Northside Subject Overview Booklet

For Year 8 students in 2027

Introduction

Dance is a visual art form utilising human movement to express ideas. This non-verbal communication is devised with the consideration of specific audiences and purposes and through the purposeful manipulation of dance elements within genre-specific contexts.

The study of dance fosters unique and significant skills and understandings which are transferable to other areas of learning. By engaging in, and reflecting on, dance activities, students develop skills and abilities to use processes that contribute to their physical, cognitive, emotional, aesthetic, cultural, social, moral and spiritual development. Students learn to think critically as they analyse and critique dance works and identify the influence of particular contexts.

Subject Outline

Dance in Year 8 introduces students to the fundamental elements of Dance: the language of Dance, the symbolism of movement, how to create meaning through Dance and the practice of precision in Dance performance.

The Year 8 Dance program consists of two units of study over the course of a term; two lessons per week.

Course Outline

Unit One: What is Dance?

This unit introduces students to the terminology and language of Dance, and to the three organisers referred to throughout the study of Dance: Choreography, Performance, and Appreciation. Students will develop an understanding of the importance of safe dance practices, including basic muscle anatomy and the significance of stretching, warming up and cooling down the body during dance activities.

Assessment: Responding – Written Exam

Criteria:

- Students demonstrate knowledge of dance terminology and identify and analyse the elements of dance, choreographic devices and production elements in dances

Unit Two: The Elements of Dance

Through this unit students will develop an understanding of how the structuring devices of movement are ordered to create dance works. Included in the unit is the study of form (structure), transitions, choreographic devices, focus, space, time, and dynamics (movement qualities). Students will be challenged to utilise and manipulate the elements of Dance in order to reconstruct teacher choreographed movement and to create original movement sequences demonstrating a focus on aesthetic value.

Assessment: Making – Choreographing (individual) and Performing (Group)

Criteria:

Students choreograph dances demonstrating selection and organisation of the elements of dance, choreographic devices and form to communicate choreographic intent

Subject Introduction

Design Technologies gives students opportunities to create designed solutions for a range of contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques.

Design Technologies provides students with opportunities to engage in two technologies contexts: **Food and Fibre** and **Engineering and Materials** which are studied for one semester each in Year 8. By undertaking practical, guided design activities students learn to think, plan, discover and implement ideas and innovations. Design Technologies develops the student's ability to appreciate and explore design, material properties, emerging and traditional technologies, and safe practices.

Subject Outline

Semester One – Food and Fibre

- **Food and Nutrition**
- Hygiene and safety in the Kitchen
- Introduction to the Australian Guide to Healthy Eating and the Australian Dietary Guidelines
- Food preparation techniques including knife skills
- Designing healthy meals using dietary guidelines
- **Textile Studies**
- Safety and efficiency in the Textiles room
- Machine settings and sewing skills
- Design project incorporating sustainability and practical skills

Semester Two - Engineering and Materials

- Design-thinking projects (Participation in a guided design program)
- Working safely in the Design and Innovation space
- Exploring materials – metals, polymers and timber
- Basic engineering and manufacturing processes
- Graphical design and production skills and techniques

Assessment Focus

Assessment of learning in the Design Technologies subject area is focused on:

- **Knowledge and understanding** of the principles, techniques and practices relevant to each of the technologies contexts.
- **Processes and production** of products including the selection of materials, ingredients, tools, equipment and technologies to safely make designed solutions.

Assessment Methods

A variety of methods will be used to provide information on student progress. These may include short answer written tests, demonstration of practical skills, research and investigation assignment, a design folio as well as teacher observation.

Subject Introduction

Digital Technologies gives students opportunities to plan and manage digital projects to create interactive information. Students distinguish between different types of networks and defined purposes. They explain how text, image and audio data can be represented, secured and presented in digital systems. Students define and deconstruct problems in terms of functional requirements and constraints, and evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability.

Year 8 Digital Technologies has been designed to assist students to become not only confident and competent users and consumers of ICT and Digital Media and but also developers of digital solutions, by applying computational thinking. This course is designed to enhance students ICT knowledge through the use of various multimedia technologies in response to digital communication challenges.

Subject Outline

Semester 1: Computational Thinking and Web Development

Term 1: Computer Awareness

- Computer awareness and the mechanics of computational thinking
- Practice with a range of platforms, developing skills with spreadsheet and desktop publishing software.

Term 2: Design and Development of Web Pages

- All learning is brought together in a web-based project.

Semester 2: Design and Development

Terms 3 and 4: Visual Communication

- Students develop skills in project management and the presentation of content in digital media platforms
- Creating and communicating ideas in a digital context
- Sharing and exchanging digital content and collaborating in a safe and socially responsible way

Assessment Focus

Assessment of learning in the Digital Technologies subject area is focused on:

- **Knowledge and understanding** of the principles, techniques and practices relevant digital technologies contexts.
- **Processes and production** of digital projects that create and communicate ideas and information.

Assessment Methods

A variety of methods will be used to provide information on student progress. These may include short answer written tests, the production of digital products, research and investigation projects, and the compilation of a design folio.

Learning and Assessment Focus

Students use their creativity, imagination and senses to express ideas about social and cultural contexts through Drama. They extend their aesthetic understandings of arts elements focused on the power of movement to communicate meaning. They create their own arts works and present and respond to their own and others' arts works, considering intended audiences and intended purposes.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

RESPONDING
- analysis and evaluation of the use of elements of drama

MAKING: PERFORMING
- conveying dramatic action when collaborating by rehearsing, refining and producing a scripted drama performance.

MAKING: FORMING
- development of roles and characters when collaborating to plan, direct, produce and refine drama in different forms, styles and performance spaces through improvisation.

Ways of Working

Students are able to:

- select and develop ideas for arts works, considering intended audiences and intended purposes, and make decisions about arts elements and languages
- create and shape arts works by modifying arts elements to express purpose and to include influences from their own and other cultures and times
- modify and polish arts works, using interpretive and technical skills
- present arts works to informal and formal audiences for intended purposes, using arts techniques, skills and processes
- identify, apply and justify safe practices
- respond by analysing and evaluating arts works in social, cultural, historical and spiritual contexts, using arts elements and languages
- reflect on learning, apply new understandings and identify future applications.

	Unit of Work - 10 Weeks
Year 8	**Mime and Movement** • Use of movement to create meaning • Rules of Mime • Building dramatic tension • Use of stock characters – Basel Masks • Spatial awareness **Assessment:** **Making:** Group Basel Mask Performance **Responding:** Individual Reflection Journal

Subject Outline

From 2012, Northside Christian College has implemented the Australian Curriculum for English. Detailed information regarding the English Curriculum may be found by visiting: www.australiancurriculum.edu.au

Texts studied at Northside are always taught from a Christian perspective and students will be taught to think critically about the values promoted in texts.

English classes are often academically and/gender streamed in Year 8; however, regardless of class placement, students complete the same course and assessment. Teachers cater for students' needs through text choice, design of teaching and learning activities, and through the extent of scaffolding provided. Class groupings are determined on the basis of the needs of the cohort in each year and on individual student performance in the previous year. As a result, students may be placed in a different stream from year to year, based on their achievement and development.

Course Outline

UNIT	TEXTS
Novel Study Students study how individuals are represented and communicate in a range of media and digital texts. They look at how the theme of overcoming adversity has been revealed in the class novel.	* Novel study e.g. *'Revolution is Not a Dinner Party'*, *'Goodnight Mr Tom'*, *'Across the Barricades'*, *'Mao's Last Dancer'*, *'The Hatchet'*.
Houston, we have a problem! Students explore the short story genre using the context of Science Fiction.	* Various short stories
Creating Your Own Magazine **Students will explore the influence of magazines to shape values in our culture. They will create their own magazine for a Christian teen audience.**	* Various newspapers, magazines (digital and hard copy)
Great Speeches of History Students will analyse how language is used to persuade in famous motivational speeches.	* Various famous speeches, e.g. "I Have a Dream" Martin Luther King

Types of Assessment

The Australian Curriculum for English requires students to complete written and spoken tasks that reflect a range of conditions and text types. Tasks may include written and spoken assignments, as well as written exams where the question may be seen (students are notified of the question in advance) or unseen.

Learning Area Standard Elaborations Used in Assessment

Listening, speaking and creating

Reading and viewing

Writing and creating

The standard elaborations have been developed using the Australian Curriculum 9.0 achievement standard. The achievement standard for English describes what students are expected to know and be able to do at the end of each year. Teachers use the standard elaborations at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate depth and breadth of their learning.

In Queensland, the achievement standard represents the C standard – a sound level of knowledge and understanding of the content, and application of skills. The standard elaborations are presented in a matrix where the discernible differences and/or degrees of quality between each performance level are provided for students. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.

How a student's final Level of Achievement is determined

For each piece of assessment in English, a student's grade or mark is determined holistically. This means that the student's result is determined by the performance across ALL of the criteria outlined in the matrix for each assessment piece. In practice, students will be given one holistic grade for each piece of assessment ranging from A+ to E-.

In English, a student's Semester Report records their progress for the year, not the semester. This means that each student's Semester Two Report will record their progress for the entire year. In subject English, this is the best way to provide parents and students with an accurate indication of progress at the conclusion of the year.

The results students have achieved for their tasks are used to determine their exit Level of Achievement. Their Level of Achievement is determined by examining their achievement for tasks according to the three strands of the English Curriculum – Language, Literature and Literacy – as assessed by the standard elaborations: Listening, speaking and creating/Reading and viewing/Writing and creating.

Subject Outline

The Year 8 HASS curriculum at Northside Christian College involves the study of History, Business, Geography and Civics. Instruction, assessment and reporting in these areas is informed by version 9.0 of the Australian National Curriculum.

Each HASS discipline is approached from a Christian worldview. The manner in which students engage with the curriculum is guided by the Biblical values of truth, empathy, stewardship and reflective inquiry.

HASS at Northside Christian College is a core subject in the Middle School. Students may then elect to do Senior Social Science in Year 10, which introduces each of the senior level subjects including Modern History and Ancient History.

Course Outline

Semester One – History: The Ancient to the Modern World (Medieval Europe; The Polynesian Expansion across the Pacific); Business

Semester Two – Civics and Citizenship; Geography: (Landforms and Landscapes, Changing Nations)

Criteria Used in Assessment

Criterion 1: **Knowledge and understanding** – the ability to recall or bring to mind previously learned factual information, and to show understanding by explaining concepts, key ideas and principles.

Criterion 2: **Skill competency** – applies to analysing and organising information from a range of sources, the development of questions and hypotheses, the collection and recording of research information, and the communication of information in written, spoken, or multimodal formats.

Types of Assessment

A variety of assessment instruments will be used to provide information on student progress. These will include investigations, projects, and exams.

How the Student's Semester Level of Achievement is Determined

Each criterion must be assessed in each semester and each criterion is to make an equal contribution to the determination of levels of exit achievement. When standards have been determined in both criteria, results are averaged to determine the semester achievement.

Possible Career Paths

Students who have completed the course in the past have found it valuable, both personally and as preparation for their senior courses.

The subject could be of importance to any student considering a career in sociology, psychology, early childhood care, education, archaeology, research, law or politics.

Many professions and occupations value persons with the skills of being able to develop and express reasoned opinion. The social sciences help to develop these capabilities.

Students should refer to individual universities/learning institutions and tertiary institutions for course prerequisites.

Subject Outline

Students learn to communicate in Japanese using the skills of listening, speaking, reading and writing for practical purposes. They will also develop greater knowledge, understanding and appreciation of Japanese culture and customs.

Course Outline

Term	Unit Theme	Topics
1	My daily life	Telling time: What time do you…?
		A day in my life: Talking about daily routines
2	School life: Australia and Japan	Timetables and subjects: What's in a school day?
		Classroom cultures: comparing school life
3	Let's go to Japan	Travelling to Japan: things to see and do in Japan
		Festivals and seasons
4	Fashion and pop culture	Colours and clothing
		Pop culture, gaming and manga

Excursions and Incursions

As a part of the cultural experience, Year 8 Japanese students will be attending Nonbei Japanese Restaurant, Fortitude Valley.

There are other class activities such as:

- Watching Japanese movies
- Interacting with the visiting Japanese students
- Tasting Japanese food
- Japanese craft

Lesson time

Once a week, Full year

Resources and textbooks

A customised booklet
Online websites such as Memrise, Quizlet and Gimkit
Iitomo 1and 2 as a reference textbook

Learning Area Standard Elaborations Used in Assessment

Students will be assessed according to their proficiency in the following Criteria:

Communicating meaning in Japanese	Interacting in Japanese
	Mediating meaning in and between languages
	Creating text in Japanese
Understanding language and culture	Understanding systems of language
	Understanding the interrelationship of language and culture

Types of Assessment

In Japanese, students will be given opportunities throughout the year to demonstrate their achievement in various assessment tasks.

The Australian Curriculum for Japanese requires students to complete written and spoken tasks that reflect a range of conditions and text types. Students also need to demonstrate their listening and reading skills where the question may be unseen.

Achievement standard by Australian Curriculum

In Years 7 and 8, students are beginning their learning of Japanese language, and this will be influenced by prior learning and experiences of language learning. Students use Japanese to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom.
Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.

Students use familiar katakana and kanji, and hiragana with support of the chart, and access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between Japanese and English language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.

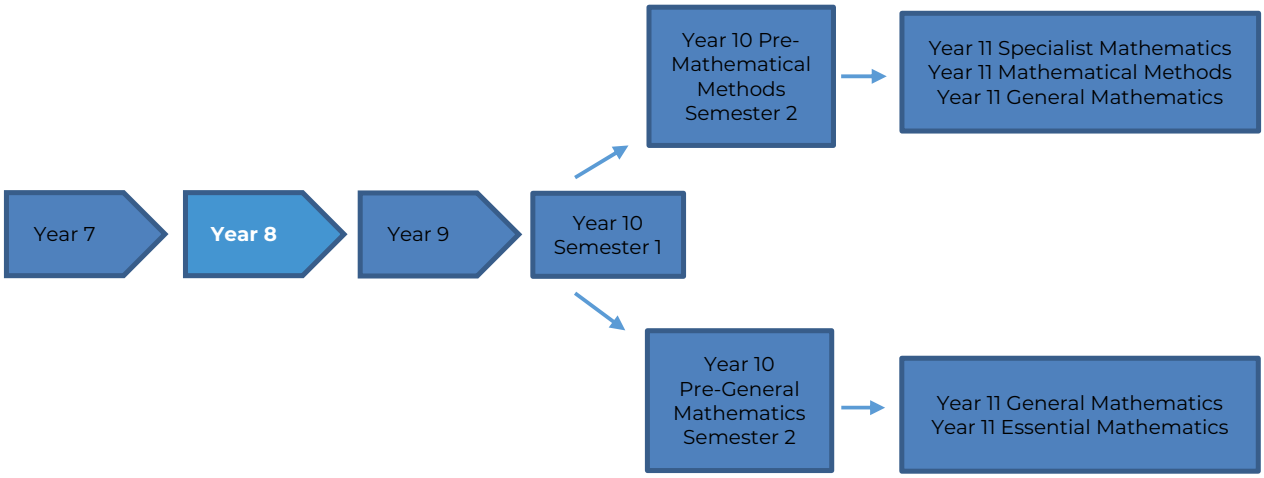
Possible Career Prerequisites

As Australia extends its trade links throughout the world and increasingly Australians are working, travelling and studying overseas, learning Japanese offers students many opportunities. A command of Japanese offers the worker, student or traveller an opportunity for a deeper appreciation of the country and greater interaction with its peoples, both overseas and here in Australia. There are increasing career prospects within Australia for those who are proficient in more than one language.

Subject Outline

Year 8 Mathematics follows the Australian Curriculum and continues to build on the foundations established in earlier years. Teachers differentiate the curriculum to support and challenge all learners as they develop deeper understanding and strengthen their problem-solving and reasoning skills.

Mathematical pathways at Northside Christian College are depicted below.



Course Outline

Semester 1	
Term 1	Term 2
Integers Index Laws Real Numbers	Algebra Ratios and Rates Percentages
Semester 2	
Term 3	Term 4
Measurement Linear equations Probability	Coordinate Geometry Pythagoras' Theorem Congruence

Assessment

Assessment practices include a balance of formative and summative approaches. Formative assessment is ongoing and used to monitor student learning, inform teaching strategies, and provide timely feedback to support individual progress.

Formative assessment:
Quizzes
Homework tasks
Assignments
Class discussions and problem-solving activities

Summative assessment:
Supervised tests

Criteria used in Assessment

The following criteria are used in making judgments about a student's level of achievement in this course:

Knowledge and Procedures

This criterion refers to the student's ability to recall, access, select and apply mathematical definitions, rules and procedures, to demonstrate numerical and spatial sense and algebraic facility, with and without the use of mathematical technology.

Modelling and Problem Solving

This criterion refers to the student's ability to apply problem-solving strategies to investigate and model situations, generate and use data, analyse and interpret results in the context of problems to investigate the validity of mathematical arguments and models.

Communication and Justification

This criterion refers to the student's ability to interpret, translate, communicate, present and justify mathematical arguments and propositions, using mathematical and everyday language and symbols to develop logically supported arguments.

Subject Outline

Skills learned / developed in the course:

- Performing Rock Music repertoire stylistically on rock instruments – guitar and drum kit.
- Singing and playing rhythms or melodies to assist in the analysis of repertoire.
- Analysing the musical characteristics in each of the pieces studied using the musical elements: Duration, Harmony, Structure, Timbre, Dynamics, Melody, Texture, Tempo.
- Investigating the musical context, genre and style with reference to other performing and visual arts and related historical, social, cultural and philosophical backgrounds.
- Exploring techniques of capturing sound creations as well as different tonalities through harmony and scale forms.

The Music course involves the study of the following unit for one term; two lessons per week

Year 8	Unit studied
Weeks 1 – 10	Rock Music

Course Outline

Year 8 Music is divided into the following three dimensions:
RESPONDING -

- identification and analysis of how the elements of music are used in different styles
- evaluation of musical choices made to communicate meaning as performers and composers

MAKING: COMPOSING –

- composition of music demonstrating notation, manipulation and use of the elements of music, stylistic convention, aural skills and music

MAKING: PERFORMING –

- interpretation and performance of songs and instrumental pieces (in unison and in parts) demonstrating the use of technical skills, expressive skills and aural skills

Types of Assessment

Typical Assessment in a Semester may include:

- Students are to perform one piece on acoustic guitar from the repertoire provided, or a song of their own choice (approved by the teacher). They must perform a piece using a minimum of 3 chords. Arranging a given melody for four to six instruments.
- Students are to perform a basic rock pattern on the drum kit, as practiced in class. They must keep the beat consistent for a minimum of 4 bars of 4/4 time (16 beats) – can be performed as an accompaniment to a recorded rock song (chosen by teacher).
- Students will choose one piece of Rock music (not studied in class). From their knowledge of Rock Music styles and compositional techniques, they will demonstrate their understanding by discussing which style of Rock their chosen song represents. They will refer to the eight musical elements, as well as other musical characteristics relative to the particular style, and this will be the basis of their analysis

How The Student's Final Level of Achievement Is Determined

When standards have been determined in each of the three criteria of Listening, Composing and Performing, the following table is used to determine the exit level of achievement, where A represents the highest and E the lowest.

A	Standard A in any two exit criteria, and no less than a B in the remaining criterion.
B	Standard A in any two exit criteria, and no less than a B in the remaining criterion.
C	Standard A in any two exit criteria, and no less than a B in the remaining criterion.
D	Standard D in any two exit criteria
E	Does not meet the requirements for D standard

Introduction

At Northside, we are committed—through God's guidance—to nurturing each child's unique, God-given potential to the fullest. Our goal is to support every student in achieving personal excellence, according to their individual abilities. This philosophy underpins the Health and Physical Education program in Year 8.

The College strives to foster values of sportsmanship, stewardship, and friendship through the activities included in this course. The Health and Physical Education subject integrates both theoretical and practical components to develop informed, well-rounded students.

The theoretical component focuses on fostering protective behaviours and seeking help strategies, exploring Indigenous games, and solving movement challenges through developing leadership. These concepts are reinforced through practical experiences, where students participate in a range of sports designed to develop movement skills, apply theoretical knowledge, and demonstrate leadership, collaboration, and fair play.

Subject Overview

Health and Physical Education is a compulsory component of the Year 8 curriculum. Students undertake the subject for the full academic year, with two lessons scheduled each week—one theory-based and one practical. This balanced approach ensures that students develop both a strong understanding of key health concepts and the physical skills necessary to support lifelong wellbeing.

Course Outline

The program for Year 8 Physical Education is as follows.

	Theoretical Component	Physical Activity Context
Term 1	Optimising My Performance – Solving Movement Challenges and Leadership • Using Feedback • Transferring Movement Strategies • Leadership and Teamwork • Inclusive Participation	Volleyball • Ongoing practical assessment
Term 2	Indigenous Games • Health Campaigns • Socioeconomic and Geographical Barriers. • Indigenous Sports People – Case Studies.	Indigenous Games • Ongoing practical assessment • Indigenous Games Festival - Excursion
Term 3	Protective Behaviours and Seeking Help • Mental Health • Staying Safe Online • Healthy Decisions – Drugs and Alcohol	Oz tag • Ongoing practical assessment
Term 4	Protective Behaviours and Seeking Help • Accessing Health Information • Nutrition • Influences on the Health of Young People.	Badminton/Pickleball • Ongoing practical assessment

Rationale

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this "scientific literacy" are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

Some of The Topics Covered Include:

TERM	UNITS/THEMES	UNIT LENGTH IN WEEKS
1	Cells	4
	Body Systems	5
2	Elements and Compounds	5
	Physical and Chemical Change	4
3	Energy transfer	9
4	The Rock Cycle	4
	Active Earth	2

Assessment Criteria

Students are assessed through examinations, experimental investigations, and research investigations.

The following criteria are addressed to grade students in tasks:

- Science Understanding
- Science Inquiry

Both criteria are equally weighted to give an overall grade ranging from A^+ to E^- on a 15-point scale.

Course Overview

In Year 8, practical experience is the essence of the art program, because it is through personal encounter with artistic processes that the student can establish a base for experiencing, understanding, and appreciating works of art.

As the student development in the art program is based on a variety of learning experiences, the specific objectives should be achieved by the end of the Year 8 course.

The program is essentially an introduction to art through skill and process areas, although it is equally dependent upon exposure to the work of other students, artists, designers and craftspeople, and from past and present contexts. It will establish the ground work to the knowledge and affective areas developed in year nine.

Learners at this level are purposefully applying visual art elements of line, shape, texture, colour through additional concepts of proportion, symbolism, composition, depth, abstraction, representation and non- representation. They make, display and appraise images and objects. Learners work individually and collaboratively to deconstruct and reconstruct the meaning of images and objects to communicate their ideas, feelings, experiences and observations through their own making and analyse and interpret the social function of display in various contexts.

By the end of Year 8 Learning and assessment focus.

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As the student development in the art program is based on a variety of learning experiences, the specific objectives should be achieved by the end of the year eight course.

Time Allocation

As a compulsory subject - One term of approximately 9-10 weeks.
Two x 70 minute lesson per week, classes divided into their normal, allocated form class groupings. (around 22 – 25 students per class)
Media areas can include:

	Year 8
Drawing	Revisit line Tonal rendering – types of tones Positive and negative space
Printmaking	Lino-print making, based on student's own research and design
Clay	Pinch pots/Cylinder pots (slab method) Slab construction
Sculpture	Clay Found object sculptures
Painting	Revise colour theory Colour scheme painting Colour and texture
Responding	As students make, investigate or critique artworks as artists and audiences, they may ask and answer questions to interrogate the artists' meanings and the audiences' interpretations. Meanings and interpretations are informed by contexts of societies, cultures and histories, and an understanding of visual arts practices. These questions provide the basis for making informed critical judgements about their own art and design works and other artworks they see, hear and interact with as audiences.

Year 8 Assessment

Year 8 assessment task sheets will be issued at the beginning of each new task. These are aligned with the Acara requirements. Task sheets are issued digitally through the students Google Classroom for Visual art, to which parents and guardians are invited at the start of each term. For most tasks, students are also issued a supporting document online, where they learn new digital skills of photographing and uploading their developmental and completed artwork, as well as annotations. Developmental work is assessed both through the individual students visual diary as well as their supporting document. The teacher marks via the supporting document as well as completed evidence in practical tasks. A short-answer response in a report style is also assessed.

An achievement level will be awarded at the end of each term, this being awarded using the information recorded on the Student Profile sheet.

A minimum of three areas per term will be used to award the Achievement level, including relevant responding tasks.

Assessment Instruments

The general criteria for each instrument are indicated below, the specific criteria are those listed as specific objectives. Reference should be made to those specific objectives relating to the practical activities attempted when assessing work.

Criteria used in Assessment

Responding – identifies, explores, responds to, analyses, interprets and evaluates artworks

Making – plans, designs and explores knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions

How the Students Final Level of Achievement is Determined

These are outlined in the following table:

VHA	Standard *A* in any two exit criteria and no less than a *B* in the remaining criterion
HA	Standard *B* in any two exit criteria and no less than a *C* in the remaining criterion
SA	Standard *C* in any two exit criteria, and no less than a *D* in the remaining criterion
LA	Standard *D* in any two exit criteria
VLA	Does not meet the requirements for Limited Achievement

Visual Diary / supporting document:

The visual diary should be continually updated by the student and is an important part of the assessment for each task, depending on the nature of the specific task, and with the discretion of the teacher. It can contain written critiques of practical work, resource material and information sheets, the meaning of art terms and technical procedures.