MOUNT AUSTIN HIGH SCHOOL

YEAR 8

Assessment Booklet

ACADEMIC YEAR 2024

RESPECT - RESPONSIBILITY - COMMITMENT

Mount Austin High School – Year 8
Assessment Information for the 2024 Academic Year

Contents

English
Geography (HSIE)
History (HSIE)
Language – Year 7
Mathematics
Music – Year 8
Technology Mandatory Rotation
Personal Development, Health and Physical Education
Science
Visual Arts

Introduction

This document summarises the requirements and expectations for Year 8 students in regard to assessment. It contains assessment information, the assessment calendar and course schedules detailing the formal assessment program for each of the courses being delivered.

Year 8 Requirements

The NSW Education Standards Authority (NESA) is responsible for setting all regulations for the completion of Stage 4 (Year 7 and 8) in all NSW schools and with this a student must:

- attend an accredited school
- follow and complete the course developed by each faculty
- apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieve some or all of the course outcomes.

Subjects – Courses

NESA rules require the following pattern of study for students in Stage 4 (Years 7 and 8):

- English in each year
- Mathematics in each year
- Science in each year
- Personal Development, Health and Physical Education in each year
- Human Society and its Environment in each year (History/Geography)
- A Language other than English for at least one year
- Creative Arts including Music, Visual Arts for at least one year
- Technology and Applied Science, including use of computers.

Current syllabuses are available online:
https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-4

Attendance

Students must maintain satisfactory attendance (typically, 95%) to make sure that all course requirements are met. Granting of leave is a matter for the school principal to determine. The Principal has discretion in granting leave if they are satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the leave requested is for an extended period, the student must demonstrate to the Principal that outcomes in each course will be achieved.

Course Completion

For each course, a student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

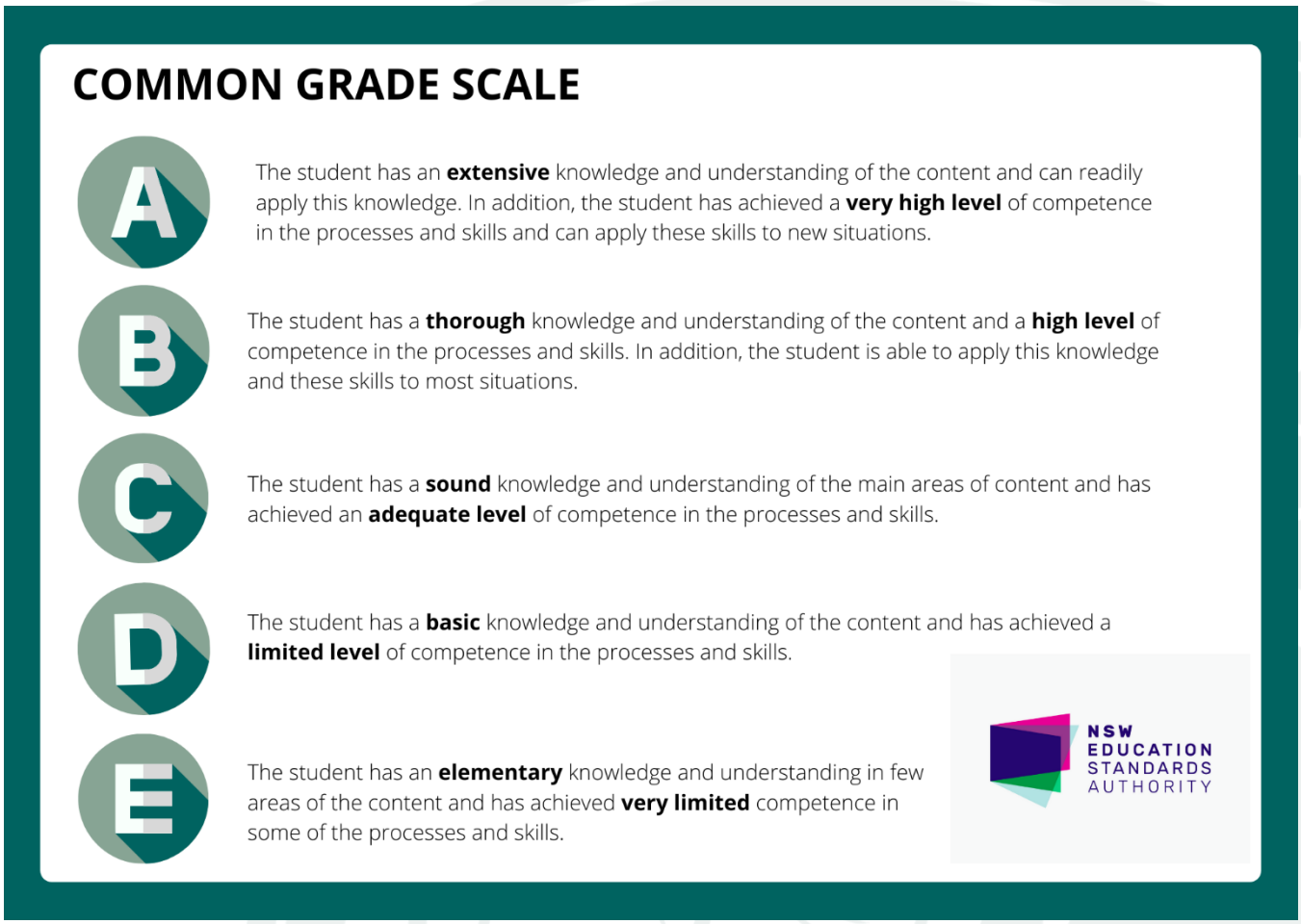
- followed the course specified by NESA
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

Every school in NSW is required to certify that students have satisfied these expectations.

Grading in Stage 4 Courses

The grades for a course will be determined based on the student's performances in assessment tasks, as detailed in the Assessment Schedule, using the Grade Scale outlined below.

The Common Grade Scale shown below is used to report student achievement in Stage 4 (Years 7 and 8).



Available online: https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades/common-grade-scale

Life Skills

Most students with disability and additional learning and support needs follow the standard Year 7 to 10 curriculum set by the NESA with adjustments made to the learning experiences presented. Students with additional educational needs, which prevent them from successfully accessing regular courses, are eligible to study Life Skills courses.

Life Skills courses help students to achieve outcomes appropriate matched to their strengths, goals, interests and support the needs of the individual student. Assessment in this pattern of study provides opportunities for students to demonstrate achievement in relation to the selected Life Skills outcomes for the individual student. This assessment can occur in a range of situations or environments such as the school and wider community.

Assessment Procedures – Year 8

The **Year 8 Course Assessment Schedule** is set out in this Assessment Booklet. It contains information about the set tasks in each of the courses offered. The course assessment schedule provides information on approximately when the various assessment tasks will take place. The date of each assessment task will be provided by the classroom teacher at least two weeks prior to the task.

This Assessment Booklet is also available on the school's website and emailed to students, parents, and carers at the start of the academic year. Students are required to complete all Assessment Tasks to demonstrate they are working towards meeting course outcomes.

Every faculty maintains a register to indicate the date that each student receives formal notification of tasks. If a student is absent, it is their responsibility to catch themselves up with the details of any task notifications. The details are also available in the course Google Classroom. Scheduling dates may have to be changed due to unforeseen circumstances. This change will be endorsed by the faculty Head Teacher and written notification of the change will be given to all students involved and will also be in the course Google Classroom.

Students must make a genuine attempt at assessment tasks. Every student will be provided with formal feedback for each assessment. This may involve written advice, verbal discussions and marking grids.

The assessments listed on the Assessment Schedule will contribute to both the final grades and the achievement reported in the school reports. Each student is expected to personally complete the assessment tasks listed as well as all the other assessments which teachers may use to determine student progress.

Students with parents and carers should be aware of upcoming assessment tasks and ensure that appointments, holidays, or sporting trips are not booked during a scheduled assessment task.

Attendance, on the day the assessment task is either to be performed or submitted, is essential. Students who are unable to attend school to submit the assessment task must contact the school. Parents or caregivers are required to contact the school to inform the Class Teacher or Head Teacher on the day via phone or email.

The task may be required to be submitted online.

The principal reserves the right to alter the Mount Austin High School Assessment Procedures should exceptional circumstances present themselves.

Letters of Concern and Contact with Home

A student who fails to meet the requirements in any course may receive a letter of concern or contact by the school in terms of a classroom teacher phone call.

Additional Information for Students

Change of date or task

For a change of date for a task, written notification will be given to all students in a class or course and this change will be authorised by the faculty Head Teacher. All assessment information will also be available in the course Google Classroom.

Extensions

Extensions of time may be granted only in exceptional circumstances. Students are not to consider that extensions of time will be granted automatically for assessment tasks. Parents or caregivers are required to contact the school – Class Teacher and/or Head Teacher via phone, email or written note.

Missed Assessment Tasks

The parents or carers of a student who is away on the day of an in-class assessment task (including examinations) should again contact the school by 9.00am to let the Class Teacher and faculty Head Teacher know they will be missing the task. Generally, in-class assessment tasks can only be missed for exceptional circumstances. The student must speak to the faculty Head Teacher immediately on their return to school.

Hand-in Tasks

A student who is away on the day of a hand-in task is still expected to submit their task digitally through Google Classroom, if appropriate, the task can be upload to the teaching and learning area or emailed it to their Class Teacher or faculty Head Teacher. Evidence of completion is required on the due date.

Missed in class tasks and late tasks

All students must complete all assessment tasks on the specified time and due date**. If the student cannot show that missing a task or lateness was due to 'exceptional circumstances', a mark of zero will be awarded for the task.** Failure to submit or complete work is 'non-completion' and may lead to a letter of concern.

Malpractice, plagiarism, non-completion and zero marks for a task

Academic malpractice is a serious breach of rules and can result in a zero mark being awarded. The faculty Head Teacher will investigate malpractice on a task who will advise the year group Deputy Principal. Parents will be contacted after the initial investigation.

Technology failure including computer and/or printers

Students should submit assessment tasks as specified on the Assessment Notification. A printed hard copy of their assessment task as well as a saved soft copy or digital copy if appropriate must be retained for all assessment tasks by the students.

Technology - computer hardware/software or printer failure will not be accepted as an excuse for late submission. When working on assessments students are advised to have a backup computer copy of all tasks including backing up in the cloud e.g. Google Drive as well as draft printed copies.

Year 8 Assessment Schedule Calendar

Term 1, 2024

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	Music
Week 8	English, History, PDHPE, Science
Week 9	Mathematics, Visual Arts
Week 10	
Week 11	

Term 2, 2024

Week 1	
Week 2	
Week 3	Personal Development, Health and Physical Education
Week 4	History – Mathematics – Science
Week 5	
Week 6	Music
Week 7	
Week 8	English
Week 9	Visual Arts
Week 10	

Term 3, 2024

Week 1	
Week 2	
Week 3	
Week 4	
Week 5	Music
Week 6	Mathematics
Week 7	PDHPE
Week 8	Geography, Science
Week 9	English, Visual Arts
Week 10	

Term 4, 2023

Week 1	
Week 2	
Week 3	Mathematics, Music, PDHPE
Week 4	Geography, Science
Week 5	English, Visual Arts
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

Please note: ***Technology*** *assessment tasks are dependent on the class rotations.*

Year 8 Formal Assessment Program Assessment Schedules

Formal school-based assessment provides opportunities to gather evidence about student achievement of syllabus outcomes. Formal assessment tasks are those which students undertake as part of the school-based assessment program, reflecting specific course requirements, components and weightings.

Task Types

Some examples of task types considered appropriate for formal assessment are, but not limited to:

- Topic tests
- Examinations
- Presentations – digital, oral, multimodal, viva voce
- Reports – analytical, fieldwork, research, written
- Practical work – experiments, improvisation, projects, performances
- Portfolios, journals, logbooks, process diaries
- Compositions
- Groupwork tasks

A formal assessment task may contain more than one part.

Assessment Task Notifications

The following pages contain Assessment Schedules for each subject being delivered in Stage 4 at Mount Austin High School during this academic year. For each task listed, a formal assessment task notification will be provided to students at least two weeks prior to the due date detailing the requirements of the task.

Assessment Schedules – start on the following page

ENGLISH

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Understanding Relationships	25%	Term 1 Week 8	All	All
2	Fantasy Genre Study Narrative	25%	Term 2 Week 8	All	All
3	Predicting Plots Extended Response	25%	Term 3 Week 9	All	All
4	Superheroes and Me Informative response	25%	Term 4 Week 5	All	All

Course Outcomes	Reporting Statements
A student: **EN4-RVL-01** uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction **EN4-URA-01** analyses how meaning is created through the use of and response to language forms, features and structures **EN4-URB-01** examines and explains how texts represent ideas, experiences and values **EN4-URC-01** identifies and explains ways of valuing texts and the connection between them **EN4-ECA-01** creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas **EN4-ECB-01** uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts	A student: 1. is able to demonstrate an ability to read, view and listen to a variety of texts 2. is able to demonstrate an ability to understand and respond to texts in appropriate contexts 3. is able to demonstrate an ability to express their ideas and compose texts across a variety of forms

GEOGRAPHY

Task No	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Place & Liveability Topic Test	50%	Term 3 Week 8	4.1, 4.3, 4.5, 4.6, 4.7, 4.8	1, 2, 3
2	Interconnections Research task	50%	Term 4 Week 4	4.2, 4.3, 4.4, 4.7, 4.8	4, 5, 6

Course Outcomes	Reporting Statements
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	A student: 1. locates and describes the diverse features and characteristics of a range of places and environments 2. explains how interactions and connections between people, places and environments result in change 3. discusses management of places and environments for their sustainability 4. examines perspectives of people and organisations on a range of geographical issues 5. acquires and processes geographical information by selecting and using geographical tools for inquiry 6. communicates geographical information using a variety of strategies

HISTORY

Task No	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Medieval Times Source Test	50%	Term 1 Week 8	4.1, 4.2, 4.3, 4.4, 4.5	1, 2, 3
2	Shogun in Japan Research Task	50%	Term 2 Week 4	4.5, 4.6, 4.7, 4.8, 4.9, 4.10	4, 5, 6

Course Outcomes	Reporting Statements
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 **HT 4-6** uses evidence from sources to support historical narratives and explanations **HT 4-7** Identifies, 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	A student: 1. describes and assesses the motives and actions of past individuals and groups in the context of past societies 2. describes and explains the causes and effects of events and developments of past societies over time 3. identifies the meaning, purpose and context of historical sources 4. Identifies, describes different contexts, perspectives and interpretations of the past 5. locates, selects and organises information from sources to develop an historical inquiry 6. selects and uses appropriate oral, written, visual and digital forms to communicate about the past

MATHEMATICS

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Primes & Powers and Length & Time Test	20%	Term 1 Week 9	MA4-9NA MA4-15MG MA4-1WM	1, 2, 3
2	Probability and Investigating Data Test	25%	Term 2 Week 4	MA4-19SP MA4-20SP MA4-21SP MA4-2WM	1, 4
3	Algebra and Further Algebra Portfolio	25%	Term 3 Week 6	MA4-8NA MA4-10NA MA4-3WM	1, 5, 6
4	Yearly Examination	30%	Term 4 Week 3	All	All

Course Outcomes	Reporting Statements
A student: **MA4-1WM** communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols **MA4-2WM** applies appropriate mathematical techniques to solve problems **MA4-3WM** recognises and explains mathematical relationships using reasoning **MA4-8NA** generalises number properties to operate with algebraic expressions **MA4-9NA** operates with positive-integer and zero indices of numerical bases **MA4-10NA** uses algebraic techniques to solve simple linear and quadratic equations **MA4-15MG** performs calculations of time that involve mixed units, and interprets time zones **MA4-16MG** applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems **MA4-17MG** classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles **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	A student: 1. works mathematically by communicating and connecting ideas, applying mathematical techniques, and using reasoning to recognise and explain relationships 2. operates with indices 3. performs time calculations with mixed units and time zones 4. collects, represents, interprets and analyses data, using statistical displays, measures of location and range, and represents probabilities 5. operates with algebraic expressions 6. solves simple linear and quadratic equations 7. applies Pythagoras' theorem to find side lengths 8. identifies and uses the properties of triangles and quadrilaterals, determines congruent triangles and solves for unknown values

MUSIC

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Performing Listening Composing	30%	Term 1 Week 7	4.1, 4.2, 4.3, 4.4, 4.5, 4.6.4,7.4,8, 4.9, 4.10, 4.11, 4.12	1, 2, 3, 4
2	Listening Composing	20%	Term 2 Week 6	4.4, 4.5, 4.6.4,7.4,8, 4.9, 4.10, 4.11, 4.12	2, 3, 4
3	Performing Listening Composing	30%	Term 3 Week 5	4.1, 4.2, 4.3, 4.4, 4.5, 4.6.4,7.4,8, 4.9, 4.10, 4.11, 4.12	1, 2, 3, 4
4	Performing	20%	Term 4 Week 3	4.1, 4.2, 4.3, 4.11, 4.12	1, 4

Course Outcomes	Reporting Statements
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	A student: 1. performs music demonstrating solo and/or ensemble awareness 2. notates compositions using traditional and/or non-traditional notation 3. demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire 4. demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Nuts About Nutrition	25%	Term 1 Week 8	PD4-2, PD4-6	1
2	Practical Application & Performance	25%	Term 2 Week 3	PD4-4, PD4-5, PD4-10, PD4-11	2
3	Fitness Test Analysis	25%	Term 3 Week 7	PD4-7, PD4-8, PD4-9	3
4	Game Sense & Awareness	25%	Term 4 Week 3	PD4-4, PD4-5, PD4-10, PD4-11	4

Course Outcomes	Reporting Statements
A student: **PD4-1** examines and evaluates strategies to manage current and future challenges **PD4-2** examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others **PD4-3** investigates effective strategies to promote inclusivity, equality and respectful relationships **PD4-4** refines, applies and transfers movement skills in a variety of dynamic physical activity contexts **PD4-5** transfers and adapts solutions to complex movement challenges **PD4-6** recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity **PD4-7** investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities **PD4-8** plans for and participates in activities that encourage health and a lifetime of physical activity **PD4-9** demonstrates self-management skills to effectively manage complex situations **PD4-10** applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts **PD4-11** demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences	A student: 1. transfers knowledge and understanding of nutrition to develop a meal plan, that incorporates strategies to enhance health 2. refines and applies movement skills and concepts to enhance and perform physical activity in a range of team sports 3. demonstrates self-management skills to complete fitness testing and apply learnt knowledge to reflect on their results, the benefits of physical activity and how agility is demonstrated in sport 4. demonstrates how movement skills and concepts can be adapted and transferred to enhance movement performance

SCIENCE

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Introduced Animals Research Task	20%	Term 1 Week 8	SC4-4WS, SC4-7WS, SC4-8WS, SC4-9WS	1
2	Mid-Year Examination	30%	Term 2 Week 4	SC4-4WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-11PW, SC4-14LW	1, 2
3	Student Research Project	20%	Term 3 Week 8	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS	1
4	End of Year Examination	30%	Term 4 Week 4	SC4-4WS, SC4-5WS, SC4-7WS, SC4-9WS, SC4-10PW, SC4-11PW, SC4-12ES, SC4-13ES, SC4-14LW, SC4-15LW, SC4-17CW	1, 2

Course Outcomes	Reporting Statements
A student: **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 **SC4-17CW** explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life	A student: 1. develops knowledge, understanding of and skill in applying the processes of working scientifically 2. develops knowledge of the physical world, earth and space, living world and chemical world, and understanding about the nature, development, use and influence of science.

TECHNOLOGY MANDATORY ROTATION

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Digital Technologies	25%	Depends on class rotation (individual student timetable)	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP	1, 2, 3
2	Engineered Systems	25%	Depends on class rotation (individual student timetable)	TE4-1DP, TE4-2DP, TE4-3DP, TE4-8EN	1, 2, 3
3	Agriculture and Food Technologies	25%	Depends on class rotation (individual student timetable)	TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG	1, 2, 3
4	Material Technologies	25%	Depends on class rotation (individual student timetable)	TE4-1DP, TE4-2DP, TE4-3DP, TE4-9MA	1, 2, 3

Course Outcomes	Reporting Statements
A student: **TE4-1DP** designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities **TE4-2DP** plans and manages the production of designed solutions **TE4-3DP** selects and safely applies a broad range of tools, materials and processes in the production of quality projects **TE4-4DP** designs algorithms for digital solutions and implements them in a general-purpose programming language **TE4-5AG** investigates how food and fibre are produced in managed environments **TE4-8EN** 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	A student: 1. designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities 2. plans and manages the production of designed solutions 3. selects and safely applies a broad range of tools, materials and processes in the production of quality projects

VISUAL ARTS

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Introduction to Art	25% Artmaking 15% Critical and Historical Studies 10%	Term 1 Week 9	4.1,4.2,4.3,4.4, 4.5,4.6,4.7,4.8, 4.9,4.10	1, 2, 3
2	Art of the World	25% Artmaking 15% Critical and Historical Studies 10%	Term 2 Week 9	4.1,4.2,4.3,4.4, 4.5,4.6,4.7,4.8, 4.9,4.10	1, 2, 3
3	Artists of the World	25% Artmaking 15% Critical and Historical Studies 10%	Term 3 Week 9	4.1,4.2,4.3,4.4, 4.5,4.6,4.7,4.8, 4.9,4.10	1, 2, 3
4	Cartooning	25% Artmaking 15% Critical and Historical Studies 10%	Term 4 Week 5	4.1,4.2,4.3,4.4, 4.5,4.6,4.7,4.8, 4.9,4.10	1, 2, 3

Course Outcomes	Reporting Statements
A student: **4.1** uses a range of strategies to explore different artmaking conventions and procedures to make artworks **4.2** explores the function of and relationships between artist – artwork – world – audience **4.3** makes artworks that involve some understanding of the frames **4.4** recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts **4.5** investigates ways to develop meaning in their artworks **4.6** selects different materials and techniques to make artworks **4.7** explores aspects of practice in critical and historical interpretations of art **4.8** explores the function of and relationships between the artist – artwork – world – audience **4.9** begins to acknowledge that art can be interpreted from different points of view **4.10** recognises that art criticism and art history construct meanings	A student: 1. uses a range of strategies to explore different artmaking conventions and procedures to make artworks 2. recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts 3. explores aspects of practice in critical and historical interpretations of art