

Erskine Park High School



Year 9 - 2020 Assessment Handbook

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2020 YEAR 9 - CALENDAR OF ASSESSMENT TASKS

Wk	TERM 1 2020 29/1/2020 – 10/4/2020	TERM 2 2020 28/4/2020 – 3/7/2020	TERM 3 2020 21/7/2020 – 25/9/2020	TERM 4 2020 14/10/2020– 20/12/2020
1				PASS
2				Ceramics Information and software Technology IT Timber Music
3		HSIE		Commerce Elective History HSIE Photography Visual Arts Visual Design
4		Agriculture Child Studies Music	Mathematics Music	Agriculture Child Studies Food Technology Mathematics Science
5		Information and software Technology Mathematics PDHPE	Ceramics Elective History IT Timber PASS Photography Visual Arts Visual Design	PDHPE
6		Elective History	IT Timber	
7	Agriculture Mathematics Music PDHPE	Ceramics Photography Visual Arts Visual Design	Science	
8	Child Studies Ceramics Food Technology IT Timber Photography Visual Arts Visual Design	Commerce Music	Child Studies Information and software Technology Music PDHPE	
9	Elective History PASS Science	English	Agriculture Commerce English HSIE PASS	
10	Commerce English HSIE Information and software Technology IT Timber	Food Technology	Food Technology	
11				

2020 YEAR 9 – ASSESSMENT PLANNER

Wk	TERM 1 2020 29/1/2020 – 10/4/2020	TERM 2 2020 28/4/2020 – 3/7/2020	TERM 3 2020 21/7/2020 – 25/9/2020	TERM 4 2020 14/10/2020– 20/12/2020
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

Year 9 Assessment and Misadventure Information

1. The Purpose of Assessment

- a) Assessment is the process that teachers use to gather information and make judgements about the learning of the students. The assessment is designed to complement the teaching programs delivered by the teacher to determine students understanding of content knowledge and the development of subject specific skills.
- b) Teachers use a range of assessment formats including tests, practical tasks, oral presentations, research projects, process diaries and other forms of formal assessment. Assessment tasks may be completed in class, at home or in a combination of classwork and homework. The purpose of each assessment tasks is to provide students with the opportunity to demonstrate their level of achievement in the outcomes of the course.
- c) Formal assessment is used in conjunction with assessments of student learning made in the course of study to inform the grading of outcomes. These outcome grades are presented each semester in the semester report for that subject.

2. Assessment Task Schedules

- a) Students will be provided with a schedule of their formal assessment tasks at the beginning of each course.
- b) These schedules will be provided for each course offered in that academic year.
- c) The Schedules will include important information regarding the outcomes assessed and the nature of the tasks, as well as the date which each task will be due for submission.
- d) Where assessment tasks are not of the same value or weighting across the year, explicit information as to the weighting of the task will be made clear in the assessment schedule.
- e) Each course will be assessed using a minimum of two (2) formal tasks and will form the basis of report outcomes presented each semester.
- f) If at any time an assessment schedule needs to be modified, this notification will be given in writing to all affected students.

3. Notification of Assessment Task

- a) Students should receive a notification of an assessment task in a fair, equitable and timely manner. All students will be notified of a formal assessment task at least two weeks before the submission due date for the task.
- b) Students should all, as much as is practicable, be provided with the same amount of time to complete a formal assessment task.
- c) Assessment tasks notifications should be provided to students using the accepted school assessment task notification format.
- d) Where a student is absent from school when the assessment notification is distributed, it is the responsibility of the student to seek the assessment task notification

4. Modification

- a) Assessment tasks will be modified or scaffolded to provide opportunity for all students to access the curriculum and demonstrate their achievement of course outcomes.

- b) Modifications may include simplified or alternate tasks, additional support in completing tasks or extended time to complete tasks.
- c) Students may also access reading assistance, writing assistance or extended times in formal examinations to support their equitable access to the task.
- d) Parents should contact the teaching and learning team to discuss additional support requirements of their children.

5. Submission

- a) All assessment tasks are compulsory for all students
- b) The assessment task notice and instructions will clearly describe the nature and format that should be used to complete the task. Students and parents should refer to the assessment task notification to determine what form the task should take and how it should be submitted.
- c) Assigned tasks should be completed and submitted on or before the due date and each faculty is responsible for collecting tasks to ensure accurate recording/receipting of the time and date that the student submits the task.
- d) Where student is unable to attend school on the due date of an assessment task, a relative or friend may submit the task to the main office or the class teacher on the due date.
- e) Unless other arrangements have been negotiated with the head teacher by the student or parents of the student, in class assessments and examination must be completed at the scheduled date and time.

6. Late Submission / Misadventure

- a) In special circumstances where a student is unable to complete or submit an assessment task by the due date and time, consideration may be given for extension or exemption. This must be sought in writing using the misadventure form (**shown on the following page**) with appropriate documentation attached and submitted to the Head Teacher of the faculty concerned.
- b) If a student knows ahead of time that they will not be present on the date a task is due to be completed or submitted, they must contact the Head Teacher of the faculty and negotiate alternative arrangements.
- c) Extensions of time are generally only given in special circumstances such as extended or unexpected illness, or external factors out of the students control which impacts a significant period of time prior to the submission date.
- d) Computer or printer problems will not generally be considered to be an acceptable reason for failure to submit tasks or for late submission. It is the responsibility of the student to ensure documents are frequently saved and that they are printed with sufficient time to seek alternative printing facilities should a problem arise.
- e) A task will be considered late if it is submitted to the teacher after the scheduled due date and time.
- f) Penalties may apply for tasks submitted after the due date and time if no effort has been made to negotiate alternative arrangements with the head teacher.

7. Failure to Submit an Assessment Task

- a) Failure to complete or submit an assessment task will result in the task being awarded a “zero” grade. This may significantly impact a student’s ability to demonstrate successful achievement of course outcomes.
- b) Classroom teachers are responsible for notifying parents of a student’s failure to submit an assessment task. This will be in the form of an official notification sent to parents.
- c) Despite penalties, students will be required to submit the missed assessment task or a negotiated alternative task.

8. Malpractice

- a) Assessment tasks must be a student’s own work. Where malpractice occurs a “zero” mark will be awarded.
- b) Malpractice may take a number of forms including plagiarism, cheating in an examination, collusion with another student (working together on the same task or sharing a substantial quantity of the work), disrupting an examination or failing to follow directions of staff or administrators during an examination.
- c) Students may also be guilty of malpractice if they are in possession of a mobile phone or internet compatible device during an examination or assessment task where the possession or use of these devices is prohibited.
- d) Students may be required to re-sit an examination or complete an alternative task if malpractice is evident.

9. Non-serious Attempt at an Assessment Task

- a) A non-serious attempt is considered a failure to make a reasonable effort to complete a task to a standard of which the student is capable.
- b) A non-serious attempt may be due to a student’s:
 - i. Failure to complete some or all sections of a task
 - ii. Inclusion of clearly inappropriate material which is not related to the task or examination.
 - iii. A task or part of a task which is completed to a very low standard, or which is inappropriately brief or superficial in nature. The expected standard of tasks should align with the abilities of the student completing the task
- c) The faculty Head Teacher will determine if a non-serious attempt has been made at a task and will make contact with parents to notify them. This notification will be in the form of an official letter and may be accompanied by a telephone call.
- d) A student may incur a penalty for a non-serious attempt at an assessment task as decided by the Head Teacher of the faculty.

10. Appeals

- a) Parents who have concerns about assessment processes should first make contact with the Teacher of the class involved. The Head Teacher will be notified of the concerns and make contact with parents to resolve the issues at a faculty level.
- b) Where this process is unsuccessful at resolving the concerns, an appeal may be completed and submitted to the Deputy Principal for review. A review will be undertaken in cases of:
 - i. Misadventure
 - ii. Concerns about the correct use of process in notification, grading or weighting of tasks
 - iii. Perceived inequity of the task or processes to ensure all students have the capacity to accurately demonstrate their capacity to demonstrate learning outcomes.



ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 9 AGRICULTURE

FACULTY: TAS 1

		Task 1	Task 2	Task 3	Task 4
Syllabus components	Weightings	Agricultural Research	Plant Production - Vegetables	Animal Production – Practical Task	Yearly Examination
		Term 1 Week 7	Term 2 Week 4	Term 3 Week 9	Term 4 Week 4
Introduction to Agriculture	20%	AG5-2, AG5-3, AG5-4, AG5-10			AG5-1, AG5-2, AG5-3, AG5-4, AG5-5, AG5-6, AG5-7, AG5-8, AG5-9, AG5-10, AG5-11, AG5-12, AG5-13
Plant Production 1	40%		AG5-5, AG5-6, AG5-8, AG5-9		
Animal Production 1	40%			AG5-2, AG5-3, AG5-4, AG5-10	
Total	100%				

Syllabus Outcomes

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



ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 9 CHILD STUDIES (100/200HR)

FACULTY: TAS 1

			TASK 1	TASK 2	TASK 3	TASK 4
Focus Area	Unit Name	WEIGHTING	Preparing for parenthood Conception to birth	Newborn Care Brochure	Create a toy	Yearly Examination
			Wk8, Term 1 Completed (In Class/Home)	Wk4, Term 2 Completed (In Class)	Wk8, Term 3 Completed (In Class)	Wk4, Term 4 Completed (In Class)
Preparing for Parenthood / Conception to Birth	Becoming a parent	25	CS5-1 CS5-5			CS5-3 CS5-4 CS5-7 CS5-9 CS5-11 CS5-12
Newborn Care / Growth and Development	The wonder of life	25		CS5-6 CS5-8		
Health and Safety in Childhood / Play and the developing child	Playing safe	25			CS5-1 CS5-2 CS5-10	
Media and Technology in childhood / Food and nutrition in childhood	Food, media and technology in childhood	25				
TOTAL MARK		100				

Syllabus Outcomes

CS5-1 identifies the characteristics of a child at each stage of growth and development

CS5-2 describes the factors that affect the health and wellbeing of the child

CS5-3 analyses the evolution of childhood experiences and parenting roles over time

CS5-4 plans and implements engaging activities when educating and caring for young children within a safe environment

CS5-5 evaluates strategies that promote the growth and development of children

CS5-6 describes a range of parenting practices for optimal growth and development

CS5-7 discusses the importance of positive relationships for the growth and development of children

CS5-8 evaluates the role of community resources that promote and support the wellbeing of children and families

CS5-9 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing

CS5-10 demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts

CS5-11 analyses and compares information from a variety of sources to develop an understanding of child growth and development

CS5-12 applies evaluation techniques when creating, discussing and assessing information related to child growth and development



ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 9 CERAMICS (100HR)

FACULTY: Creative and Performing Arts

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Research Task	Practical Task	Practical Task	Yearly Examination
			Wk8, Term 1	Wk7, Term 2	Wk5, Term 3	Wk2/3, Term 4
			Completed (In Class/Home)	Completed (In Class)	Completed (In Class)	Completed (In Class)
•5.7 •5.8	Critical and Historical Interpretations	15	✓			
•5.1 •5.2 •5.4	Making	30		✓		
•5.3 •5.5 •5.6	Making	40			✓	
•5.7 •5.9 •5.10	Critical and Historical Interpretations	15				✓
TOTAL MARK		100				

Syllabus Outcomes

Making

- 5.1** Begins to develop a characteristic style when designing objects and images
- 5.2** Identifies the processes used in ceramics production, describing materials and techniques used
- 5.3** Explores concepts used by a wide variety of artists/ceramists when designing objects and images
- 5.4** Uses their imagination and judgement in the selection and development of workable designs
- 5.5** Values opportunities to experiment with a range of techniques
- 5.6** Displays knowledge and understanding of a wide variety of construction and decorative techniques to support artistic intentions

Critical and Historical Interpretations

- 5.7** develops knowledge of a broad range of related terms and concepts
- 5.8** evaluates the role and contribution of the ceramist/designer from a broad range of cultures and times
- 5.9** investigates the roles and relationships of the artwork, artist/ceramist/sculptor/audience/world in critical and historical investigations
- 5.10** displays knowledge and understanding of a wide variety of design concepts through the critical study of ceramic works and ideas



ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 9 COMMERCE

FACULTY: HSIE

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Wk 10, Term 1	Wk 8 , Term 2	Wk9 , Term 3	Wk3 , Term 4
			In class exam	Research assignment completed at home	In class exam	Research assignment completed at home
5.1 5.2 5.3	knowledge and understanding of consumer, financial, business, legal and employment matters		✓		✓	
5.4 5.5 5.6	skills in decision-making and problem-solving in relation to consumer, financial, business, legal and employment issues		✓	✓	✓	✓
5.7 5.8	skills in effective research and communication			✓		✓
5.9	skills in working independently and collaboratively			✓		✓
TOTAL MARK		100%	30%	20%	30%	20%

Syllabus Outcomes

- 5.1** applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
- 5.2** analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
- 5.3** examines the role of law in society
- 5.4** analyses key factors affecting commercial and legal decisions
- 5.5** evaluates options for solving commercial and legal problems and issues
- 5.6** monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues
- 5.7** researches and assesses commercial and legal information using a variety of sources
- 5.8** explains commercial and legal information using a variety of forms
- 5.9** works independently and collaboratively to meet individual and collective goals within specified timelines



ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 9 ENGLISH

FACULTY: English

			TASK 1	TASK 2	TASK 3
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Prejudice Assessment	Shakespeare Assessment	Novel Assessment
			Wk 10, Term 1	Wk 9, Term 2	Wk 9, Term 3
			Completed at home	Completed in class	Completed in class
• EN5-1A • EN5-2A	Communicate through speaking, listening, reading, writing, viewing and representing		✓	✓	✓
• EN5-3B • EN5-4B	Use language to shape and make meaning according to purpose, audience and context		✓	✓	✓
• EN5-5C • EN5-6C	Think in ways that are imaginative, creative, interpretive and critical		✓	✓	✓
• EN5-7D • EN5- 8D	Express themselves and their relationships with others and their world		✓	✓	✓
• EN5-9E	Learn and reflect on their learning through their study of English			✓	

Syllabus Outcomes

- 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



ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 9 FOOD TECHNOLOGY

FACULTY: TAS 1

			Task 1	Task 2	Task 3	Task 4
Focus Area	Unit Name	Weightings	Term 1 Week 8 Completed: HOME/SCHOOL	Term 2 week 10 Completed: AT SCHOOL	Term 3 Week 10 Completed: SCHOOL	Term 4 Week Completed: At School
			Assessment Task and Practical	Ongoing in-class Practicals	Ongoing in-class Practicals	Yearly Examination
Food in Australia	Foodie Adventures	25%	FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-11, FT5-12			FT5-2, FT5-3, FT5-5, FT5-6, FT5-7, FT5-10, FT5-12, FT5-13
Food Equity	The Hunger Case	25%		FT5-1, FT5-2, FT5-5, FT5-10, FT5-11		
Food for Specific Needs	Fundamentally Food	25%			FT5-1, FT5-2, FT5-5, FT5-10, FT5-11	
Food Trends	Trending	25%				
Total		100%				

Syllabus Outcomes

- 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



ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 9 ELECTIVE HISTORY

FACULTY: HSIE

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING				
			Wk9 , Term 1 Take Home Assessment Task	Wk6 , Term 2 Completed Half Yearly Exam	Wk 5, Term 3 Completed In class - Assessment	Wk3 , Term 4 Completed In Class Yearly Exam
E5.1 E5.2	develop a knowledge and understanding of history and historical inquiry		✓		✓	
E5.3 E5.4	develop a knowledge and understanding of past societies and historical periods			✓		✓
E5.6 E5.7	develop skills to undertake the processes of historical inquiry		✓	✓		✓
E5.9 E5.10	develop skills to communicate their understanding of history		✓		✓	✓
TOTAL MARK		100	25%	25%	25%	25%

Syllabus Outcomes

- E5.1** applies an understanding of history, heritage, archaeology and the methods of historical inquiry
- E5.2** examines the ways in which historical meanings can be constructed through a range of media
- E5.3** sequences major historical events or heritage features, to show an understanding of continuity, change and causation
- E5.4** explains the importance of key features of past societies or periods, including groups and personalities
- E5.5** evaluates the contribution of cultural groups, sites and/or family to our shared heritage
- E5.6** identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process
- E5.7** explains different contexts, perspectives and interpretations about the past
- E5.8** selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- E5.9** applies a range of relevant historical terms and concepts when communicating an understanding of the past
- E5.10** selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences



ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 9 HSIE

FACULTY: HSIE

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Wk10, Term 1	Wk3 , Term 2	Wk9 , Term 3	Wk3 , Term 4
			Completed In class test	Completed In class test	Completed In class Test	Completed at home – Research Task
GE5-2 GE5-3 GE5-5 GE5-7	Acquiring geographical information Maps Graphs and statistics				✓	
GE5-2 GE5-3 GE5-5 GE5-7 GE5-8	Processing geographical information Communicating geographical information Fieldwork Visual representation Spatial technologies					✓
HT5-1 HT5-2 HT5-5 HT5-6 HT5-7 HT5-9	Comprehension: Chronology, terms and concepts Analysis and use of sources Perspectives and interpretations Empathetic understanding Explanation and Communication		✓			
HT5-1 HT5-2 HT5-3 HT5-4 HT5-5 HT5-6 HT5-9	Comprehension: Chronology, terms and concepts Analysis and use of sources Perspectives and interpretations Empathetic understanding Explanation and Communication			✓		
TOTAL MARK		100%	25%	25%	30%	20%

Syllabus Outcomes

Geography

GE5-2 explains processes and influences that form and transform places and environments

GE5-3 analyses the effect of interactions and connections between people, places and environments

GE5-5 assesses management strategies for places and environments for their sustainability

GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

GE5-8 communicates geographical information to a range of audiences using a variety of strategies

Syllabus Outcomes

History

HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia

HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

HT5-4 explains and analyses the causes of effects and developments in the modern world and Australia

HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process

HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

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

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



ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 9 INFORMATION AND SOFTWARE TECHNOLOGY

FACULTY: TAS1

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Exam	Project	Project	Exam
			Term 1 Wk10	Term 2 Wk5	Term 3 Wk8	Term 4 Wk 2
			Completed in class	Completed in class/home	Completed in class/home	Completed in class
5.2.1 5.2.2 5.3.1 5.5.2	Applies problem-solving processes Designs, produces and evaluates Justifies responsible and ethical use of information Communicates ideas, processes and solutions to a targeted audience	15	x			
5.1.1 5.1.2 5.2.2	Selects and justifies the application of software programs Selects, maintains and appropriately uses hardware Designs, produces and evaluates	25		x		
5.1.1, 5.2.1, 5.2.2, 5.2.3	Selects and justifies the application of software programs Selects, maintains and appropriately uses hardware Designs, produces and evaluates	35			x	
5.2.1 5.3.1 5.5.2	Applies problem-solving processes Justifies responsible practices and ethical use of information and software technology Communicates ideas, processes and solutions to a targeted audience	25				x
TOTAL MARK		100				

Syllabus Outcomes

- 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



ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 9 INDUSTRIAL TECHNOLOGY TIMBER

FACULTY: TAS2

			TASK 1	TASK 2	TASK 3	TASK 4	TASK5
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Safety Report	Joints Exercise	Cabinet Project and Report	Drawer Project and Report	Yearly exam
			Wk8, Term 1	Wk10, Term 1	Wk5, Term 3	Wk6, Term 3	Wk 2, Term 4
IND5-1, IND5-5	Timber Module 1	10	x				
IND5-1, IND5-3, IND5-4, IND5-7, IND5-8	Timber Module 1	20		x			
IND5-1, IND5-2, IND5-3, IND5-5, IND5-7, IND5-8	Timber Module 1	25			x		
IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9	Timber Module 1	25				x	
IND5-1, IND5-3, IND5-9, IND5-10	Timber Module 1	20					x
TOTAL MARK		100					

Syllabus Outcomes

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



ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 9 MATHS 5.1

FACULTY: Mathematics

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Wk 7 , Term 1	Wk 5, Term 2	Wk 4, Term 3	Wk 4, Term 4
			Completed in class	Completed in class	Completed in class	Completed in class
<ul style="list-style-type: none"> • MA4.16MG • MA5.1-4NA 	Pythagoras' Theorem Working with numbers		✓			
<ul style="list-style-type: none"> • MA4-8NA • MA5.1-10MG 	Algebra Trigonometry			✓		
<ul style="list-style-type: none"> • MA5.1-5NA • MA4-17MG • MA4-10NA 	Indices Geometry Equations				✓	
<ul style="list-style-type: none"> • MA5.1-4NA • MA5.1-12SP • MA5.1-8MG • MA4-14MG 	Earning Money Investigating Data Surface Area and Volume					✓
TOTAL MARK		100	25%	25%	25%	25%

Syllabus Outcomes

MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts.

MA5.1-2WM selects and uses appropriate strategies to solve problems.

MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context.

MA4-16MG applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems.

MA5.1-4NA solves financial problems involving earning, spending.

MA4-8NA generalises number properties to operate with algebraic expressions.

MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression.

MA4-17MG Triangles

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

MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media.

MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms.

MA4-14MG uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume.



ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 9 MATHS 5.2

FACULTY: Mathematics

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Wk 7 , Term 1	Wk 5, Term 2	Wk 4, Term 3	Wk 4, Term 4
			Completed in class	Completed in class	Completed in class	Completed in class
<ul style="list-style-type: none"> MA4.16MG MA5.1-4NA 	Pythagoras' Theorem Working with numbers		✓			
<ul style="list-style-type: none"> MA5.2-6NA MA5.1-10MG MA5.2-13MG 	Algebra Trigonometry			✓		
<ul style="list-style-type: none"> MA5.1-5NA MA5.2-7NA MA5.2-14MG MA5.2-8NA 	Indices Geometry Equations				✓	
<ul style="list-style-type: none"> MA5.1-4NA MA5.1-12SP MA5.1-8MG MA5.2-11MG MA5.2-12MG 	Earning Money Investigating Data Surface Area and Volume					✓
TOTAL MARK		100	25%	25%	25%	25%

Syllabus Outcomes

MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions.

MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems.

MA5.2-3WM constructs arguments to prove and justify results.

MA4-16MG applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems.

MA5.1-4NA solves financial problems involving earning, spending.

MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions.

MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression.

MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings.

MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases.

MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices.

MA5.2-14MG calculates the angle sum of any polygon and use minimum conditions to prove triangles are congruent or similar.

MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques.

MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media.

MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms.

MA5.1-11MG describes and applies the properties of similar figures and scale drawings.

MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders.



ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 9 MATHS 5.3

FACULTY: Mathematics

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Wk 7 , Term 1	Wk 5, Term 2	Wk 4, Term 3	Wk 4, Term 4
			Completed in class	Completed in class	Completed in class	Completed in class
<ul style="list-style-type: none"> MA4-16MG MA5.3-6NA MA5.1-4NA 	Pythagoras' Theorem and Surds Working with Numbers		✓			
<ul style="list-style-type: none"> MA5.2-6NA MA5.3-5NA MA5.1-10MG MA5.2-13MG 	Products and Factors Trigonometry			✓		
<ul style="list-style-type: none"> MA5.1-5NA MA5.1-9MG MA5.2-7NA MA5.3-6NA MA5.2-14MG MA5.2-8NA MA5.3-7NA 	Indices Geometry Equations				✓	
<ul style="list-style-type: none"> MA5.1-4NA MA5.1-12SP MA5.1-8MG MA5.1-9MG MA5.2-11MG MA5.2-12MG MA5.3-14MG 	Earning Money Investigating Data Surface Area and Volume					✓
TOTAL MARK		100	25%	25%	25%	25%

Syllabus Outcomes

MA5.3-1WM uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures

MA5.3-2WM generalises mathematical ideas and techniques to analyse and solve problems efficiently.

MA5.3-3WM uses deductive reasoning in presenting arguments and formal proofs.

MA4-16MG applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems.

MA5.3-6NA performs operations with surds and indices.

MA5.1-4NA solves financial problems involving earning, spending.

MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions.

MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions.

MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression.

MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings.

MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases.

MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures

MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices.

MA5.2-14MG calculates the angle sum of any polygon and use minimum conditions to prove triangles are congruent or similar.

MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques.

MA5.2-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations

MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media.

MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms.

MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids.

MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders.

MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids



ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 9 MUSIC (100/200HR)

FACULTY: Creative and Performing Arts

			TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Performance Exam	Aural Theory Exam	Performance Task	Performance Task	Composition Task	Yearly Examination
			Wk7, Term 1	Wk4, Term 2	Wk8, Term 2	Wk4, Term 3	Wk8, Term 3	Wk2/3, Term 4
			Completed (In Class)	Completed (In Class)	Completed (In Class)	Completed (In Class)	Completed (In Class)	Completed (In Class)
• 5.1 • 5.2 • 5.3	Performing		✓		✓	✓		
• 5.4 • 5.5 • 5.6	Composing						✓	✓
• 5.7 • 5.8 • 5.9 • 5.10	Listening			✓				✓
TOTAL MARK		100	10	20	10	20	20	20

Syllabus Outcomes

Performing

- 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

Composing

- 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

Listening

- 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
- 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
- 5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
- 5.10 demonstrates an understanding of the influence and impact of technology on music
- 5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form
- 5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences



ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 9 PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)
 FACULTY: PDHPE

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Report	Practical	Sem 2 Examination	Practical Skill Evaluation
			Wk9 , Term 1 Completed (home/class)	Wk5 , Term 2 Completed (class)	Wk 8/9 Term 3 Completed (class)	Wks1-5 Term 4 Completed (class)
PASS5-1-10	Knowledge, understanding and skills	50%	PASS5-1, PASS5-4, PASS5-6	PASS5-2, PASS5-3, PASS5-5, PASS5-9	PASS5-1-10	PASS5-7, PASS5-8
PASS5-1-10	Values and attitudes	50%	PASS5-1, PASS5-4, PASS5-6	PASS5-2, PASS5-3, PASS5-5, PASS5-9	PASS5-1-10	PASS5-7, PASS5-8
TOTAL MARK		100	20	25	30	25

Syllabus Outcomes

- 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.



ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 9 PDHPE

FACULTY: PDHPE

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Media Task	Practical Games	Sem 3 Examination	Practical Skill Evaluation
			Wk7, Term 1	Wk5, Term 2	Wk 8/9, Term 3	Wk5, Term 4
			Completed (home)	Completed (class)	Completed (class)	Completed (class)
PD5-1, PD5-2, PD5-6, PD5-7, PD5-11	Knowledge, Understanding and Skills	50%	PD5-6		PD5-1, PD5-2, PD5-6, PD5-7, PD5-11	
PD5-4, PD5-5, PD5-10	Values and Attitudes	50%		PD5-4, PD5-10		PD5-4, PD5-5, PD5-10
TOTAL MARK		100	20	25	30	25

Syllabus Outcomes

- 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
- PD5-4** 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
- PD5-10** 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



ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 9 PHOTOGRAPHIC AND DIGITAL MEDIA (100/200HR)
 FACULTY: Creative and Performing Arts

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Theory Task	Practical Task	Practical Task	Yearly Examination
			Wk8, Term 1	Wk7, Term 2	Wk5, Term 3	Wk2/3, Term 4
			Completed (In Class/Home)	Completed (In Class/Home)	Completed (In Class/Home)	Completed (In Class)
• 5.7 • 5.10	Critical and Historical Interpretations	15	✓			
• 5.1 • 5.4 • 5.6	Making	30		✓		
• 5.2 • 5.5 • 5.6	Making	40			✓	
• 5.7 • 5.8 • 5.9	Critical and Historical Interpretations	15				✓
TOTAL MARK		100				

Syllabus Outcomes

Making

- 5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital work
- 5.2 makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
- 5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning
- 5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
- 5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
- 5.6 selects appropriate procedures and techniques to make and refine photographic and digital works

Critical and Historical Interpretations

- 5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
- 5.8 uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works
- 5.9 uses the frames to make different interpretations of photographic and digital works
- 5.10 constructs different critical and historical accounts of photographic and digital works



ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 9 SCIENCE

FACULTY: Science

			TASK 1	TASK 2	TASK 3
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS		Independent Research Project	Research Task	Examination
			Week 9 Term 1 Completed (Partially in class, partially at home)	Week 7, Term 3 Completed (Partially in class, partially at home)	Week 4, Term 4 Completed (In Class)
SC5- • 11PW • 12ES • 13ES • 14LW • 16CW	Knowledge and Understanding		40%	✓	✓
• SC5-4WS	Working Scientifically	Questioning and Predicting	60%		
• SC5-5WS		Planning Investigations	✓		✓
• S5-6WS		Conducting Investigations			
• S5-7WS		Processing and analysing data and information	✓	✓	✓
• SC5-8WS		Problem-solving			✓
• SC5-WS9		Communicating	✓	✓	✓

Note: In addition to these formal assessments, student achievement of outcomes will be assessed informally in class throughout the year.

Syllabus Outcomes

A student:

Values and Attitudes

- SC5-1VA appreciates the importance of science in their lives and the role of scientific enquiry in increasing understanding of the world around them
- SC5-2VA shows a willingness to engage in finding solutions to science related personal, social and global issues, including shaping sustainable futures
- SC5-3VA demonstrates confidence in making reasoned, evidence based decisions about the current and future use and influence of science and technology, including ethical considerations

Working Scientifically

- 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

Knowledge and Understanding

- 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
- SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available



ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 9 VISUAL ARTS (100/200HR)

FACULTY: Creative and Performing Arts

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Research Task	Art Making	Art Making	Yearly Examination
			Wk8, Term 1	Wk7, Term 2	Wk5, Term 3	Wk2/3, Term 4
			Completed (In Class/Home)	Completed (In Class)	Completed (In Class/Home)	Completed (In Class)
• 5.7 • 5.9 • 5.10	Critical and Historical Studies	25	✓			
• 5.1 • 5.4 • 5.6	Art Making	25		✓		
• 5.2 • 5.4 • 5.5	Art Making	25			✓	
• 5.7 • 5.8 • 5.10	Critical and Historical Studies	25				✓
TOTAL MARK		100				

Syllabus Outcomes

Art making

- 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

Critical and Historical Studies

- 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



ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 9 VISUAL DESIGN (100/200HR)

FACULTY: Creative and Performing Arts

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Research Task	Practical Task	Practical Task	Yearly Examination
			Wk8, Term 1	Wk7, Term 2	Wk5, Term 3	Wk2/3, Term 4
			Completed (In Class/Home)	Completed (In Class/Home)	Completed (In Class/Home)	Completed (In Class)
• 5.7 • 5.10	Critical and Historical Interpretations	25	✓			
• 5.1 • 5.4 • 5.6	Making	25		✓		
• 5.2 • 5.4 • 5.5 • 5.6	Making	25			✓	
• 5.7 • 5.8 • 5.9	Critical and Historical Interpretations	25				✓
TOTAL MARK		100				

Syllabus Outcomes

Making

- 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

Critical and Historical Interpretations

- 5.7 applies their understanding of aspects of practice to critically and historically interpret visual design artworks
- 5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of visual design artworks
- 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