be marked in order to provide the student with helpful feedback.

## Malpractice and Plagiarism



All work presented in assessment tasks must be the student's own work, Malpractice including plagiarism could lead to a student receiving zero marks for an assessment task.

**Malpractice** is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- (a) copying someone else's work in part or in whole, and presenting it as their own
- (b) using material directly from books, journals or the internet without reference to the source
- (c) building on the ideas of another person without reference to the source
- (d) buying, stealing or borrowing another person's work and presenting it as their own
- (e) submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- (f) using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- (g) paying someone to write or prepare material
- (h) breaching school examination rules
- (i) using non-approved aides during an assessment task
- (j) contriving false explanations to explain work not handed in by the due date
- (k) assisting another student to engage in malpractice

**Plagiarism** is taking ideas from other people without acknowledging the source. It is theft of intellectual property. Plagiarism relates to all written work, major projects, graphics, video and web page effects. Copyright Laws protect people's right to the ownership of their intellectual and creative work.

All quotes from textbooks and reference material must be acknowledged, including:

- the title of the reference,
- author and
- relevant page numbers.

A panel comprising the Director of Student Achievement and relevant KLA Coordinator will review any cases of suspected malpractice. **If malpractice is proven a zero mark will be awarded.**

## TURNITIN Policy

Mater Maria Catholic College places great importance on academic integrity and the correct referencing of sources of information used in students' work. The College uses the online text-matching software Turnitin, to enable students to check the authenticity of their written work and to provide feedback on correct referencing. The software compares students' work with online sources including websites, electronic databases, and assignments previously submitted by other students held in a digital repository. Once submitted, students' work will be added to this repository.

Students may be required to submit a digital copy of their written assignments into Turnitin prior to handing in their assessment task. Students should achieve an Originality Score from the software of less than 15% to submit their work and to avoid plagiarism.

If a student receives an Originality Report score of 15% or above, students are encouraged to make corrections to their work based on the feedback from Turnitin, and ensure all sources are properly referenced before resubmitting their work to the software for checking.

Students may submit their work numerous times to Turnitin before the due date, to allow them to gain feedback and improve the quality of their work, and ensure it has been correctly referenced. Students must ensure that they are well organised and allow enough time before the assignment due date, to submit their work to Turnitin and make any necessary changes, in case resubmission to the software is necessary.

In instances where a student receives an Originality Score over the 15% threshold, the portion of the work at the teacher's discretion, that has been plagiarised will not be recognised as their own work or included in the marking process.

In instances where the students have not submitted their work through Turnitin, the teacher will not mark the assessment task until it has been submitted to Turnitin and the Originality Score provided to the teacher. In this case normal assessment procedures for late submission of assessment tasks apply.

## Disability Provisions

If a student requires disability provisions for an assessment task (e.g. reader, writer, extra time, rest breaks etc.) it is the student's responsibility to apply to the Learner Diversity Coordinator to establish their eligibility. The student must apply in advance to allow sufficient time for the disability provisions that are required to be put in place.

## Procedures for Student Appeals

A student is entitled to formally appeal in writing to the Director of Student Achievement if they are not satisfied with:

- (a) the marks awarded for a particular assessment task
- (b) the grade achieved in a course
- (c) the school's response to the appeal for disability provisions on the grounds of illness/misadventure; or
- (d) the decision of an Illness/Misadventure application

If a student intends to appeal to the College for any of the reasons above, they need to see the Director of Student Achievement for the appropriate documents and procedures.

# Child Studies

**Course:** Year 9  
**Assessment Period:** 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Components				Weight (%)
			A	B	C	D	
Week 7 Term 1	CS5-6, CS5-7, CS5-11, CS5-12	<b>09CS.T1 Planning for Pregnancy Brochure</b>	✓			✓	25%
Week 7 Term 2	CS5-1, CS5-3, CS5-4, CS5-10	<b>09CS.T2 Parenting Case Study and Reflection</b>	✓	✓			25%
Week 7 Term 3	CS5-2, CS5-5, CS5-9, CS5-10	<b>09CS.T3 Observation and Analysis</b>	✓	✓		✓	25%
Week 4 Term 4	CS5-4, CS5-8	<b>09CS.T4 Toy Invention / Oral</b>			✓	✓	25%

## COMPONENTS

- A** Analyses and organises information in relation to the wellbeing and development of children
- B** Applies problem solving skills in a range of settings and contexts during a child's early years
- C** Communicates ideas clearly and coherently
- D** Works with others and in teams cooperatively

## OUTCOMES

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

# Commerce

Course: Year 9  
Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight (%)
			A	B	C	
Week 2 Term 2	COM5-1, COM5-2, COM5-5, COM5-6, COM5-8	<b>09COM.T1 Test</b> Consumer and Financial Decisions and Promoting and Selling	✓	✓		30%
Week 2 Term 3	COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	<b>09COM.T2 Running a Business</b>	✓	✓	✓	30%
Week 5 Term 4	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-8	<b>09COM.T3 Yearly Examination</b>	✓	✓		40%

## COMPONENTS

- A** Knowledge and Understanding
- B** Makes decisions and solves problems in relation to course content
- C** Research and Communication

## OUTCOMES

Code	Descriptor. 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

# Design and Technology

Course: Year 9  
 Assessment Period: 2022

Edited 26/05/22

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Components				Weight (%)
			A	B	C	D	
Week 8 Term 1	DT5-1, DT5-3, DT5-4, DT5-7	<u>09DET.T1 Design Theory / Research</u>	✓		✓	✓	20%
Week 10 Term 2	DT5-1, DT5-2, DT5-5, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10	<u>09DET.T2 Mixed Materials Project</u>		✓			25%
Week 4 Term 4	DT5-1, DT5-2, DT5-5, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10	<u>09DET.T3 Design Project</u>	✓	✓		✓	30%
Week 6 Term 4	DT5-1, DT5-3, DT5-4, DT5-5	<u>09DET.T4 Yearly Examination</u>	✓		✓	✓	25%

## COMPONENTS

- A** Demonstrates thorough knowledge and understanding of design in analysing concepts and processes
- B** Demonstrates a high level of skill in applying, justifying and managing design processes to develop design ideas and solutions
- C** Analyses the impacts of past, current and emerging technologies on the individual, society and environments
- D** Evaluates designed solutions, considering a variety of factors affecting the work and responsibilities of designers

## OUTCOMES

Code	Descriptor. A student ...
DT5-1	analyses and applies a range of design concepts and processes
DT5-2	applies and justifies an appropriate process of design when developing design ideas and solutions
DT5-3	evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments
DT5-4	analyses the work and responsibilities of designers and the factors affecting their work
DT5-5	evaluates designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and responsible design
DT5-6	develops and evaluates creative, innovative and enterprising design ideas and solutions
DT5-7	uses appropriate techniques when communicating design ideas and solutions to a range of audiences
DT5-8	selects and applies management strategies when developing design solutions
DT5-9	applies risk management practices and works safely in developing quality design solutions
DT5-10	selects and uses a range of technologies competently in the development and management of quality design solutions

# Drama

Course: Year 9  
Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight (%)
			A	B	C	
Week 10 Term 1	5.1.1, 5.1.2, 5.1.4, 5.2.1, 5.3.1	<b>09DRA.T1 Elements of Drama</b> Ongoing in Class Performance	✓	✓		25%
Week 8 Term 3	5.1.1, 5.1.3, 5.2.1, 5.2.2, 5.3.3	<b>09DRA.T2 Scripted Duologue Design and Logbook</b>	✓	✓		45%
Week 5 Term 4	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.3.1, 5.3.2, 5.3.3	<b>09DRA.T3 Examination</b>			✓	30%

## COMPONENTS

- A** Making drama
- B** Performing devised and scripted drama
- C** Appreciating the meaning and function of drama

## OUTCOMES

Code	Descriptor. A student ...
5.1.1	manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
5.1.2	contributes, selects, develops and structures ideas in improvisation and play building
5.1.3	devises, interprets and enacts drama using scripted and unscripted material or text
5.1.4	explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
5.2.1	applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
5.2.2	selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
5.2.3	employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
5.3.1	responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
5.3.2	analyses the contemporary and historical contexts of drama
5.3.3	analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

# English

Course: Year 9  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component					Weight (%)
			A	B	C	D	E	
Week 6 Term 1	EN5-1A, EN5-2A, EN5-3B, EN5-5C	<b>09ENG.T1 Creative Writing</b> NAPLAN Style		✓	✓	✓	✓	25%
Week 6-7 Term 2	EN5-2A, EN5-4B, EN5-6C EN5-7D, EN5-8D, EN5-9E	<b>09ENG.T2 Multimodal</b> Romeo and Juliet – Play Only	✓	✓	✓		✓	25%
Week 8 Term 3	EN5-1A EN5-3B, EN5-5C, EN4-8D	<b>09ENG.T3 Analytical Essay</b> Genre: Dystopia (The Giver)	✓	✓	✓	✓		30%
Week 5 Term 4	EN5-1A, EN5-2A, EN5-3B EN5-5C, EN5-8D	<b>09ENG.T4 HSC Style Reading Paper</b>	✓	✓	✓			20%

## COMPONENTS

- A** Reading, analysing and evaluating a wide range of texts
- B** Responding to and composing imaginative, interpretive and critical texts
- C** Speaking and listening skills
- D** Utilising a range of techniques relevant to the chosen form
- E** Viewing and representing skills

## OUTCOMES

Code	Descriptor. A student ...
EN5-1A	responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN5-2A	effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
EN5-3B	selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts describing and explaining their effects on meaning
EN5-4B	effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
EN5-5C	thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
EN5-6C	investigates the relationships between and among texts
EN5-7D	understands and evaluates the diverse ways texts can represent personal and public worlds
EN5-8D	questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
EN5-9E	purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

# Food Technology

Course: Year 9  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Components							Weight (%)
			A	B	C	D	E	F	G	
Week 9 Term 1	FT5-1, FT5-3, FT5-6, FT5-7, FT5-8, FT5-12	<b>09FTE.T1 Food Selection and Health</b>	✓	✓		✓	✓			20%
Week 7 Term 3	FT5-6, FT5-7, FT5-12, FT5-13	<b>09FTE.T2 Food in Australia / Food for Special Needs</b> (Half Yearly Exam)		✓	✓	✓				20%
Week 5 Term 4	FT5-1, FT5-5, FT5-7, FT5-8, FT5-9	<b>09FTE.T3 Food for Special Occasions</b>	✓		✓	✓		✓		30%
Ongoing	FT5-1, FT5-2, FT5-4, FT5-5, FT5-10, FT5-11	<b>09FTE.T4 Cumulative Practical</b>	✓		✓	✓		✓	✓	30%

## COMPONENTS

- A** Demonstrates skills in food hygiene and safety
- B** Discusses a range of factors that influences food choices and eating habits
- C** Identifies and uses appropriate techniques and equipment for food-specific purposes
- D** Produces quality food products
- E** Researches and communicates complex information efficiently
- F** Time management and organisation in a practical environment
- G** Works well as a part of a team

## OUTCOMES

Code	Descriptor. 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



# Geography

Course: Year 9  
 Assessment Period: 2022

Edited 30/08/22

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Components				Weight (%)
			A	B	C	D	
Week 10 Term 1	GE5-1, GE5-2, GE5-3, GE5-5, GE5-6, GE5-7, GE5-8	<u>09GEO.T1 Sustainable Biomes Research Task</u>	✓		✓	✓	30%
Week 9 Term 3	GE5-3, GE5-4, GE5-5, GE5-7, GE5-8	<u>09GEO.T2 Geographical Inquiry Task</u>		✓		✓	40%
Week 5 Term 4	GE5-1, GE5-2, GE5-3, GE5-5, GE5-6, GE5-8	<u>09GEO.T3 Yearly Examination</u>	✓	✓		✓	30%

## COMPONENTS

- A** Acquiring and communicating geographical information
- B** Interpreting and utilising geographical skills
- C** Investigating and Researching
- D** Knowledge and Understanding

## OUTCOMES

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

# History Elective

Course: Year 9  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight (%)
			A	B	C	
Week 9 Term 1	HTE5-1, HTE5-4, HTE5-6, HTE5-7, HTE5-8, HTE5-9, HTE5-10	<b>09HIE.T1 Research and Presentation</b> Thematic Studies: Heroes & Villains	✓	✓	✓	30%
Week 6 Term 3	HTE5-1, HTE5-2, HTE5-4, HTE5-6, HTE5-7, HTE5-8, HTE5-9, HTE5-10	<b>09HIE.T2 Historical Investigation</b> Film as History	✓	✓	✓	40%
Weeks 5 Term 4	HTE5-3, HTE5-4, HTE5-5, HTE5-6, HTE5-9, HTE5-10	<b>09HIE.T3 Yearly Examination</b>	✓		✓	30%

## COMPONENTS

- A Interpreting Sources
- B Investigating and Researching
- C Knowledge and Understanding

## OUTCOMES

Code	Descriptor. A student ...
HTE5-1	applies an understanding of history, heritage, archaeology and the methods of historical inquiry
HTE5-2	examines the ways in which historical meanings can be constructed through a range of media
HTE5-3	sequences major historical events or heritage features, to show an understanding of continuity, change and causation
HTE5-4	explains the importance of key features of past societies or periods, including groups and personalities
HTE5-5	evaluates the contribution of cultural groups, sites and/or family to our shared heritage
HTE5-6	identifies and evaluates the usefulness of historical sources in an historical inquiry process
HTE5-7	explains different contexts, perspectives and interpretations of the past
HTE5-8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HTE5-9	applies a range of relevant historical terms and concepts when communicating an understanding of the past
HTE5-10	selects and uses appropriate forms to communicate effectively about the past for different audiences

# Industrial Technology – Engineering Studies

Course: Year 9  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight (%)
			A	B	C	
Week 9 Term 1	IND5-9, IND5-10	<u>09EST.T1 Research Task</u>			✓	40%
Week 8 Term 3	IND5-1, IND5-2, IND5-3, IND5-5	<u>09EST.T2 Practical Task</u>	✓	✓		30%
Week 4 Term 4	IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	<u>09EST.T3 Practical / Portfolio Task / In Class Task</u>	✓	✓	✓	30%

## COMPONENTS

- A** Assesses and manages risks and consistently applies safe work practices
- B** Technical skills in identifying and using appropriate materials, hand and machine tools to produce quality practical projects
- C** Understands traditional, current, new and emerging technologies in engineering

## OUTCOMES

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

# Industrial Technology - Multimedia

Course: Year 9  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight (%)
			A	B	C	
Week 7 Term 1	IND5-9, IND5-10	<u>09ITM.T1 Research Task</u>			✓	15%
Week 9 Term 2	IND5-1, IND5-2, IND5-6	<u>09ITM.T2 Practical / Portfolio Task</u>	✓	✓		35%
Week 4 Term 4	IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	<u>09ITM.T3 Practical / Portfolio Task</u>	✓	✓	✓	35%
Week 6 Term 4	IND5-1, IND5-4, IND5-5, IND5-7, IND5-9, IND5-10	<u>09ITM.T4 Yearly Examination</u>	✓	✓	✓	15%

## COMPONENTS

- A** Assesses and manages risks and consistently applies safe work practices
- B** Technical skills in identifying and using appropriate materials, hand and machine tools to produce quality practical projects
- C** Understands traditional, current, new and emerging technologies in multimedia

## OUTCOMES

Code	Descriptor. 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

# Industrial Technology - Timber

Course: Year 9  
 Assessment Period: 2022

Edited 26/05/22

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight (%)
			A	B	C	
Week 10 Term 1	IND5-1, IND5-6	<u>09ITT.T1 Practical / Portfolio Task</u>	✓	✓		30%
Week 3 Term 2	IND5-9, IND5-10	<u>09ITT.T2 Research Task / Portfolio Task</u>			✓	20%
Week 4 Term 3	IND5-2, IND5-6	<u>09ITT.T3 Practical Task</u>	✓	✓		30%
Week 6 Term 4	IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	<u>09ITT.T4 Practical / Portfolio Task</u>	✓	✓	✓	20%

## COMPONENTS

- A** Assesses and manages risks and consistently applies safe work practices
- B** Technical skills in identifying and using appropriate materials, hand and machine tools to produce quality practical projects
- C** Understands traditional, current, new and emerging technologies in timber

## OUTCOMES

Code	Descriptor. 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

# Information and Software Technology

Course: Year 9  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight (%)
			A	B	C	
Week 10 Term 1	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.5.2	<b>09IST.T1 Authoring and Multimedia: Film</b>	✓		✓	35%
Week 5 Term 2 Week 4 Term 3	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.2, 5.5.2, 5.3.1, 5.4.1	<b>09IST.T2 A: Web Page: Report</b>  <b>B: Web Page: Design and Documentation</b>	✓	✓	✓	30%
Week 4 Term 4	5.1.1, 5.1.2, 5.2.2, 5.5.1, 5.5.2, 5.5.3	<b>09IST.T3 Digital Media: Graphics</b>	✓	✓	✓	35%

## COMPONENTS

- A** Applies problem solving and decision-making processes when designing, producing and evaluating
- B** Communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences
- C** Uses suitable software and hardware for a range of tasks

## OUTCOMES

Code	Descriptor. A student ...
5.1.1	selects and justifies the application of appropriate software programs to a range of tasks
5.1.2	selects, maintains and appropriately uses hardware for a range of tasks
5.2.1	describes and applies problem-solving processes when creating solutions
5.2.2	designs, produces and evaluates appropriate solutions to a range of challenging problems
5.2.3	critically analyses decision-making processes in a range of information and software solutions
5.3.1	justifies responsible practices and ethical use of information and software technology
5.3.2	acquires and manipulates data and information in an ethical manner
5.4.1	analyses the effects of past, current and emerging information and software technologies on the individual and society
5.5.1	applies collaborative work practices to complete tasks
5.5.2	communicates ideas, processes and solutions to a targeted audience
5.5.3	describes and compares key roles and responsibilities of people in the field of information and software technology

# Mathematics Accelerated

Course: Year 9 & 10  
Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.
- Outcomes may vary depending on content covered

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Components				Weight (%)
			A	B	C	D	
Week 9 Term 1	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-5NA, MA5.3-7NA	<u>09MAT.T3 Topic Test</u>	✓	✓			20%
Week 6 Term 2	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-6NA, MA5.3-7NA, MA5.3-13MG, MA5.3-14MG, MA5.3-15MG	<u>09MAT.T2 Assignment</u>	✓	✓	✓		20%
Week 9 Term 3	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-8NA, MA5.3-9NA, MA5.3-11NA, MA5.3-13MG, MA5.3-14MG	<u>09MAT.T3 Topic Test</u>	✓	✓	✓		20%
Week 6 Term 4	All Outcomes	<u>09MAT.T4 Yearly Examination</u>	✓	✓	✓	✓	40%

## COMPONENTS

- A Working mathematically
- B Number and algebra
- C Measurement and geometry
- D Statistics and probability

## OUTCOMES

Code	Descriptor. A student ...
MA5.3-1WM	uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures [communicating]
MA5.3-2WM	generalises mathematical ideas and techniques to analyse and solve problems efficiently [problem solving]
MA5.3-3WM	uses deductive reasoning in presenting arguments and formal proofs [reasoning]
MA5.3-4NA	draws, interprets and analyses graphs of physical phenomena [ratios and rates]
MA5.3-5NA	selects and applies appropriate algebraic techniques to operate with algebraic expressions [algebraic techniques]
MA5.3-6NA	performs operates with surds and indices [surds and indices]
MA5.3-7NA	solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations [equations]
MA5.3-8NA	uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line [linear relationships]
MA5.3-9NA	sketches and interprets a variety of non-linear relationships [non-linear relationships]
MA5.3-10NA	recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems [polynomials]
MA5.3-11NA	uses the definition of a logarithm to establish and apply the laws of logarithms [logarithms]
MA5.3-12NA	uses function notation to describe and sketch functions [functions and other graphs]
MA5.3-13MG	applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids [area and surface area]
MA5.3-14MG	applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids [volume]
MA5.3-15MG	applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions [trigonometry and Pythagoras theorem]
MA5.3-16MG	proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals [properties of geometrical figures]
MA5.3-17MG	applies deductive reasoning to prove circle theorems to solve related problems [circle geometry]
MA5.3-18SP	uses standard deviation to analyse data [single variable data analysis]
MA5.3-19SP	investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes [bivariate data analysis]

# Mathematics 5.3

Course: Year 9  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.
- Outcomes may vary depending on content covered

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Components				Weight (%)
			A	B	C	D	
Week 9 Term 1	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-5NA, MA5.3-7NA	<u>09MA3.T1 Topic Test</u>	✓	✓			20%
Week 6 Term 2	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-6NA, MA5.3-8NA	<u>09MA3.T2 Assignment</u>	✓	✓			20%
Week 9 Term 3	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-15MG	<u>09MA3.T3 Topic Test</u>	✓		✓		20%
Week 6 Term 4	All Outcomes	<u>09MA3.T4 Yearly Examinations</u>	✓	✓	✓	✓	40%

## COMPONENTS

- A Working mathematically
- B Number and algebra
- C Measurement and geometry
- D Statistics and probability

## OUTCOMES

Code	Descriptor. A student ...
MA5.3-1WM	uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures [communicating]
MA5.3-2WM	generalises mathematical ideas and techniques to analyse and solve problems efficiently [problem solving]
MA5.3-3WM	uses deductive reasoning in presenting arguments and formal proofs [reasoning]
MA5.3-4NA	draws, interprets and analyses graphs of physical phenomena [ratios and rates]
MA5.3-5NA	selects and applies appropriate algebraic techniques to operate with algebraic expressions [algebraic techniques]
MA5.3-6NA	performs operates with surds and indices [surds and indices]
MA5.3-7NA	solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations [equations]
MA5.3-8NA	uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line [linear relationships]
MA5.3-9NA	sketches and interprets a variety of non-linear relationships [non-linear relationships]
MA5.3-10NA	recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems [polynomials]
MA5.3-11NA	uses the definition of a logarithm to establish and apply the laws of logarithms [logarithms]
MA5.3-12NA	uses function notation to describe and sketch functions [functions and other graphs]
MA5.3-13MG	applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids [area and surface area]
MA5.3-14MG	applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids [volume]
MA5.3-15MG	applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions [trigonometry and Pythagoras theorem]
MA5.3-16MG	proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals [properties of geometrical figures]
MA5.3-17MG	applies deductive reasoning to prove circle theorems to solve related problems [circle geometry]
MA5.3-18SP	uses standard deviation to analyse data [single variable data analysis]
MA5.3-19SP	investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes [bivariate data analysis]



# Mathematics 5.2

Course: Year 9  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.
- Outcomes may vary depending on content covered

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Components				Weight (%)
			A	B	C	D	
Week 9 Term 1	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.1-6NA, MA5.2-11MG, MA5.2-12MG, MA5.2-17SP	<u>09MA2.T1 Topic Test</u>	✓	✓	✓	✓	20%
Week 6 Term 2	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.1-7NA, MA5.1-8NA	<u>09MA2.T2 Assignment</u>	✓	✓			20%
Week 9 Term 3	MA5.1-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-5NA, MA5.2-9NA, MA5.2-10NA, MA5.2-13MG, MA5.2-15SP	<u>09MA2.T3 Topic Test</u>	✓	✓	✓	✓	20%
Week 6 Term 4	All Outcomes	<u>09MA2.T4 Yearly Examination</u>	✓	✓	✓	✓	40%

## COMPONENTS

- A Working mathematically
- B Number and algebra
- C Measurement and geometry
- D Statistics and probability

## OUTCOMES

Code	Descriptor. A student ...
MA5.2-1WM	selects appropriate notations and conventions to communicate mathematical ideas and solutions [communicating]
MA5.2-2WM	interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems [problem solving]
MA5.2-3WM	constructs arguments to prove and justify results [reasoning]
MA5.2-4NA	solves financial problems involving compound interest [financial mathematics]
MA5.2-5NA	recognises direct and indirect proportion, and solves problems involving direct proportion [ratios and rates]
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions [algebraic techniques]
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices [indices]
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques [equations]
MA5.2-9NA	uses the gradient-intercept form to interpret and graph linear relationships [linear relationships]
MA5.2-10NA	connects algebraic and graphical representations of simple non-linear relationships [non-linear relationships]
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids [area and sa]
MA5.2-12MG	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders [volume]
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings [right angled triangles – trig]
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar [properties of geometrical figures]
MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data [single variable data analysis]
MA5.2-16SP	investigates relationships between two statistical variables, including their relationship over time [bivariate data analysis]
MA5.2-17SP	describes and calculates probabilities in multi-step chance experiments [probability]

- Outcomes from 5.3 may also be taught and tested.

# Mathematics 5.1

Course: Year 9  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.
- Outcomes may vary depending on content covered

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Components				Weight (%)
			A	B	C	D	
Week 9 Term 1	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-8MG, MA5.1-9MG	<u>09MA1.T1 Topic Test</u>	✓		✓		20%
Week 6 Term 2	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-6NA, MA5.1-7NA, MA5.1-12SP, MA5.1-13SP	<u>09MA1.T2 Assignment</u>	✓	✓		✓	20%
Week 9 Term 3	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-5NA, MA5.1-9MG, MA5.1-10MG	<u>09MA1.T3 Topic Test</u>	✓	✓	✓		20%
Week 6 Term 4	All Outcomes	<u>09MA1.T4 Yearly Examination</u>	✓	✓	✓	✓	40%

## COMPONENTS

- A Working mathematically
- B Number and algebra
- C Measurement and geometry
- D Statistics and probability

## OUTCOMES

Code	Descriptor. A student ...
MA5.1-1WM	uses appropriate terminology, diagrams and symbols in mathematical contexts [communicating]
MA5.1-2WM	selects and uses appropriate strategies to solve problems [problem solving]
MA5.1-3WM	provides reasoning to support conclusions that are appropriate to the context [reasoning]
MA5.1-4NA	solves financial problems involving earning, spending and investing money [financial mathematics]
MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases [indices]
MA5.1-6NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships [linear relationships]
MA5.1-7NA	graphs simple non-linear relationships [non-linear relationships]
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms [area and sa]
MA5.1-9MG	interprets very small and very large units of measurement, uses scientific notation and rounds to significant figures [numbers of any magnitude]
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression [right angled triangles – trigonometry]
MA5.1-11MG	describes and applies the properties of similar figures and scale drawings [properties of geometrical figures]
MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media [single variable data analysis]
MA5.1-13SP	calculates relative frequencies to estimate probabilities of simple and compound events [probability]

- Outcomes from 5.2 may also be taught and tested.

# Music

Course: Year 9  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight (%)
			A	B	C	
Week 10 Term 1	5.2, 5.3, 5.7	<u>09MUS.T1 Research Task and Performance Task</u>	✓		✓	30%
Week 10 Term 3	5.1, 5.4, 5.5, 5.6	<u>09MUS.T2 Performance Task and Composition Task</u>	✓	✓		45%
Week 5 Term 4	5.8, 5.9, 5.10	<u>09MUS.T3 Listening Task</u>			✓	25%

## COMPONENTS

A Performing

B Composing

C Listening

## OUTCOMES

Code	Descriptor. 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

# Personal Development, Health and Physical Education

Course: Year 9  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component					Weight (%)
			A	B	C	D	E	
Week 7 Term 1	PD5-4, PD5-5, PD5-8, PD5-10, PD5-11	<u>09PDH.T1 Dance Choreography &amp; Peer Evaluation</u>		✓		✓	✓	25%
Week 6 Term 2	PD5-2, PD5-3, PD5-6, PH5-7, PD5-9	<u>09PDH.T2 Discrimination Research Task</u>	✓	✓	✓			25%
Week 3 Term 3	PD5-1, PD5-5, PD5-6, PD5-8, PD5-9, PD5-10, PD5-11	<u>09PDH.T3 Practical &amp; Self-Reflection Journal</u>		✓	✓	✓	✓	25%
Week 3 Term 4	PD5-1, PD5-2, PD5-6, PD5-7, PD5-8, PD5-10	<u>09PDH.T4 Group Safety Campaign</u>	✓	✓	✓		✓	25%

## COMPONENTS

- A** Analyses and organises information in relation to specific health and physical activity concepts
- B** Applies problem solving skills in a range of health and physical activity contexts
- C** Communicates ideas clearly and coherently
- D** Engages confidently in a wide range of movement situations
- E** Works with others and in teams cooperatively

## OUTCOMES

Code	Descriptor. 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 sequences

# Physical Activity and Sports Studies

Course: Year 9  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Components				Weight (%)
			A	B	C	D	
Week 8 Term 1	PASS5-6, PASS5-7, PASS5-10	<b>09PAS.T1 Presentation</b> Technology in Sport	✓	✓	✓	✓	25%
Week 8 Term 2	PASS5-1, PASS5-5, PASS5-7, PASS5-8, PASS5-9, PASS5-10	<b>09PAS.T2 Flag Gridiron</b> Enhancing Performance	✓	✓	✓	✓	25%
Week 7 Term 3	PASS5-5, PASS5-6, PASS5-10	<b>09PAS.T3 Event Portfolio</b> Event Management	✓	✓	✓	✓	25%
Week 2 Term 4	All Outcomes	<b>09PAS.T4 Yearly Examination</b> All topics	✓	✓	✓		25%

## COMPONENTS

- A** Applies problem solving skills in a range of sporting and physical activity contexts
- B** Collects, analyses and organises information in a range of physical activity and sports contexts
- C** Communicates ideas clearly and coherently
- D** Works with others individually and in team/group contexts

## OUTCOMES

Code	Descriptor. 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

# Religious Education

Course: Year 9  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight (%)
			A	B	C	
Week 1 Term 2	5.1a, 5.5a, 5.5b	<b>09REL.T1 Research and Written Task</b> Justice and Reconciliation	✓	✓	✓	50%
Week 8 Term 3	5.3b, 5.4a, 5.5b	<b>09REL.T2 Yearly Examination</b>	✓	✓		50%

## COMPONENTS

- A** Communication
- B** Knowledge and Understanding
- C** Research and Investigation

## OUTCOMES

Code	Descriptor. A student ...
5.1a	communicates the relationship between respect for creation and creation as an act of God
5.1b	identifies various manifestations of the Spirit's activity in the world
5.2a	identifies and describes a distinct feature of a portrait of Jesus in the Gospels
5.2b	constructs a project to promote social justice or youth ministry grounded in the message of Jesus
5.3a	names and describes a range of expressions of Christianity
5.3b	demonstrates an appreciation of the Church as committed to authentically proclaiming the Word
5.4a	identifies and describes the relationship between the Church's celebrations and its mission
5.4b	names and describes a range of ways the Christian life is nurtured through prayer
5.5a	analyses Biblical writings as the Word of God revealed in history and culture
5.5b	locates examples of the Gospel in action in contemporary Australia

# Science

Course: Year 9  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)
			A	B	C	D	
Week 4 Term 2	SC5-5WS, SC5-6WS, SC5-7WS, SC5-14LW, SC5-15LW	<u>09SCI.T1 Modelling Task</u>	✓		✓	✓	30%
Week 5 Term 3	SC5-12ES, SC5-13ES, SC5-16CW, SC5-17CW	<u>09SCI.T2 Mid-Year Examination</u>	✓		✓		35%
Week 4 Term 4	SC5-8WS, SC5-9WS, SC5-10PW, SC5-11PW	<u>09SCI.T3 Depth Study</u>		✓		✓	35%

## COMPONENTS

- A Knowledge and understanding
- B Planning and conducting investigations
- C Communicating information and understanding
- D Developing scientific thinking and problem-solving techniques

## OUTCOMES

Code	Descriptor. 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 and conclusions
SC5-8WS	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC5-9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
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 patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
SC5-14LW	analyses interactions between components and processes within biological systems
SC5-15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17CW	discusses the importance of chemical reactions in the production of a range of substances and the influence of society on the development of new materials

# Textiles Technology

Course: Year 9  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Components						Weight (%)	
			A	B	C	D	E	F		G
Week 9 Term 1	TEX5-4, TEX5-5, TEX5-6, TEX5-8, TEX5-10, TEX5-11, TEX5-12	<b>09TEX.T1 Practical Skills Development</b>	✓					✓	✓	20%
Week 3 and 10 Term 2	TEX5-2, TEX5-5, TEX5-6, TEX5-7, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12	<b>09TEX.T2a: In Class Task</b> <b>09TEX.T2b: Summer Apparel</b>			✓			✓	✓	30%
Week 9 Term 3	TEX5-1, TEX5-2, TEX5-4, TEX5-5, TEX5-6, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12	<b>09TEX.T3 Fabric Properties and Practical Project</b> Supporting Documentation				✓	✓	✓	✓	30%
Week 5 Term 4	TEX5-1, TEX5-2, TEX5-3, TEX5-5, TEX5-6, TEX5-12	<b>09TEX.T3 In Class Task</b>	✓	✓	✓	✓	✓	✓	✓	20%

## COMPONENTS

- A** Creatively communicates and presents ideas in graphic and verbal forms
- B** Explains the impact of textiles production and use on the consumer and society
- C** Understands influences on textile design, construction and use from historical, cultural and contemporary perspectives
- D** Understands the process of design used in the work of textile designers
- E** Understands the properties and performance of textiles and justifies the selection of materials for specific end uses
- F** Uses technical skills and techniques to safely complete quality textile projects
- G** Uses the design process when designing and evaluating textile items

## OUTCOMES

Code	Descriptor. A student ...
TEX5-1	explains the properties and performance of a range of textile items
TEX5-2	justifies the selection of textile materials for specific end uses
TEX5-3	explains the creative process of design used in the work of textile designers
TEX5-4	generates and develops textile design ideas
TEX5-5	investigates and applies methods of colouration and decoration for a range of textile items
TEX5-6	analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
TEX5-7	evaluates the impact of textiles production and use on the individual consumer and society
TEX5-8	selects and uses appropriate technology to creatively document, communicate and present design and project work
TEX5-9	critically selects and creatively manipulates a range of textile materials to produce quality textile items
TEX5-10	selects appropriate techniques and uses equipment safely in the production of quality textile projects
TEX5-11	demonstrates competence in the production of textile projects to completion
TEX5-12	evaluates textile items to determine quality in their design and construction



# Visual Arts

Course: Year 9  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)
			A	B	
Week 7 Term 2	5.1, 5.6, 5.7, 5.10	<u>09ART.T1 Practical Task #1 Body of Work Including Documentation and Research in VAPD</u>	✓	✓	40%
Week 6 Term 4	5.7, 5.8, 5.9, 5.10	<u>09ART.T2 Practical Assessment #2 Body of Work Including Documentation and Research in VAPD</u>	✓	✓	40%
Week 5 Term 4	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	<u>09ART.T3 Yearly Examination</u>		✓	20%

## COMPONENTS

- A Artmaking
- B Critical and historical studies

## OUTCOMES

Code	Descriptor. 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

# Visual Design

Course: Year 9  
 Assessment Period: 2022

## ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)
			A	B	
Week 6 Term 2	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	<u>09VAD.T1 The Photographic Media – Photographic Dreamscapes</u>	✓	✓	25%
Week 7 Term 3	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	<u>09VAD.T2 Restaurant Design – Interior Design/Graphic Design</u>	✓	✓	30%
Week 6 Term 4	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	<u>09VAD.T3 Object Design – Lost and Found</u>	✓	✓	30%
Week 5 Term 4	5.7, 5.8, 5.9, 5.10	<u>09VAD.T4 Yearly Examination</u>		✓	15%

## COMPONENTS

A Critical and historical studies

B Making Visual Design artwork

## OUTCOMES

Code	Descriptor. A student ...
5.1	develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks
5.2	makes visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
5.3	makes visual design artworks informed by an understanding of how the frames affect meaning
5.4	investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks
5.5	makes informed choices to develop and extend concepts and different meanings in their visual design artworks
5.6	selects appropriate procedures and techniques to make and refine visual design artworks
5.7	applies their understanding of aspects of practice to critically and historically interpret visual design artworks
5.8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of visual design artworks
5.9	uses the frames to make different interpretations of visual design artworks
5.10	constructs different critical and historical accounts of visual design artworks