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Forward

Please read in conjunction with **Koorungal High School Assessment Policy**.

The Assessment Policy is located on the school's website as well as through the Year Adviser and Deputy Principal.

This Handbook includes the assessment schedules for each course of study which students are expected to complete.

Periodic assessment is an important way for students to demonstrate that they have successfully achieved the outcomes of the course being studied. Assessment tasks also allow teachers to find out where students are having problems with course work, concepts and skills so that they may intervene if necessary to correct student misunderstanding.

All staff at the school will provide support for students in their learning, or to help inform decisions and to overcome problems should they arise. There are some key staff that will have particular responsibilities and interest in the general well-being of students.

These include:

Classroom teachers

Head Teachers of all faculties

Year Advisor: Miss Lisa Baker

Deputy Principal Year 7: Ms Bindee Jobe

Learning and Support Teacher: Ms Anna Swift and Ms Bernadette Howard

Student Support Officer: Ms Kelsie Hodges

Careers Advisor: Mrs Kirsten Fitzgerald

School Counsellor: Mr Aaron Johnston and Mr Paul Wetherbee

Principal: Mr Kyle Bryant

Students should feel confident to seek their advice and guidance should question or issues arise, or simply to clarify issues if uncertain.

Parents are also welcome to contact the school if they have concerns regarding their children's academic progress. For general concerns, please contact the Year Advisor. For concerns regarding a particular subject, please contact the Head Teacher of that subject. The Head Teacher's name is listed on the subject assessment schedule.

Mr Kyle Bryant

Principal

February 2020



2020 Calendar of Assessments

WK	Term 1	Term 2	Term 3	Term 4
1	Geography - Task 3 – notification French – Task 4 – Notification PDHPE – Task 2 notification	Science – Task 2 notification	History – Task 3 – notification PDHPE – Task 4 – notification Visual Art – Task 2 notification	Science – Task 4 notification Visual Art – Task 3 notification
2		Visual Art – Task 1 due		
3	PDHPE – Task 1 notification	Science – Task 2 due		History – Task 3 due Mathematics – Task 2 notification Science – Task 4 due
4			PDHPE – Task 3 notification Science – Task 3 notification	English – Task 4
5	PDHPE – Task 2 due	French – Task 2 due	PDHPE – Task 4 due	French – Task 4 due Mathematics – Task 2 due
6	Science – Task 1 notification Visual Art – Task 1 notification		PDHPE – Task 3 due Science – Task 3 due	Visual Art – Task 3 due
7	French – Task 1 due PDHPE – Task 1 due			
8	Mathematics – Task 1 notification Science – Task 1 due		History – Task 1 due Visual Art – Task 2 due	
9		Geography – Task 2 due		
10	English – Task 1 due Mathematics – Task 1 due	English – Task 2 due	English – Task 3 due French – Task 3 due	
11	Geography – Task 1 due			

**Koorringal High School – Planner – Term One – 2020 (For student use)**

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 A		<u>Staff Development Day</u> 28-Jan	29-Jan	30-Jan	31-Jan
Week 2 B	3-Feb	4-Feb	5-Feb	6-Feb	7-Feb
Week 3 A	10-Feb	11-Feb	12-Feb	13-Feb	14-Feb
Week 4 B	17-Feb	18-Feb	19-Feb	20-Feb	21-Feb
Week 5 A	24-Feb	25-Feb	26-Feb	27-Feb	28-Feb
Week 6 B	2-Mar	3-Mar	4-Mar	5-Mar	6-Mar
Week 7 A	9-Mar	10-Mar	11-Mar	12-Mar	13-Mar
Week 8 B	16-Mar	17-Mar	18-Mar	19-Mar	20-Mar
Week 9 A	23-Mar	24-Mar	25-Mar	26-Mar	27-Mar
Week 10 B	30-Mar	31-Mar	1-Apr	2-Apr	3-Apr
Week 11 A	6-Apr	7-Apr	8-Apr	9-Apr	10-Apr

**Koorungal High School – Planner – Term Two – 2020 (For student use)**

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 B	Staff development day 27-Apr	28-Apr	29-Apr	30-Apr	1-May
Week 2 A	4-May	5-May	6-May	7-May	8-May
Week 3 B	11-May	12-May	13-May	14-May	15-May
Week 4 A	18-May	19-May	20-May	21-May	22-May
Week 5 B	25-May	26-May	27-May	28-May	29-May
Week 6 A	1-Jun	2-Jun	3-Jun	4-Jun	5-Jun
Week 7 B	8-Jun	9-Jun	10-Jun	11-Jun	12-Jun
Week 8 A	15-Jun	16-Jun	17-Jun	18-Jun	19-Jun
Week 9 B	22-Jun	23-Jun	24-Jun	25-Jun	26-Jun
Week 10 A	29-Jun	30-Jun	1-Jul	2-Jul	3-Jul

**Koorringal High School – Planner – Term Three – 2020 (For student use)**

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 B	Staff Development Day 20-Jul	21-Jul	22-Jul	23-Jul	24-Jul
Week 2 A	27-Jul	28-Jul	29-Jul	30-Jul	31-Jul
Week 3 B	3-Aug	4-Aug	5-Aug	6-Aug	7-Aug
Week 4 A	10-Aug	11-Aug	12-Aug	13-Aug	14-Aug
Week 5 B	17-Aug	18-Aug	19-Aug	20-Aug	21-Aug
Week 6 A	24-Aug	25-Aug	26-Aug	27-Aug	28-Aug
Week 7 B	31-Aug	1-Sep	2-Sep	3-Sep	4-Sep
Week 8 A	7-Sep	8-Sep	9-Sep	10-Sep	11-Sep
Week 9 B	14-Sep	15-Sep	16-Sep	17-Sep	18-Sep
Week 10 A	21-Sep	22-Sep	23-Sep	24-Sep	25-Sep

**Koorringal High School – Planner – Term Four – 2020 (For student use)**

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 B	12-Oct	13-Oct	14-Oct	15-Oct	16-Oct
Week 2 A	19-Oct	20-Oct	21-Oct	22-Oct	23-Oct
Week 3 B	26-Oct	27-Oct	28-Oct	29-Oct	30-Oct
Week 4 A	2-Nov	3-Nov	4-Nov	5-Nov	6-Nov
Week 5 B	9-Nov	10-Nov	11-Nov	12-Nov	13-Nov
Week 6 A	16-Nov	17-Nov	18-Nov	19-Nov	20-Nov
Week 7 B	23-Nov	24-Nov	25-Nov	26-Nov	27-Nov
Week 8 A	30-Nov	1-Dec	2-Dec	3-Dec	4-Dec
Week 9 B	7-Dec	8-Dec	9-Dec	10-Dec	11-Dec
Week 10 A	14-Dec	15-Dec	16-Dec	<u>Staff Development Day</u> 17-Dec	<u>Staff Development Day</u> 18-Dec



Koorringal High School Reports

To inform students, parents and caregivers of student progress, the school issues Semester One reports at the end of Term 2 and Semester Two reports at the end of Term 4.

In each subject, student progress will be indicated on the report in three ways.

1. Overall progress in a course is indicated by an Assessment Grade. This can be done by calculating course marks of student achievement calculated by adding together the marks for the assessment tasks and teacher judgement using the common grade scale for each course.
2. Progress in the learning outcomes will be indicated using the Common Grade Scale:

Achievement Scale	Achievement Description
Outstanding Achievement	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
High Achievement	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
Sound Achievement	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
Basic Achievement	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
Limited Achievement	The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills.

3. Other information, including work habits, areas for improvement and how they can be achieved will be included in the teacher comment.

This Assessment Information and Schedule should be read in conjunction with the Koorringal High School Assessment Policy.

This can be found at <http://www.koorringal-h.schools.nsw.edu.au/> – “Curriculum & Activities” – “Assessment & reporting”.



Individual Course Assessment Schedules



English

Outcomes

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



Task Number	Task 1	Task 2	Task 3	Task 4	
Notification Date	Notifications will be issued to students at least two weeks prior to the due date.				
Due Date	Term 1, Week 10	Term 2, Week 10	Term 3, Week 10	Term 4, Week 4	
Task Description	Text Study A) Write two paragraphs on two of the following; theme, characterisation, setting, language B) Create a new book cover with a justification to your changes	Film 'Journal your adventure' Detail camera shots and angles. Use factual information found in the unit	Poetry 'Seasonal Calendar' (poetry). Students are required to compose original poems representing the seasons.	Drama Compose a script based on a myth from another culture	
Outcomes Assessed	EN4-3B, EN4-4B, EN4-9E	EN4- 1A, EN4-5C, EN4-6C	EN4- 1A, EN4-5C, EN4-8D	EN4-1A, EN4-5C, EN4- 8D	
Component					Weighting
Communicate through speaking, listening, reading, writing, viewing and representing	10	10	10	5	35
Think in ways that are imaginative, creative, interpretive and critical		10	15	5	30
Use language to shape and make meaning	10	10	5	10	35
TOTAL	20	30	30	20	100

Head Teacher contact: Mrs Leanne Archer



Geography

Outcomes

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

Task Number	Task 1	Task 2	Task 3	
Notification Date	Notifications will be issued to students at least two weeks prior to the due date.			
Due Date	Term 1, Week 11	Term 2, Week 9	Throughout Semester	
Task Description	Research task and report	Investigation Report	Formative Assessment	
Outcomes Assessed	GE4-1, GE4-2, GE4-7, GE4-8	GE4-2, GE4-5, GE4-7, GE4-8	All	
Component				Weighting
Geographical Knowledge	10	10	15	35
Geographical concepts, tools and skills	5	5	25	35
Research and communication	10	10	10	30
TOTAL	25	25	50	100

Head Teacher contact: Mr Joshua Celi



History

Outcomes

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

Task Number	Task 1	Task 2	Task 3	
Notification Date	Notifications will be issued to students at least two weeks prior to the due date.			
Due Date	Term 3, Week 8	Term 4, Week 3	Throughout Semester	
Task Description	Otzi Research Dossier	Gladiator Commentary	Formative Assessment	
Outcomes Assessed	HT4-1, HT4-5, HT4-6, HT4-8, HT4-9, HT4-10	HT4-2, HT4-3, HT4-6, HT4-9, HT4-10	All	
Component				Weighting
Historical Knowledge	5	10	20	35
Research and historical Inquiry Skills	10	10	15	35
Communication	10	5	15	30
TOTAL	25	25	50	100

Head Teacher contact: Mr Joshua Celi



Languages – French

Outcomes

LFR4-1C: Uses French to interact with others to exchange information, ideas and opinions, and make plans.

LFR4-2C: Identifies main ideas in and obtains information from texts.

LFR4-3C: Organises and responds to information and ideas in texts for different audiences.

LFR4-4C: Applies a range of linguistic structures to compose texts in French, using a range of formats for different audiences

LFR4-5U: Applies French pronunciation and intonation patterns

LFR4-6U: Applies features of French grammatical structures and sentence patterns to convey information and ideas

LFR4-7U: Identifies variations in linguistic and structural features of texts

LFR4-8U: Identifies that language use reflects cultural ideas, values and beliefs

Task Number	Task 1	Task 2	Task 3	Task 4	
Notification Date	Notifications will be issued to students at least two weeks prior to the due date.				
Due Date	Term 1, Week 7	Term 2, Week 5	Term 3, Week 10	Throughout Year	
Task Description	Skit/Role Play	Mid-Course Examination	Picture Book	Formative Assessment	
Outcomes Assessed	LFR4-1C, LFR4-4C, LFR4-5U, LFR4-6U,	LFR4-2C; LFR4-4C, LFR4-7U;LFR4-3C;	LFR4-3C; LFR4-4C; LFR4-5U; LFR4-6U	All	
Component					Weighting
Speaking	10		10	5	25
Listening		10		15	25
Reading		10		15	25
Writing	10		10	5	25
TOTAL	20	20	20	40	100

Head Teacher contact: Mr Joshua Celi



Mathematics

Outcomes

- 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
- MA4-4NA** compares, orders and calculates with integers, applying a range of strategies to aid computation
- MA4-5NA** operates with fractions, decimals and percentages
- MA4-6NA** solves financial problems involving purchasing goods
- MA4-7NA** operates with ratios and rates, and explores their graphical representation
- 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
- MA4-11NA** creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
- MA4-12MG** calculates the perimeters of plane shapes and the circumferences of circles
- MA4-13MG** uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
- MA4-14MG** uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
- 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
- MA4-18MG** identifies and uses angle relationships, including those related to transversals on sets of parallel lines
- 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



Task Number	Task 1	Task 2	
Notification Date	Term 1, Week 8	Term 4, Week 3	
Due Date	Term 1, Week 10	Term 4, Week 5	
Task Description	Examination: Fractions, Decimals & Percentages; Positive & Negative Integers	Examination: Perimeter & Area; Algebraic Techniques; Equations	
Outcomes Assessed	MA4-1WM MA4-2WM MA4-3WM MA4-4NA MA4-5NA	MA4-1WM MA4-2WM MA4-3WM MA4-12MG MA4-13MG MA4-8NA MA4-10NA	
Component			Weighting
Working Mathematically	5	10	15
Number & Algebra	35	20	55
Measurement & Geometry		30	30
TOTAL	40	60	100

Head Teacher contact: Mrs Liz Davies



Personal Development, Health and Physical Education (PDHPE)

Outcomes

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



Task Number	Task 1	Task 2	Task 3	Task 4	
Notification Date	Term 1, Week 3	Term 1, Week 1	Term 3, Week 4	Term 3, Week 1	
Due Date	Term 1, Week 7	Term 2, Week 5	Term 3, Week 7	Term 4, Week 5	
Task Description	Sense of Self Peer Investigation	Practical Application & performance - Athletics Fitness games Basketball	Food for Thought research	Practical Application & performance - Dance Tee Ball Touch	
Outcomes Assessed	PD 4.7 PD 4.8 PD 4.9	PD 4.4 PD 4.5 PD 4.10 PD 4.11	PD 4.2 PD 4.6 PD 4.9	PD 4.4 PD 4.5 PD 4.10 PD 4.11	
Component					Weighting
Self-Management Skills	10		10		20
Interpersonal Skills	15	5	15	5	40
Movement Skills		20		20	40
TOTAL	25	25	25	25	100

Head Teacher contact: Mrs Rachel Macri



Science

Outcomes

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



Task Number	Task 1	Task 2	Task 3	Task 4	
Notification Date	Term 1, Week 6	Term 2, Week 1	Term 3, Week 4	Term 4, Week 1	
Due Date	Term 1, Week 8	Term 2, Week 3	Term 3, Week 6	Term 4, Week 3	
Task Description	Practical Skills Test	Model Making	Classification Mixed Media Assignment	Examination	
Outcomes Assessed	SC4-4-9WS SC4-17CW	SC4-1VA SC4-4-9WS SC4-14-15LW	SC4-1,3VA SC4-4-5,7-9WS SC4-14-15LW	SC4-4,7-920WS SC4-10-11PW SC4-15LW SC4-16-17CW	
Component					Weighting
Skills	20	15	15	10	60
Knowledge and Understanding	5	10	10	15	40
TOTAL	25	25	25	25	100

Head Teacher contact: Mrs Michele McArthur



Technology

Outcomes

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

TE4-6FO explains how the characteristics and properties of food determine preparation techniques for healthy eating

TE4-7DI explains how data is represented in digital systems and transmitted in networks

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

TE4-10TS explains how people in technology related professions contribute to society now and into the future



Task Number	Task 1	Task 2	Task 3	Task 4	
Notification Date	Due dates will vary based on the context area being studied. Notifications will be issued to students at least two weeks prior to due date. If you have any questions then contact your Technology classroom teacher.				
Due Date					
Task Description	Semester One Unit Design Project and Portfolio	Semester One Unit Research Task	Semester Two Unit Design Project and Portfolio	Semester Two Unit Research Task	
Outcomes Assessed	Outcomes assessed will vary depending on the Technology context area being studied. All students will complete a semester long unit on each of the following areas of study, Materials, Engineered Systems, Digital Technologies, Food and Fibre Technology				
Component					Weighting
Skills					
Knowledge and understanding	40	10	40	10	100
Value and attitudes					
TOTAL	40	10	40	10	100

Head Teacher contact: Mr Andrew Upton and Miss Rosemary Teakel



Visual Arts

Outcomes

- 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



Task Number	Task 1	Task 2	Task 3	
Notification Date	Term 1, Week 6	Term 3, Week 1	Term 4, Week 1	
Due Date	Term 2, Week 2	Term 3, Week 8	Term 4, Week 6	
Task Description	<p>Elements and Principles of Art BOW: Artmaking - Students develop a body of work in their VAPD based upon the Principles of Art, culminating in a final work. Research - study of associated artists to art styles.</p>	<p>Design, Print, and Function BOW: Artmaking - Students develop a body of work covering illustration, Intaglio print, and ceramics. Research - study of associated artists to art styles.</p>	<p>Painting Traditional and Digital BOW: Artmaking - Students develop a body of work that covers traditional painting techniques, and digital painting techniques. Research - study of associated artists to art styles.</p>	
Outcomes Assessed	4.1, 4.3, 4.4, 4.7, 4.9, 4.10	4.1, 4.2, 4.3, 4.7, 4.8, 4.9	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7	
Component				Weighting %
Critical & Historical Study	10	10	10	30
Artmaking	20	25	25	70
TOTAL	30	35	35	100

Head Teacher contact: Mr Joel Lowrie