



Gundagai High School  
Year 8 Assessment Handbook  
2022



## **Principal's message**

Welcome to Year 8 at Gundagai High School. This year you will complete the second year of your Stage 4 studies.

It is essential that students, parents and carers are familiar with the assessment procedures and requirements that are outlined in this handbook. Completion of all tasks is important if you are to work towards achieving your full potential this year.

This handbook will inform you clearly of assessment tasks that must be completed to show you have satisfied the requirements of all of your courses. You must also complete all course work to a satisfactory standard. Your classroom teachers, Year Adviser, as well as the executive team, are available to assist you if you have any questions or concerns. We will provide you with the necessary support if you are experiencing any problems that may affect your studies.

I would like to wish you the very best in 2022 and I hope that you thoroughly enjoy Year 8 at our school.

Mr Simon Bridgeman  
Principal

**GUNDAGAI HIGH SCHOOL**  
**YEAR 8 ASSESSMENT HANDBOOK**  
**2022**

**CONTENTS**

General policy information on assessment	Page 3
Responsibilities of the school, the faculties and students	Page 4
Illness/Misadventure appeals	Page 6
Application for illness/misadventure	Page 9
Assessment task scenarios	Page 10
Personal assessment calendar	Page 12
Examination procedures	Page 13

---

**Year 8 Subjects**

English	Page 15
Mathematics	Page 17
Science	Page 19
Geography	Page 21
History	Page 21
Personal Development, Health and Physical Education	Page 23
Technology Mandatory	Page 25
Music	Page 27
Visual Arts	Page 29

---

# GENERAL POLICY INFORMATION ON ASSESSMENT

Students must apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school. Students must also maintain an ongoing regular attendance pattern in order to demonstrate their progress towards achieving course outcomes.

1. The school will decide the assessment tasks and marks to be awarded to each task. These tasks will then form the assessment program. The assessment program for each course should include between 4-6 assessment tasks.
2. The course assessment schedule will be given to students at the start of the school year.
3. Students are to be informed of exact dates, at least two weeks in advance of assessment tasks. Where possible no more than two assessment tasks will be scheduled for any one day.
4. No individual assessment task should be greater than 40%, or less than 10% of the total value of the final assessment unless prior approval has been sought from the Principal.
5. Any change in a subject assessment program should be carried out in consultation with the Year Adviser, the relevant Head Teacher and the Principal. Students will be given advance notice of any changes to the assessment program.
6. If a student fails to submit/attend an assessment task, one of the following courses of action will be undertaken:
  - a) The student may be granted an extension of time by the Head Teacher. An Illness/Misadventure form must be completed and submitted together with a medical certificate, in the case of illness or independent evidence, in the case of misadventure (refer to page 10 of this handbook).
  - b) If no extension of time is granted, the student will receive a score of zero. The student must still submit an outstanding assessment task. Although a score of zero will be recorded, the student will be deemed as having satisfactorily completed the task. The student and their parents/carers will be advised in writing whenever a zero is awarded for an assessment task.
  - c) An alternative, equal task may be set by the teacher if there is proven illness or misadventure. This must be approved by the Head Teacher and the Principal. This approval will be in writing.
  - d) In exceptional circumstances, the Principal may authorise the use of an estimate based on other appropriate evidence.
7. If a task does not allow the ranking of students to be effectively determined, additional task/s may be set with **two weeks'** notice being given to all students involved.
8. A number of tasks in various courses require students to cooperate with each other and it is a beneficial practice to discuss work set with other students. However, students are required to submit their own work for assessment. They are specifically warned against copying another's work, whether it be another student, published author or outside tutor. Any student found guilty of this offence may be penalised up to 100% of the mark available.

9. Students experiencing problems regarding assessment tasks should consult firstly with their class teacher. If the problem persists, or you feel that you have been unfairly treated, consult with the appropriate Head Teacher, then with your Year Adviser or Deputy Principal. If these members of staff are unable to resolve the difficulty, then the situation will be referred to the Principal to review the matter with all parties involved.

## **RESPONSIBILITIES**

### **THE SCHOOL'S RESPONSIBILITIES**

**Gundagai High School is required to:**

1. Provide an assessment of students' achievement in each of their Stage 4 courses.
2. Provide suitable reporting procedures.
3. Provide a review/appeals procedure for any student concerns that arise during the assessment program.
4. Give special consideration to students with a disability and others with special needs after consulting with the Principal, Wellbeing Coordinator, Special Education teacher and the Learning Support teacher

### **THE FACULTIES' RESPONSIBILITIES**

**Faculties at Gundagai High School are required to:**

1. Determine the tasks on which subject assessments are based and the marks that will be allocated to each task.
2. Translate the components of each subject guide into student tasks and specify values to be applied to each task, consistent with those of the subject guides.
3. Schedule the assessment tasks throughout the course. The schedule for each subject is published in this handbook. Exact dates of tasks will be notified two weeks in advance, on the assessment task notification. No more than two assessment tasks should be scheduled for any one day.
4. Ensure there is a process in place for the collection of assessment tasks due to be submitted outside of class lessons.
5. Establish procedures for recording and reporting student performance on all assessment tasks. Records of all marks which form part of the assessment program are to be kept in duplicate and filed separately for security purposes.
6. Notify students and parent/carers of the award of a zero mark for any assessment task. This must be in writing.
7. Avoid changing the published assessment program after its commencement unless:
  - a) The relative value of the task is not altered
  - b) The component weightings are maintained
  - c) Students are informed in writing



- d) The Principal, Deputy Principal and Head Teacher are informed.
8. Ensure learning activities and assessment tasks are differentiated to accommodate students with additional needs.
  9. Establish review procedures if a student lodges an appeal within 24 hours of receiving the mark for an individual assessment task.

### **THE STUDENT'S RESPONSIBILITIES**

1. Complete and present all assessment tasks.
2. If, for any reason, you cannot attend or submit a task it is up to you to inform your teacher and the Head Teacher of the Faculty concerned. You may, if you request it, be granted an extension or official leave (in such a case, an alternative date and/or task or estimate will be given). This will be granted ONLY IN EXCEPTIONAL CIRCUMSTANCES. Refer to Section 6 of the General Policy Information on page 4.
3. If an extension of time or leave is not granted, penalties will be imposed. Refer to Section 6 of the General Policy Information on page 4.
4. It is your responsibility to check with the teachers of your course to see if any assessment tasks have been issued while you were absent from class. No extension or leave will be granted if you fail to carry out this action.
5. The work you submit must be your own. Any material copied without acknowledgment of the original source will be regarded as plagiarism and penalties will be imposed. Refer to Section 8 of the General Policy Information on page 4.
6. If you have any problems regarding assessment tasks you can approach your teacher, the Head Teacher of the faculty involved, or your Year Adviser for advice.
7. Appeals against marks awarded for an assessment task must be lodged within 24 hours of receiving the marked assessment task. Note 24 hours equals one school day.

# ILLNESS/MISADVENTURE APPEALS

You may lodge an illness/misadventure appeal if you believe that circumstances occurring immediately prior to or during an assessment task, and which were beyond your control, affected your performance. The right to submit an illness/misadventure appeal and the responsibility for doing so rests with you, except where it is impossible for you to do so, such as in cases of severe illness.

## A. Lodging an Appeal

All illness/misadventure appeals relating to assessment tasks are to be lodged to the Head Teacher of the faculty involved within 48 hours of the due date of the task. A copy of an illness/misadventure form is contained in this handbook. Forms are also available from Head Teachers.

Students lodging an appeal should carefully fill out the form. Teachers are available to provide support to students lodging an appeal. Completed forms are to be handed to the Head Teacher of the faculty concerned.

## B. Grounds for Appeal

The assessment mark is intended to be a measure of your performance in the assessment. Therefore, appeals must relate to illness or misadventure suffered at the time of the assessment task that affected your performance in the task.

*Appeals may be in respect of:*

- Illness or accident – i.e. illness or physical injuries suffered directly by you which affected your performance in the assessment task (e.g. influenza, an asthma attack, cut hand).
- Misadventure – i.e. any other event beyond your control which affected your performance in the assessment task (e.g. the passing of a family member).

*The Appeals process does not cover:*

- Matters relating to long-term loss of preparation time, alleged inadequacies of teaching, loss of study time or facilities, computer technology failure.
- Matters that could have been avoided by the student (e.g. misreading of timetable).
- Long-term illness such as glandular fever, asthma and epilepsy.

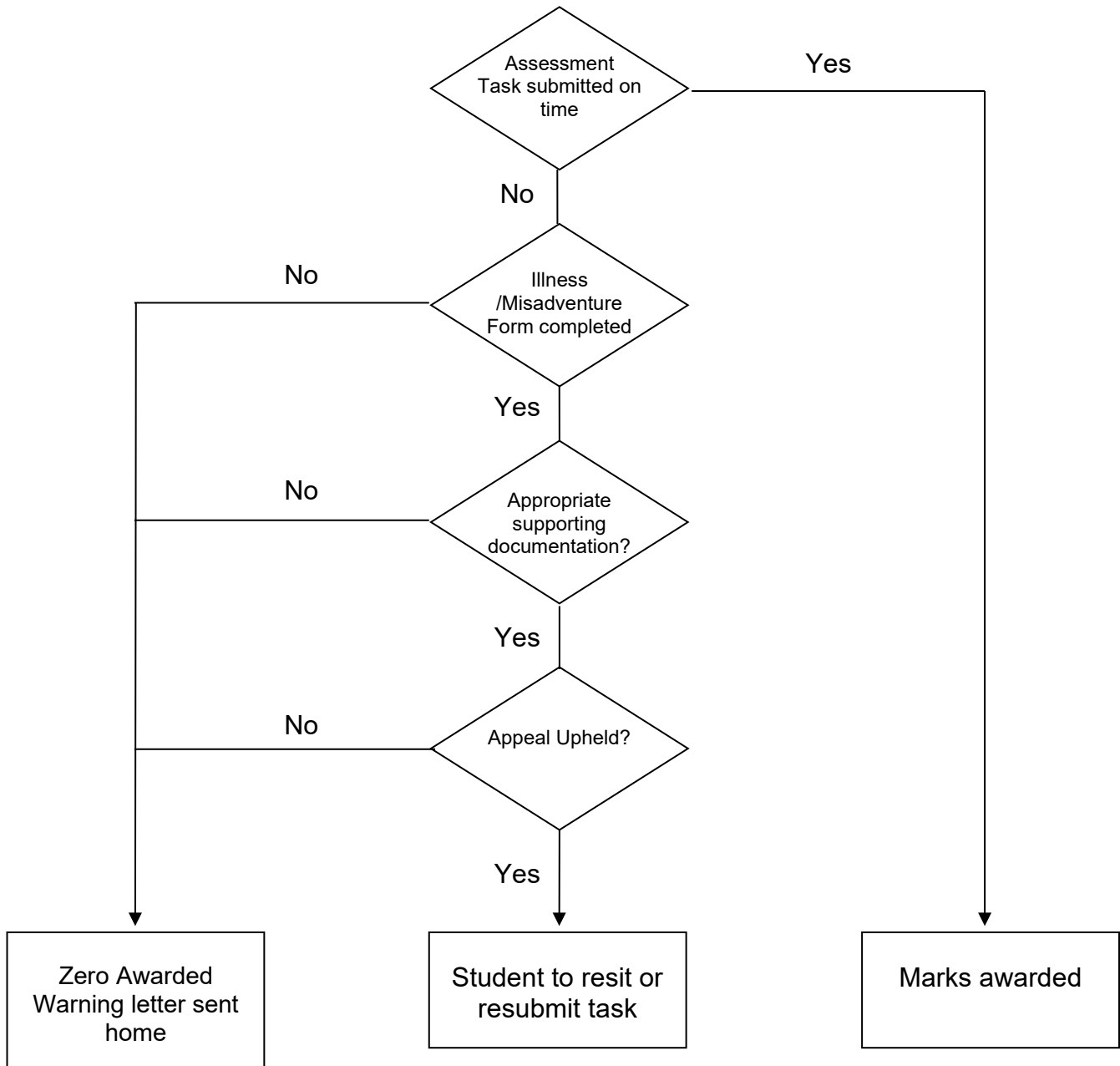
## C. Evidence

In all cases the school requires evidence that clearly identifies the disadvantage you experienced for the task. Your appeal must include:

- A statement explaining how you were affected during the assessment task;
- A medical certificate with details of the illness, together with a statement about how your performance in the assessment task may have been affected. In cases of misadventure, independent evidence from other sources (e.g. police statements and/or other statements explaining how your performance in the assessment task may have been affected) should be provided;
- A statement from your teacher. This should contain reference to your preparation for the assessment task and any other information deemed relevant to the genuineness of the appeal.



**See flow diagram below for the appeals process:**



#### **D. Appeal Results**

Illness/misadventure appeals will be considered by the Head Teacher. If the grounds for appeal are determined to be legitimate and the appeal includes required evidence, the Head Teacher will recommend that the appeal be upheld. The final decision on an appeal will be made by the Principal.

If the appeal is upheld, arrangements will be made for the student to resit or resubmit the assessment task. In some circumstances an estimate result may be awarded.

## **E. Appeals against Assessment Task Marks**

You may appeal against the mark given in an assessment task if you feel it is not a true indication of its worth or if you consider incorrect procedure has been adopted.

Students may request reconsideration of the marks awarded for assessment tasks within 24 hours of the task being returned. The process of reconsideration will involve only the teacher concerned and the Head Teacher of the relevant Faculty.

### **STEPS IN APPEALING:**

1. You should first of all discuss your appeal with the classroom teacher concerned, if your objection is to the mark obtained. If your objection is not resolved at this level then the matter should be referred to the Head Teacher of the faculty.
2. The Head Teacher of the faculty will advise if you have grounds for proceeding with the appeal. The matter will be discussed with the student, the class teacher and the Head Teacher. If the objection is not resolved at this level the matter will be referred to the Deputy Principal.
3. The Deputy Principal will determine by discussion with the student, classroom teacher and Head Teacher if the appeal should proceed. If not resolved at this level then it will be referred to the Principal.
4. The senior executive will determine the outcome of the appeal and the result communicated to the student, teacher and Head Teacher concerned.

## **MONITORING STUDENT PROGRESS**

All N-determination warnings (non-completion of a course) will be recorded on a school database as part of the process for monitoring student progress. A student receiving N-determination warnings in a number of courses will be interviewed by the Deputy Principal. Parents will be notified of the situation.

The purpose of all interviews will be to provide support and encouragement in helping students to meet their responsibilities. A plan will be determined to help students correct the situation. Please note, that while you will be required to submit any missing assessment tasks, those tasks will not be included in your assessment mark.

**Ultimately, it is the student's responsibility to ensure all requirements are being met for all courses. Please make every effort to ensure you achieve a successful record of study.**

**GUNDAGAI HIGH SCHOOL  
APPLICATION FOR SPECIAL CONSIDERATION FOR  
ACCIDENT / MISADVENTURE / ILLNESS / SPECIAL CIRCUMSTANCES**



Student Name: \_\_\_\_\_ Class: \_\_\_\_\_

Subject / Course: \_\_\_\_\_ Task: \_\_\_\_\_

Due Date: \_\_\_\_\_ Date of actual submission: \_\_\_\_\_

**Student Statement:** (to be completed by the student)

My appeal is being lodged for the following reason(s):

- |   |  |
|---|--|
| <input type="checkbox"/> illness / misadventure | <input type="checkbox"/> final course rank                     |
| <input type="checkbox"/> the awarding of zero   | <input type="checkbox"/> acceptable reason for late submission |
| <input type="checkbox"/> final assessment mark  | <input type="checkbox"/> acceptable reason for non-submission  |

I did not complete / submit the task indicated above on the due date for the following reason (s):

\_\_\_\_\_  
\_\_\_\_\_

Signature of student: \_\_\_\_\_ Date: \_\_\_\_\_

**Subject Teacher Statement:**

\_\_\_\_\_  
\_\_\_\_\_

Signature of subject teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Attach supporting documentation (eg medical certificate) to this sheet and return it to the Head Teacher of the subject.

**Head Teacher Recommendation:**

\_\_\_\_\_  
\_\_\_\_\_

Signature of HT: \_\_\_\_\_ Date: \_\_\_\_\_

**Action Taken by the Deputy Principal and/or Principal\*:**

- |  |  |
|--|--|
| <input type="checkbox"/> non-attempt, zero awarded, U award    | <input type="checkbox"/> late submission, zero awarded |
| <input type="checkbox"/> resit                                 | <input type="checkbox"/> Estimate to be given*         |
| <input type="checkbox"/> extension of time granted until _____ |  |
| <input type="checkbox"/> other: _____                          |  |

Signature of Principal/DP: \_\_\_\_\_ Date: \_\_\_\_\_

## GUNDAGAI HIGH SCHOOL - ASSESSMENT TASK SCENARIOS

Scenario	Action	Follow-Up
<p><b>You are absent on day a task is held due to illness e.g. examination, practical assessment, oral assessment</b></p>	<ul style="list-style-type: none"> <li>• Parent or carer should phone or contact the school to notify the teacher/head teacher of the illness. <i>This must be done on the day of the task.</i></li> <li>• To verify the seriousness of the illness, you will require a medical certificate.</li> </ul>	<ul style="list-style-type: none"> <li>• Upon the first day of return to school you are to collect an Illness/Misadventure Appeal Form from the faculty Head Teacher.</li> <li>• Within 48 hours you will need to complete the Illness/Misadventure Appeal Form and submit it to the subject Head Teacher, with supporting evidence.</li> <li>• After the Head Teacher considers your appeal, you will be notified as to arrangements for the task.</li> </ul>
<p><b>You are absent on day a task is to be submitted.</b></p>	<ul style="list-style-type: none"> <li>• Parent or carer should phone or contact the school to make arrangements with the teacher/head teacher for submission of the task. <i>This must be done on the day of the task.</i></li> </ul>	<ul style="list-style-type: none"> <li>• The task needs to be delivered to the school on (or before) the due date.</li> </ul>
<p><b>You become aware of an upcoming absence on the day of a scheduled task.</b></p>	<ul style="list-style-type: none"> <li>• You are to notify class teacher as early as possible.</li> <li>• Written notification of an explanation for the absence including parent's signature is required.</li> </ul> <p><i>Note: You should avoid medical appointments, driving tests, family holidays that conflict with published assessment items.</i></p>	<ul style="list-style-type: none"> <li>• Class teacher and Head Teacher will make suitable arrangements with you.</li> </ul>
<p><b>You fail to submit an assessment task at the appropriate time.</b></p>	<ul style="list-style-type: none"> <li>• Every assessment task is designed to assist your understanding of the course. It is important that you complete, to a satisfactory standard, all assessment tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher will notify the Head Teacher.</li> <li>• N-determination warning letter will be sent to your parents along with notification of a ZERO score.</li> <li>• <b>You must still submit task.</b></li> </ul>
<p><b>You arrive at school and you become aware you have accidentally left your task or equipment required to complete a task at home.</b></p>	<ul style="list-style-type: none"> <li>• You are to notify teacher/Head Teacher immediately. Provision may be made for you to return home or parents/carers contacted.</li> </ul>	<ul style="list-style-type: none"> <li>• If you follow all procedures promptly, no penalty will be incurred, as long as you return in time to complete the set task.</li> </ul>
<p><b>You experience technical difficulties in publication of task.</b></p>	<ul style="list-style-type: none"> <li>• Always back up work in a second location.</li> <li>• Keep draft copies of <u>all</u> work.</li> </ul>	<ul style="list-style-type: none"> <li>• No provision can be made for computer problems.</li> <li>• You <b>submit</b> hand written copy and any available draft copies.</li> </ul>

## GUNDAGAI HIGH SCHOOL - ASSESSMENT TASK SCENARIOS

<i>Scenario</i>	<i>Action</i>	<i>Follow-Up</i>
<b><i>You are experiencing difficulty in completing a research task.</i></b>	<ul style="list-style-type: none"> <li>You must discuss any difficulties with your class teacher well before the due date.</li> <li><b>Written</b> application for extension may be made to the teacher/head teacher. The senior executive will consider this.</li> <li>This must be submitted at least THREE days prior to due date.</li> </ul>	<ul style="list-style-type: none"> <li>You will be advised if you have been granted an extension.</li> <li>If an extension is granted, you must submit the task by the new due date.</li> </ul>
<b><i>You submit work which is not your own.</i></b>	<ul style="list-style-type: none"> <li>All materials used in research must be appropriately referenced.</li> </ul>	<ul style="list-style-type: none"> <li>Using the work of others and presenting it as your own is a serious offence. The consequence will be zero marks awarded for the task, N-determination warning letter and an interview.</li> </ul>
<b><i>You complete a task of poor quality.</i></b>	<ul style="list-style-type: none"> <li>Every assessment task is designed to assist your understanding of the course. It is important that you complete, to a satisfactory standard, all assessment tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Your teacher/Head Teacher will notify you and your parents/carers that a non-serious attempt was made for the task.</li> <li>You will need to resubmit the task at an appropriate standard to satisfy NESAs requirements. The marks awarded from your initial submission will stand without alteration.</li> <li>If you fail to resubmit, you will be issued with an N-determination warning letter.</li> </ul>
<b><i>You are unprepared for an oral task presentation.</i></b>	<ul style="list-style-type: none"> <li>You must be prepared to present the task on the first day listed, regardless of your position in the published order.</li> </ul>	<ul style="list-style-type: none"> <li>If you are not prepared to deliver the task when called upon, a ZERO score will be awarded and you will be issued with an N-determination warning letter.</li> </ul>
<b><i>You attend school on the day task is due but you go home sick prior to the lesson when the task is to be submitted.</i></b>	<ul style="list-style-type: none"> <li>It is your responsibility to submit the task to your teacher/Head Teacher prior to leaving school.</li> </ul>	<ul style="list-style-type: none"> <li>If you fail to submit the task on date due it will receive a ZERO score and you will be issued with an N-determination warning letter.</li> </ul>

## 2022 Personal Assessment Calendar

Week	Term 1	Term 2	Term 3	Term 4
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				



# EXAMINATION PROCEDURES FOR YEARS 7-10 STUDENTS

**Please read the following very carefully**

## **Before the examination period**

1. Read the examination timetable carefully. It is the student's responsibility to attend all examinations as per the timetable. No additional time will be permitted for late students unless there are extenuating circumstances (eg late bus).

## **Immediately prior to the start of the examination**

2. Be outside the examination room at least 5 minutes before the time specified on the timetable which is the starting time of the examination.
3. **PROGRAMMABLE WATCHES, MOBILE PHONES AND ALL ELECTRONIC DEVICES ARE BANNED FROM THE EXAMINATION ROOM. IF ONE IS FOUND ON A STUDENT IT WILL BE CONFISCATED** and a report will be written on the incident which **could result in no marks being awarded** for the examination.
4. If a student wears a watch into the examination, it must be placed in clear view on the desk.
5. No student is to bring any bags, folders, written material or paper or liquid paper/white out into the examination room. All writing and drawing paper will be supplied by the school.
6. No food is permitted in the examination room, however, students may bring a bottle of water in a clear bottle into the examination room.
7. There will be no borrowing during the examination.
8. All students should bring at least two black writing pens, pencil, eraser, ruler, as well as subject specific needs such as calculators, drawing equipment etc.

## **Upon entering the examination room and during the examination**

9. Do not talk once inside the examination room unless directed to by a supervising teacher.
10. Upon entering the examination room sit in the desk, row, or area indicated by the supervising teacher.
11. To seek assistance from the supervisor students must raise their hand. The supervisors will only assist in the following matters:
  - The wrong examination has been provided
  - Part of the examination is missing
  - Part of the examination has not been printed clearly (you are not sure that you can read it correctly)
  - You need more writing paper
  - You think there is an error in the paper and you wish it verified
  - You feel ill or wish to go to the toilet (students should attempt to ensure that they do not need to make this request as it does disrupt the concentration of most students in the examination room)
12. Read and follow the instructions on the examination paper carefully.
13. Write your name as indicated on the examination paper.
14. Any student who engages in disruptive behaviour, talks to or attempts to communicate with another student or is found to be cheating may be removed from the room and have their paper cancelled. A report will be written on the incident which **could result in no marks being awarded** for the examination.
15. **You will NOT be permitted to leave the examination room** before the completion of your examination without **written permission** from the Principal or Deputy Principal, so please do not ask.

## **At the conclusion of the examination**

16. At the conclusion of your examination stop work when directed and listen carefully to and follow all instructions given as to how to hand in your paper and leave the room.

## **If you are absent for an examination**

17. You will be required to supply a **Medical Certificate** or **Statutory Declaration** should you miss an examination. Please notify the Deputy Principal as soon as possible if you are unable to sit for an examination so that an alternate time and/or an examination task can be arranged. Failure to do so will seriously disadvantage a student as they may be required to complete such a task on the first day back at school.

**If you have any questions, ask your Year Adviser or classroom teacher.**



# **YEAR 8 SUBJECT ASSESSMENT SCHEDULES**

## Stage 4 English

### 2022 Assessment Schedule

#### Topics:

1. Facing Your Fears
2. Poetry Around the World
3. The Art of Rhetoric
4. Introduction to Shakespeare

Task No.	Type	Weighting	Outcomes	Date Due
1	Essay	25%	EN4-1A, EN4-3B, EN4-5C, EN4-7D	Term 1, Week 10
2	Visual Representation & Speech	35%	EN4-2A, EN4-4B, EN4-8D, EN4-9E	Term 3, Week 7
3	Examination	40%	EN4-3B, EN4-5C, EN4-6C, EN4-7D	Term 4, Week 5

#### Stage 4 Outcomes

##### A student:

EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.

EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies.

EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts.

EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence.

EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts.

EN4-6C identifies and explains connections between and among texts.

EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it.

EN4-8D identifies, considers and appreciates cultural expression in texts.

EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning.

## Gundagai High School Scope and Sequence Stage 4 English

### 2022 Scope and Sequence Year 8 English

Term 1 2022	1	2	3	4	5	6	7	8	9	10	11
Topic/Module	Facing Your Fears										
Outcomes	EN4-1A, EN4-3B, EN4-5C, EN4-7D										
Assessment Tasks											Essay 25%

Term 2 2022	1	2	3	4	5	6	7	8	9	10
Topic/Module	Poetry Around the World									
Outcomes	EN4-2A, EN4-4B, EN4-8D, EN4-9E									
Assessment Tasks							Visual Representation & Speech 35%			

Term 3 2022	1	2	3	4	5	6	7	8	9	10
Topic/Module	The Art of Rhetoric									
Outcomes	EN4-1A, EN4-2A, EN4-4B, EN4-7D									
Assessment Tasks										

Term 4 2022	1	2	3	4	5	6	7	8	9	10
Topic/Module	Introduction to Shakespeare									
Outcomes	EN4-3B, EN4-5C, EN4-6C, EN4-7D									
Assessment Tasks					Examination 40%					

## Year 8 Mathematics

Mathematics in Years 7-10 provides students with knowledge, skills and understanding in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem solving skills. Assessment tasks for mathematics will all be in-class tasks.

### Semester 1

#### Topics

1. Working with Numbers
2. Pythagoras' Theorem
3. Algebra
4. Geometry
5. Area and Volume
6. Fractions and Percentages

Task Number	Due Date	Type	Syllabus Outcomes	Weighting
1	Week 9, Term 1	In-class task	MA4-16MG MA4-17MG MA4-5NA	25%
2	Week 7, Term 2	In-class task	MA4-6NA MA4-21SP MA4-10NA	25%

### Semester 2

#### Topics

1. Investigating Data
2. Probability
3. Congruent Figures
4. Ratios, Rates & Time
5. Equations
6. Graphing Linear Equations

Task Number	Due Date	Type	Syllabus Outcomes	Weighting
1	Week 9, Term 3	In-class task	MA4-12MG MA4-13MG MA4-17MG MA4-11NA	25%
2	Week 6, Term 4	In-class task	MA4-20SP MA4-7NA MA4-9NA	25%

### Syllabus Outcomes

#### A student:

MA4-5NA operates with fractions, decimals and percentages

MA4-7NA operates with ratios and rates, and explores their graphical representation

MA4-9NA operates with positive-integer and zero indices of numerical bases

MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations

MA4-11NA creates and displays number patterns and graphs and analyses linear relationships

MA4-13MG uses formulas to calculate the areas of quadrilaterals and circles, and converts between units

MA4-14MG uses formulas to calculate the volumes of prisms and cylinders

MA4-16MG applies Pythagoras' theorem to calculate side lengths in right-angled triangles

MA4-17MG classifies, describes and uses the properties of triangles and quadrilaterals

MA4-19SP collects, represents and interprets single sets of data, using appropriate statistical displays

MA4-20SP analyses single sets of data using measures of location, and range

MA4-21SP represents probabilities of simple and compound events

# COURSE OUTLINE 2022

# STAGE 4: YEAR 8 MATHEMATICS

## TERM ONE

WEEK	1	2	3	4	5	6	7	8	9	10	11
UNIT	<b>1. Working with Numbers</b> (Number and Algebra)				<b>2. Pythagoras' Theorem</b> (Measurement and Geometry)			<b>3. Algebra</b> (Number and Algebra)			
Assessment Tasks									Task 1		

## TERM TWO

WEEK	1	2	3	4	5	6	7	8	9	10
UNIT	<b>4. Geometry</b> (Measurement and Geometry)			<b>5. Area and Volume</b> (Measurement and Geometry)			<b>6. Fractions and Percentages</b> (Number and Algebra)			
Assessment Tasks							Task 2			

## TERM THREE

WEEK	1	2	3	4	5	6	7	8	9	10
UNIT	<b>7. Investigating Data</b> (Statistics and Probability)				<b>8. Probability</b> (Statistics and Probability)			<b>9. Congruent Figures</b> (Measurement and Geometry)		
Assessment Tasks									Task 3	

## TERM FOUR

WEEK	1	2	3	4	5	6 Task 4	7	8	9	10	11
UNIT	<b>10. Ratio, Rates and Time</b>			<b>11. Equations</b>			<b>12. Graphing Linear Equations</b>				

	(Number and Algebra) (Measurement and Geometry)			(Number and Algebra)				(Number and Algebra)			
Assessment Tasks					Task 4						

Years 7-8 Curriculum Strands											
Number and Algebra				Measurement and Geometry				Statistics and probability			

Gundagai High School – Year 8 Mathematics Program

# Stage 4 Year 7/8 Science

## Syllabus Outcomes

A student:

SC4-1VA - appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them

SC4-2VA - shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures

SC4-3VA - demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations

SC4-4WS - identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge

SC4-5WS - collaboratively and individually produces a plan to investigate questions and problems

SC4-6WS - follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually

SC4-7WS - processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions

SC4-8WS - selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems

SC4-9WS - presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations

SC4-10PW - describes the action of unbalanced forces in everyday situations

SC4-11PW - discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations

SC4-12ES - describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system

SC4-13ES - explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management

SC4-14LW - relates the structure and function of living things to their classification, survival and reproduction

SC4-15LW - explains how new biological evidence changes people's understanding of the world

SC4-16CW - describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles

SC4-17CW - explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life

## YEAR 7/8 SCIENCE TOPIC AND ASSESSMENT SCHEDULE 2022

### Semester 1

#### Topics

1. Forces
2. Earth's Resources and Habitats and Interactions

Task Number	Due Date	Type	Syllabus Outcomes	Weighting
1	Week 8 Term 1	Group modelling task and report	SC4 – 13ES	20%
2	Week 6 Term 2	Field investigation report	SC4-13ES SC4-15LW	25%

### Semester 2

#### Topics

1. Properties of Substances and Mixtures
2. Energy



<b>Task Number</b>	<b>Due Date</b>	<b>Type</b>	<b>Syllabus Outcomes</b>	<b>Weighting</b>
1	Week 8 Term 3	Group problem solving and First-hand investigation report	SC4 – 16CW SC4 – 17CW	20%
2	Term 4	Final Examination	SC4 – 13ES, 15LW, 16CW, 17CW, 11PW	35%

## 2022 Stage 4 Year 7/8 Science course scope and sequence

Term 1 2022	1	2	3	4	5	6	7	8	9	10	11
Topic	FORCES										
Outcomes	SC4-10PW (PW1 & PW2), WS4,5,6,7,8,9										
Assessment Tasks	Task 1: Group Modelling Task and Report 20% Due Week 8										

Term 2 2019	1	2	3	4	5	6	7	8	9	10	
Topic	EARTH'S RESOURCES and HABITATS AND INTERACTIONS										
Outcomes	SC4 -13ES (ES3, ES4) SC4-15LW (LW1f., LW5)										
Assessment Tasks	Task 2: Field Investigation Report 25% Due Week 6										

Term 3 2019	1	2	3	4	5	6	7	8	9	10	
Topic	PROPERTIES OF SUBSTANCES AND MIXTURES										
Outcomes	SC4 -16CW, 17CW (CW1, CW3)										
Assessment Tasks	Task 3: Group Problem Solving & First-Hand Investigation Report 20 % Due Week 8										

Term 4 2019	1	2	3	4	5	6	7	8	9	10	11
Topic	ENERGY										
Outcomes	SC4 -11PW (PW3, PW4)										
Assessment Tasks	Task 4: Yearly Examination: T.B.A.										

## Year 8 Geography

### Topics:

1. Landscapes & Landforms
2. Interconnections

Task No.	Date Due	Type	Outcomes	Weighting
1	Week 7, Term 1	PowerPoint Presentation	GE4-3, GE4-5, GE4-5 GE4-6	50%
2	Week 4, Term 2	Geography Report	GE4-2, GE4-3, GE4-4, GE4-7, GE4-8, GE4-9, GE4-10	50%

### Outcomes

#### A student:

GE4-1 locates and describes the diverse features and characteristics of a range of places and environments

GE4-2 describes processes and influences that form and transform places and environments

GE4-3 explains how interactions and connections between people, places and environments result in change

GE4-4 examines perspectives of people and organisations on a range of geographical issues

GE4-5 discusses management of places and environments for their sustainability

GE4-6 explains differences in human wellbeing

GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry

GE4-8 communicates geographical information using a variety of strategies

## Year 8 History

### Topics:

1. Depth Study 4: The Western and Islamic World- The Vikings
2. Depth Study 5: The Asia Pacific World: Japan under the Shoguns
3. Depth Study 5: Expanding Contacts: Aboriginal and Indigenous Peoples, Colonisation and Contact History

Task No.	Date Due	Type	Outcomes	Weighting
1	Week 5, Term 3	Source Based Visual Representation	HT4-5, HT4-10	25%
2	Week 10, Term 3	Research Assignment Task	HT4-4, HT4-8	35%
3	Week 6, Term 4	Topic Knowledge Test	HT4-2, HT4-3, HT4-4, HT4-7	40%

### Stage 4

#### A student:

HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past.

HT4-2 describes major periods of historical time and sequences events, people and societies from the past.

HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies.

HT4-4 describes and explains the causes and effects of events and developments of past societies over time.

HT4-5 identifies the meaning, purpose and context of historical sources.

HT4-6 uses evidence from sources to support historical narratives and explanations.

HT4-7 identifies and describes different contexts, perspectives and interpretations of the past.

HT4-8 locates, selects and organises information from sources to develop an historical inquiry.

HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past.

HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past.

## Gundagai High School Scope and Sequence GEOGRAPHY (Semester 1)

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Topic/Syllabus Focus: Landscapes and Landforms										
	Outcomes: GE4-3, GE4-5, GE4-5 GE4-6										
								PowerPoint 50%			

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Topic/syllabus Focus: Interconnections									
	Outcomes: 4..2, 4.3, 4.4, 4.7, 4.8, 4.9, 4.10									
				Geography Report 50%						

## Gundagai High School Scope and Sequence HISTORY (Semester 2)

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Topic/Syllabus Focus: Depth Study 4: The Western and Islamic World- The Vikings						Depth Study 5: The Asia Pacific World: Japan under the Shoguns				
	Outcomes: HT4-5, HT4-10						HT4-4, HT4-8				
					Source based vis. Rep 25%						Research Task 35%

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Topic/syllabus Focus: Depth Study 5 Cont..			Depth Study 5: Expanding Contacts: Aboriginal and Indigenous Peoples, Colonisation and Contact History							
	Outcomes: HT4-4, HT4-8			HT4-2, HT4-3, HT4-4, HT4-7							
							Topic Test 40%				

## Year 8 Personal Development, Health & Physical Education

### Semester 1 Topics:

3. Do I or don't I?
4. On the court
5. Rights and responsibilities
6. Invasion Games

Task Number	Due Date	Type	Syllabus Outcomes	Weighting
1	Week 7 Term 1	Do I or Don't I – Health Task	PD4-6, PD4-7, PD4-9, PD4-10	15%
2	All semester 1	Practical movement skills and performance – On the court	PD4-4, PD4-5	20%
3	Week 5 Term 2	Semester 1 Examination	PD4-2, PD4-3, PD4-6, PD4-8, PD4-9, PD4-10	15%

### Semester 2 Topics

3. Wealth in health
4. Move and groove
5. Cultivating body and mind
6. On target

Task Number	Due Date	Type	Syllabus Outcomes	Weighting
4	Week 7 Term 3	Wealth in Health - Task	PD4-3, PD4-6, PD4-8	15%
5	All semester 2	Practical movement skills and performance – Move and Groove	PD4-4, PD4-11	20%
6	Week 5 Term 4	Yearly Examination	PD4-2, PD4-6, PD4-7, PD4-10	15%

### Syllabus Outcomes:

#### Health, Wellbeing and Relationships

A student:

**PD4-1** examines and evaluates strategies to manage current and future challenges

**PD4-2** examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others

**PD4-3** investigates effective strategies to promote inclusivity, equality and respectful relationships

**PD4-9** demonstrates self-management skills to effectively manage complex situations

**PD4-10** applies and refines interpersonal skills to assist themselves and others to interact

#### Movement Skill and Performance

A student:

**PD4-4** refines, applies and transfers movement skills in a variety of dynamic physical activity contexts

**PD4-5** transfers and adapts solutions to complex movement challenges

**PD4-10** applies and refines interpersonal skills to assist themselves and others to interact

**PD4-11** demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

#### Healthy, Safe and Active Lifestyles

A student:

**PD4-2** examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others

**PD4-6** recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activities

**PD4-7** investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities

**PD4-8** plans for and participates in activities that encourage health and a lifetime of physical activity

**PD4-9** demonstrates self-management skills to effectively manage complex situations

**PD4-10** applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts

## Gundagai High School Scope and Sequence PDHPE

Term 1	1	2	3	4	5	6	7	8	9	10	
Topic	<b>Do I or don't I?</b> PD4-6, PD4-7, PD4-9, PD4-10 Life Skills outcomes PDLS-7, PDLS-8, PDLS-10, PDLS-11										
Outcomes	<b>On the court</b> PD4-4, PD4-5 Life Skills outcomes PDLS-5, PDLS-6										
Assessment Tasks							Task 1: 15%	Task 2, Semester 1 (Practical / Court Skills) 20%			

Term 2	1	2	3	4	5	6	7	8	9	10	
Topic	<b>Rights and responsibilities</b> PD4-2, PD4-3, PD4-9, PD4-10 Life Skills outcomes PDLS-2, PDLS-3, PDLS-4, PDLS-10, PDLS-11										
Assessment tasks				Task 2, Semester 1 (Practical / Court Skills) 20%		TASK 3: 15%					

Term 3	1	2	3	4	5	6	7	8	9	10	
Topic	<b>Wealth in health</b> PD4-3, PD4-6, PD4-8 Life Skills outcomes PDLS-4, PDLS-7, PDLS-9										
Outcomes	<b>Move and groove</b> PD4-4, PD4-11										
Assessment tasks	TASK 5: (PRACTICAL / MOVE and GROOVE) 20%						TASK 4: 15%				

Term 4	1	2	3	4	5	6	7	8	9	10	
Topic	<b>Cultivating body and mind</b> PD4-6, PD4-7, PD4-10, PD4-11 Life Skills outcomes PDLS-7, PDLS-8, PDLS-11, PDLS-12										
Assessment tasks	TASK 5: (PRACTICAL / MOVE and GROOVE) 20%				TASK 6: 15%						

## Year 8 Technology (Mandatory)

Students participate in a rotating classroom system. One semester they will undertake 'Control technologies and Engineered Systems' Units of study, and in the other semester students will undertake the 'Timber and Mixed Materials' Units of study.

### Control Technologies and Engineered Systems Rotation

Task Number	Due Date	Type	Syllabus Outcomes	Weighting
1	Rotation 1: Week 9 Term 1	Assessment 1 Alarm and Folio	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP	25%
	Rotation 2: Week 9 term 3			
2	Rotation 1: Week 8 Term 2	Assessment 2 Mouse Trap Racer and folio	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN, TE4-9MA	25%
	Rotation 2: Week 6 Term 4			

### Timber and Mixed Materials Technologies Semester Rotation

Task Number	Due Date	Type	Syllabus Outcomes	Weighting
1	Rotation 1: Week 8 term 1	Assessment 1 Timber Box and Drawing folio	TE4- 1DP, TE4- 2DP, TE4-3DP, TE4-4DP, TE4- 9MA, TE4-10TS	25%
	Rotation 2: Week 8 term 3			
2	Rotation 1: Week 8 term 2	Assessment 2 Timber & Mixed Materials project and Folio	TE4-1DP, TE4-2DP, TE4-3DP, TE4- 9MA, TE4-10TS	25%
	Rotation 2: Week 5 term 4			

### Outcomes

#### A student:

**TE4-1DP** designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities

**TE4-2DP** plans and manages the production of designed solutions

**TE4-3DP** selects and safely applies a broad range of tools, materials and processes in the production of quality projects

**TE4-4DP** designs algorithms for digital solutions and implements them in a general-purpose programming language

**TE4-8EN** explains how force, motion and energy are used in engineered systems

**TE4-9MA** investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions



### Gundagai High School Scope and Sequence TECHNOLOGY (MANDATORY)

<b>Term 1 Rotation 1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Topic/Module/Unit</b>	Control Technologies - Alarm and Folio									
<b>Outcomes</b>	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP									
<b>Assessment Tasks</b>									Alarm and Folio <b>25%</b>	

<b>Term 2 Rotation 1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Topic/Module/Unit</b>	Engineered Systems - Mouse Trap Racer									
<b>Outcomes</b>	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN, TE4-9MA									
<b>Assessment Tasks</b>						Mouse Trap Racer and folio <b>25%</b>				

<b>Term 3 Rotation 2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Topic/Module/Unit</b>	Control Technologies - Alarm and Folio									
<b>Outcomes</b>	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP									
<b>Assessment Tasks</b>									Alarm and Folio <b>25%</b>	

<b>Term 4 Rotation 2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
<b>Topic/Module/Unit</b>	Engineered Systems - Mouse Trap Racer										
<b>Outcomes</b>	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN, TE4-9MA										
<b>Assessment Tasks</b>						Mouse Trap Racer and folio <b>25%</b>					

## Year 8 Music

### Stage 4 Music Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Timing</b>	Term 1, Week 9	Term 2, Week 5	Term 3, Week 9	Term 4, Week 5	
<b>Outcomes</b>	4.1,4.2, 4.3, 4.12	4.7, 4.8, 4.9	4.1, 4.2, 4.3	4.4, 4.5, 4.6, 4.10	
<b>Task</b>	Performance	Listening/ Theory	Performance	Composition	
Performance	25			25	<b>50</b>
Composition			25		<b>25</b>
Musicology		25			<b>25</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

### Outcomes

#### A student:

- 4.1 performs in a range of musical styles demonstrating an understanding of musical concepts
- 4.2 performs music using different forms of notation and different types of technology across a broad range of musical styles
- 4.3 performs music demonstrating solo and/or ensemble awareness
- 4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
- 4.5 notates compositions using traditional and/or non-traditional notation
- 4.6 experiments with different forms of technology in the composition process
- 4.7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
- 4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
- 4.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
- 4.10 identifies the use of technology in the music selected for study, appropriate to the musical context
- 4.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 4.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

## Gundagai High School Scope and Sequence MUSIC

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Popular Music									Jazz
	4.1, 4.2, 4.3, 4.12									4.7, 4.8, 4.9
										Performance 25%

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
						Australian Music				
						4.1, 4.2, 4.3				
					Musicology 25%					

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
										Music for Small Ensembles
										4.4, 4.5, 4.6 4.10
										Performance 25%

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
						Revise Stage 4				
					Composition 25%					

# STAGE FOUR, YEAR 8 - Visual Arts – Scope and Sequence 2022

	Terms 1 and 3				Terms 2 and 4	
<b>Topic</b>	Fundamentals of Painting and Foundations of Drawing				Investigation of Art	
<b>Task</b>	2D- Painting 2D – Drawing VAPD Historical Study				3D- Sculpture VAPD Artist/ artwork critical studies	
<b>Frames</b>	Subjective	Structural	Cultural	Postmodern	Subjective	Structural
<b>Conceptual Framework</b>	Artist	Artwork	World	Audience	Artist	Artwork
<b>Outcomes</b>	Artmaking: 4.1, 4.2, 4.3, 4.6				Artmaking: 4.1, 4.2, 4.3, 4.6	
	Visual Arts Process Diary: 4.4, 4.5				Visual Arts Process Diary: 4.4, 4.5	
	Critical and Historical Studies: 4.8, 4.9				Critical and Historical Studies: 4.8, 4.9	
<b>Components</b>	Weighting %					
<b>Artmaking</b>  /60%	Drawing: 15 VAPD: 5 Painting: 15				Sculpture: 15 VAPD: 5	
<b>Critical and Historical Studies</b>  /40%	Historical Study: 20				Artist/ artwork critical studies: 20	
<b>Total %</b>  /100%	55				55	

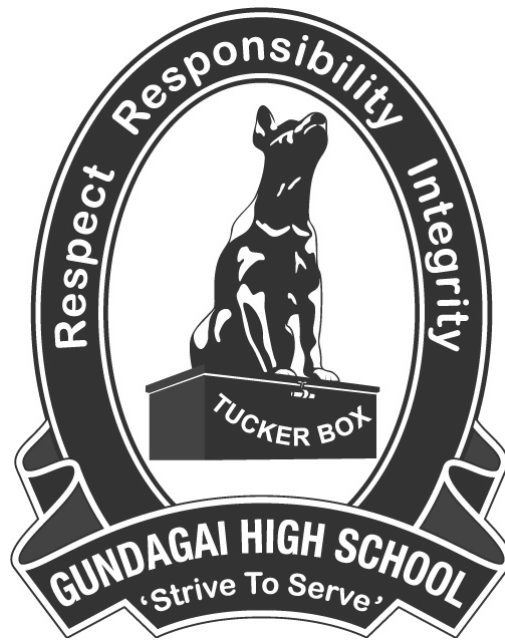
## Year 7 Visual Arts Assessment Schedule 2022

TOPIC	TASK	WEIGHT	DUE DATE	OUTCOMES
Fundamentals of Painting	2D – Painting	15%	Terms 1 and 3 Week 5	Artmaking: 4.1, 4.3
	Historical Study	20%	Terms 1 and 3 Week 5	Critical and Historical Studies: 4.8, 4.9
Foundations of Drawing	2D – Drawing	15%	Terms 1 and 3 Week 9	Artmaking: 4.2, 4.6
	Visual Arts Process Diary	5%	Terms 1 and 3 Week 9	VAPD: 4.4, 4.5
Investigating Sculpture	Artist/ artwork critical analysis	20%	Terms 2 and 4 Week 5	Artmaking: 4.1, 4.6
	3D – Sculpture	20%	Terms 2 and 4 Week 7	Critical and Historical Studies: 4.7, 4.10  VAPD: 4.4, 4.5
	Visual Arts Process Diary	5%	Terms 2 and 4 Week 7	

### Outcomes:

- 4.1 uses a range of strategies to explore different art making conventions and procedures to make artworks
- 4.2 explores the function of and relationships between artist – artwork – world – audience
- 4.3 makes artworks that involve some understanding of the frames
- 4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
- 4.5 investigates ways to develop meaning in their artworks
- 4.6 selects different materials and techniques to make artworks
- 4.7 explores aspects of practice in critical and historical interpretations of art
- 4.8 explores the function of and relationships between the artist – artwork – world – audience
- 4.9 begins to acknowledge that art can be interpreted from different points of view

4.10 recognises that art criticism and art history construct meanings



*"Strive to Serve"*