



# **WINMALEE HIGH SCHOOL**

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## **YEAR 10**

# **STUDENT ASSESSMENT HANDBOOK**

## **2023**

# Contents

	<b>Page</b>
A Message from the Principal	3
Pattern of Study in Year 10	4
Year 10 Assessment Policy	5
Responsibilities & Related Procedures	6-7
Frequently Asked Questions	7-10
Travel/Extended Period of Leave	10
Application for Illness, Accident, Misadventure (Form)	11
Application for Appeal Related to an Illness, Accident, Misadventure Application (Form)	12
Plagiarism Policy	13
Glossary of Key Words	14
How to Reference Sources/Writing a Bibliography	15-19
Course Schedules Mandatory Units	20-22
Course Schedules Elective Units	23-27
Course Performance Descriptors	28-50

## A Message from the Principal

Dear Year 10 Students,

The Stage 5 Record of School Achievement (RoSA) is a cumulative credential and the first major credential that you will undertake. This assessment book is designed to give you an opportunity to understand the assessments in Year 10 and to help you meet all requirements for your subjects so that you are eligible for your RoSA.

Classwork, homework, participation in lessons and the quality of your work is important in building skills and knowledge for demonstrating mastery in each subject you study. This is a very important part of achieving the requirements for recognition by NESAs and the school. It is suggested that you map out the assessment tasks for all of your subjects to help you plan effectively. You need to be well prepared by studying for tests, completing assignments, ensuring oral, or practical tasks are well planned and completed by the due date. The tasks you complete will contribute to the final grades for your Year 10 RoSA.

You will be supported throughout this year in your studies by your teachers and your Year Adviser. If you need support or have concerns about your progress, learning or wellbeing, you are encouraged to speak with your teachers or Year Adviser. Falling behind and not submitting assessment tasks by the due date can put your RoSA at risk and we want to ensure that you have every opportunity to meet NESAs requirements and be successful in gaining this important credential. Please don't wait until you have a major problem to seek help. We are here to help you and there are a range of specialist staff who can provide support.

A Record of School Achievement (RoSA) is earned through genuine and sustained effort. I look forward to seeing you grow, flourish and succeed as safe, respectful learners in our school. I wish all students well in achieving the highest standard of results that they can achieve this year. Your teachers want to help you do your best. The best achievement provides the greatest options for you in the future, whether it be senior studies, further training or employment.

Best wishes for a successful year.

**Yours sincerely**



**Ms Voula Facas**  
Principal

## Pattern of Study in Year 10

Students will study the following:

- a) **Mandatory units** which must be studied during Year 10 to meet Record of School Achievement requirements.
- b) **Elective units** to be studied in Years 9 and 10. Students MUST complete one 200 hour (4 semesters) course elective and at least one 100 hour (2 semesters) course elective to qualify for the Record of School Achievement.

**In Year 10 students will be required to study:**

### **Mandatory Units**

English (5 periods)

Mathematics (5 periods)

Science (5 periods)

History (3 Periods)

Geography (3 Periods)

PDHPE (2 periods) + Careers (1 period)

SPORT (3 periods)

Students must meet all requirements as set down by the NSW Educational Standards Authority (See 'N' Determinations: NESAs Requirements on next page). Students who fail to satisfy requirements in mandatory courses will not qualify for those subjects for their Record of School Achievement (RoSA)

### **Elective units**

At Winmalee High School, students must continue to study the elective courses studied in Year 9 when they progress into Year 10. They will have three 200 hour courses recorded on their Record of School Achievement (RoSA).

If for some reason it is only possible to study one elective of their Year 9 electives in Year 10, e.g. arrive as a new student to the school and the elective previously studied is not available, the student will need to elect to do a different course in Year 10. They will have one 200 hour course and two 100 hour courses recorded on their Record of School Achievement (RoSA). This also applies to any students who may change electives for specific reasons. Electives are studied for 4 periods per week for 2 Semesters.

# Winmalee High School

## Year 10 Assessment Policy

### **Preamble**

This document is provided as a resource to Year 10 students and parents so that there will be an understanding of the student's responsibility and that of the school.

The Year 10 Assessment Policy is consistent with the guidelines provided by the NSW Educational Standards Authority. Assessment is designed to provide a measure of achievement for each student, in each course and to report that achievement at the end of the year as a grade for each subject studied, including elective courses.

### **School Based Assessment**

Students completing their Stage 5 Record of Student Achievement (RoSA) are assessed internally only by their teachers within their class and across the course. External examinations no longer operate or exist. Each course of study will have a series of assessment tasks. These will take a variety of forms including essays, topic tests, examinations, research tasks, practical in class assessments and homework. Students will receive a grade based on school assessment. This assessment will use school-based examinations and other assessment tasks for each subject.

These grades are based on course performance descriptors provided by NESAs. These are included in this booklet. Assessment grades are determined based upon a standard referenced framework. That is, student achievement is matched to the course performance descriptors in order to determine the grade that reflects their standard within a course, A to E. Students are not compared to each other. They are compared to course standards. Life Skills students are required to complete all tasks with modified outcomes.

### **'N' Determination: NESAs Requirements**

For the completion of Year 10 RoSA students are required to;

- a) Follow the course developed or endorsed by the NSW Educational Standards Authority.
- b) Apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- c) Achieve some or all of the course outcomes.

Students who fail to complete work will receive a NSW Educational Standards Authority warning letter and provided an opportunity to redeem their work to avoid an 'N' Determination for the course.

## Responsibilities and Related Procedures

### Assessment Period

Each course of study will have a series of assessment tasks. The approximate design of these tasks and the nature of the tasks will be provided in the assessment notification for each subject. These will be issued to students by their teachers.

### Method of Reporting

Formal reports will be made available to parents on a semester basis during Year 10. Each report will indicate for each course the grade received for each outcome assessed at that stage of the course.

At the completion of each task, students will receive the results obtained for the task and feedback about their progress in the task.

At the end of Year 10, students will receive an e-record with their Semester 2 Report of their Record of School Achievement (RoSA). This will list the grades received for mandatory courses and elective courses studied.

### Student Responsibilities

#### 1. **Assessment tasks must be completed on or by the due date**

Failure to complete a task as required could result in the student not satisfying course requirements and may impact on their outcomes and performance. An Application for Illness, Accident, Misadventure form should be submitted in the case of special circumstances (see page 8). If not, Year 10 students and their parents could receive an N-Award warning letter indicating the student will have to resolve the N-award in order to achieve course requirements.

#### 2. **All work must be that of the students**

In the case of malpractice (e.g. copying the work of others; providing access for others to copy your work or evidence of direct collaboration on the final task/product), the student/s may suffer a penalty or be awarded a zero. This decision will be made by the Principal or their nominee after consultation with the relevant Head Teacher and class teacher.

#### 3. **All work, not only Assessment Tasks, is to be completed**

Students should be aware that the Principal must certify that all courses of study have been satisfactorily studied in Year 10 i.e. assignments, homework, course summaries, practical work, essays, topic tests, research etc. **Failure to complete set work** may place the student's Record of Student Achievement (RoSA) in jeopardy.

#### 4. **A genuine attempt at all tasks must be made**

Failure to make a **genuine attempt** at assessment tasks and course work may put in jeopardy their satisfactory completion of course and the award of their Year 10 RoSA.

Non-serious or non-genuine attempts at a task will result in a NESA warning letter being issued and the student will be required to redo the task to a standard reflective of their ability.

#### 5. **Regular school attendance is expected.**

Students are required to maintain a satisfactory record of both attendance and application up to and including the final date set down by the Department of Education and Communities as their last day of Year 10. For Year 10, this is the last day of the school year. This reflects that they are **applying themselves with diligence and sustained effort** to the set tasks and experiences provided in the course. Students are expected to be at school at least 95% of time in the year unless ill. This means that they are present 190 days in the 200 days of a school year.

**6. Work must be submitted in an appropriate form and according to an acceptable standard.**

Students are advised to provide a signature to the teacher on the Assessment Task Receipt Sheet provided by the teacher. If no sheet is provided the student is encouraged to seek the signature of the teacher in their diary to record receipt of the task. This is designed to protect the rights of the student.

## **Frequently Asked Questions**

### **What are the notification and receipt systems for assessment tasks?**

A *Notification of Assessment Task Sheet* is used to record the signatures of a student and date when an assessment task is issued in a course. All students in a course are to sign and date to indicate that they have been notified of an assessment task. The same process is to occur when submitting an assessment task. Signing and dating the *Receipt of Assessment Task Sheet* indicates that the teacher has received the task and the student has met the due date for the task. This protects the student in the event that the task becomes lost or misplaced. Teachers will provide the notification and receipt of task signing sheets. In the event that the receipt process does not occur for some reason, students are advised to ask the teacher to sign their diary to indicate the receipt of their assessment task.

### **When should I hand in assessment work?**

All work should be submitted or completed on the due date. Students not attending school for the full day at Assessment time may need to submit a completed Application for Illness, Accident, Misadventure form and appropriately dated support documentation as outlined for known and unknown absences.

Where the absence due to illness, accident or misadventure is **not known** in advance students must contact the relevant Head Teacher on the day of the task, to let the Head Teacher know that they will not be able to hand in/or complete a particular assessment task. The completed assessment task should be ready for submission on the day of return to school (if it was hand in task) or the student are expected to be ready to complete an in class task on the first day of their return.

### **What do I do if I cannot hand in or complete an assessment task on time?**

If a student cannot hand in/or complete an assessment task at the appropriate time on the due date because of illness, a serious family incident, school representation, police action or other known absence they may apply to the relevant Head Teacher, using the Application for Illness, Accident, Misadventure form for an extension of time or a substitute task.

The exception to the known absences ruling are students enrolled in TAFE Courses who attend TAFE on a regular basis and students attending courses organised by the Careers Advisor.

### **What if I know I am going to be absent on the due date of an assessment task?**

Where the absence due to illness or misadventure is **known** in advance, an Application for Illness, Accident, Misadventure form must be submitted in advance to the Head Teacher in charge of the course. Such instances may include representing the school at other zone, regional or state events or class excursion for another subject. This includes notifying the Head Teacher that you will be representing the school or attending an excursion for another course.

Students who have been sent on alternative courses or work experience/placements arranged by the Careers Advisor are advised to inform their teacher they will be on a course and will not be present on the due date of the assessment task. These students must submit the Application for Illness, Accident, Misadventure form.

### **What if I didn't know I was going to be absent on the due date of an assessment task?**

Where the absence due to illness, accident or misadventure is **not known** in advance students must contact the relevant Head Teacher on the day of the task, to let the Head Teacher know that they will not be able to hand in/or complete a particular assessment task.

The Head Teacher will explain the illness, accident, misadventure procedure. That is, the Application for Illness, Accident, Misadventure form must be handed in to the relevant Head Teacher within 48 hours of returning to school (including the exam period).

### **Can I claim computer problems as my reason for not submitting an assessment task on the due date?**

Computer "problems" are not considered as reasonable grounds for a Misadventure Appeal. This includes issues including computer malfunction or failure, printer or USB malfunction or failure. Students are advised to back up their work continuously throughout the completion of the assessment task and print off draft copies which could be submitted if all else fails.

### **How can I appeal a decision made about an illness/misadventure?**

An appeal on the Head Teacher's decision can only be made to the Principal. This will be done by completing the "Application for Appeal Related to an Illness, Accident, Misadventure Application" form within two weeks of notification that the Illness, Accident, Misadventure has been declined. The Appeal Committee consists of the Principal (or nominee) and two Head Teachers other than the Head Teacher dealing with the original illness, accident, misadventure request.

The panel convener, Principal or Principal's nominee, will co-ordinate the hearing process to examine if the assessment policy has been followed by the teachers and student concerned. The student will be notified verbally of the outcome and a written response on the outcome of the appeal will be provided to the student and a copy sent to the family of the student who appealed.

### **What are NSW Educational Standards Authority warning letters or 'N determination' letters?**

The purpose of these warning letters is to inform the student and their parent/s or carer/s that they are at risk of not meeting NESA requirements for particular course. It states what is required of them to redeem themselves and satisfy course requirements. NESA states that receiving two or more warning letters may place the award of the RoSA in jeopardy.

### **What are the NESA course requirements and what are the reasons for which students can receive an 'N determination' warning letter?**

For Year 10 Record of Student Achievement, students are required to:

- a. follow the course developed or endorsed by NESA
- b. apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- c. achieve some or all of the course outcomes.

Students who fail to meet these requirements will receive a letter of warning and an opportunity to redeem their work in order to avoid an "N determination". The main reasons for issuing such a letter include:

- failing to complete or attempt assessment tasks or assignment work by the due date and /or appropriately
- failing to regularly complete class work and homework appropriately. This includes practical work.
- making a non-serious effort to complete assessment tasks, assignment work major examinations and tests
- making a non-serious effort to complete class work and homework.



### **What do 'N Determination' or NESA warning letters mean?**

The NESA warning letters specify exactly the tasks the student needs to complete to satisfy course requirements. These tasks must be attended to before the conclusion of their course and before the NESA cut-off date. All students are to be given a chance to redeem themselves.

If a student has received 2 or more warning letters and/or work remains outstanding they may be given an 'N Determination' in that subject. This means a non-award for a subject, resulting in the course not being included on their Record of Student Achievement (RoSA). If the course is any one of the mandatory courses, or requirements for two elective courses are not met, then the student will be ineligible for the Record of Student Achievement (RoSA) and ineligible to progress to Year 11. A meeting would be held with the Principal in such cases.

### **What are the consequences for failing to meet mandatory course requirements in Year 10 RoSA?**

The following consequences apply to students who for whatever reason, do not qualify for the award of a Record of Student Achievement. They may be:

- Required to repeat Year 10 in the next academic year.
- Deemed ineligible for entry into Year 11 Preliminary course.
- Seek and undertake full time employment of 25 hours or more.
- Attend an alternative educational setting to complete Stage 5 RoSA.
- Enrol in TAFE as a full time student if possible. Note: This is usually not permitted without a RoSA.
- Undertake an Apprenticeship or Traineeship.

### **Can I seek clarification for Assessment Task results?**

Students may request clarification of marks awarded for a particular task. This request must be made at the time the task is returned by the teacher. Assessment task clarification will concentrate on the faculty's procedures for determining the assessment mark. A teacher's professional judgement cannot be questioned in relation to the achievement of the criteria. Processes only may be challenged i.e. failure to apply assessment criteria, or follow school Assessment Policy or NSW Educational Standards Authority assessment policy.

### **What happens if I have transferred from another school or am going to another school?**

For students arriving at the school between the commencement of the assessment period and the final date of Record of Student Achievement entry, the Principal may request information from the previous school. However, this information will only be used as a guide and will not form part of the assessment mark or final grade. An estimate will be provided for assessment task not completed based upon the student's performance in the tasks they completed.

### **What happens if the work that I submit is not my own work (malpractice)?**

The purpose of the assessment procedure in Year 10 is to reward students for their individual effort over the duration of the assessment period. It is essential, therefore, that the material marked by the teacher is the student's own work and a result of their own effort and not that of others. With some assessment tasks, the student may be required to sign a statement that the work is in fact essentially his or her own work. If at a subsequent date the work is found to NOT be their own work a zero '0' will be awarded for the task. Further, students who lend their work to others for such purposes are jeopardizing the marks they have gained for the task. Plagiarism, copying of others' work, failing to acknowledge direct quotes or paraphrasing of work from other sources such as the Internet are examples of malpractice and may result in a zero mark.

### **What if I am found cheating in assessment tasks and examinations?**

A breach of examination rules during assessment and examination tasks may be considered malpractice and therein could result in a zero '0' mark being awarded for all of the tasks or a part thereof. General examination rules or examination conditions apply to all assessment tasks and examinations. These include:

- Writing paper to be provided by the teacher
- No material to be brought into the examination room.
- No material to be referred to during the task, unless expressly allowed by the assessing teacher
- No mobile phones or electronic devices in the examination room or if permitted off and not in your possession.
- Examinations are conducted in silence unless otherwise instructed.
- Work not handed in at the conclusion of the examination will not be considered.
- No materials to leave the assessment or examination room.
- Other rules can be set at the discretion of the assessing teacher or examination supervisor.

### **What if I am going travelling or require leave for an extended period of time from school?**

The following procedures need to be adopted if students are thinking about taking an overseas or interstate trip with their family. Any student who is taking leave needs to give the school notice. **The Principal can approve up to 50 days leave. Any leave in excess of this requires the approval of the Director, Educational Leadership.**

#### ***Procedure for leave application:***

1. Collect a copy of the Application for Exemption from Attendance at School form from the School Front Office.
2. See the Head Teachers of all the subjects you study and ask them about the impact the timing of your leave may have on meeting course requirements.
3. Have your parent/guardian's complete and sign the form and return to the Front Office at least one month prior to travel.
4. Parents make an appointment either by phone or in person to discuss your proposed absence from school with the Principal.
5. Principal either approves leave conditionally or does not approve leave.

### **Life Skills Assessment**

Students accessing a Life Skills course will have learning outcomes identified through a collaborative curriculum planning process. Collaboration is between students, parents/carers, teachers, learning support staff and any other significant individuals such as SLSOs and any professional health care providers working with the student. Assessment should provide opportunities for students to demonstrate achievement in relation to their selected outcomes. Assessment can occur in a range of situations or environments such as the school and wider community. Student assessment could include any or all of the following:

- Students monitoring and reflecting on their own learning
- Teacher observation during teaching and learning and/or work samples
- Alternative assessment tasks specifically designed to assess the selected Life Skills outcomes.

There is no requirement for formal assessment of Life Skills outcomes. Any formal assessment tasks to be completed by the student must reflect the selected Life Skills outcomes.



# WINMALEE HIGH SCHOOL

## Application for Illness, Accident, Misadventure Form

### YEAR 10 Assessment Tasks

This form is to be completed and given to the subject Head Teacher within **48 hours** of your return to school if you apply:

- (i) For an **extension of time** on an assessment task, prior to due date **OR**
- (ii) For **special consideration** because a task **has not** been submitted / **has not** been completed on the due date.
- (iii) Non-attendance to examinations

STUDENT NAME: \_\_\_\_\_ YEAR: \_\_\_\_\_

CLASS TEACHER: \_\_\_\_\_ SUBJECT: \_\_\_\_\_

ASSESSMENT/EXAMINATION TASK TITLE: \_\_\_\_\_

DATE DUE: \_\_\_\_\_ DATE SUBMITTED: \_\_\_\_\_

DATE SCHOOL ADVISED OF MISADVENTURE: \_\_\_\_\_ by (name) \_\_\_\_\_

ACTION REQUESTED:  Extension of Time  Special Consideration  Opportunity to sit task at new date  
*(attach all supporting documentation such as medical certificates, include evidence of work in progress if applying for an extension of time)*

#### STUDENT REASON FOR APPLICATION

*(Completed by student, signed by parent before completion by Head Teacher)*

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STUDENT SIGNATURE: \_\_\_\_\_ PARENT SIGNATURE: \_\_\_\_\_

#### RECOMMENDATION BY HEAD TEACHER *(all original documentation attached):*

- Application successful – mark to stand or student given opportunity to complete alternate task at a negotiated time/ date.
- Application successful - Extension granted until \_\_\_\_/\_\_\_\_/\_\_\_\_.  
*If task not submitted on this day a zero mark will apply.*
- Application successful - Estimated mark to be given. Note: This mark will not be finalised until the end of the course based upon performance across the course.
- Application unsuccessful – no extension granted.
- Zero mark awarded – reasons not substantiated/Assessment Policy not followed.  
*Task must still be submitted.*

Head Teacher: \_\_\_\_\_ DATE: \_\_\_\_\_

Class Teacher: \_\_\_\_\_ DATE: \_\_\_\_\_

#### APPROVED:

Deputy Principal \_\_\_\_\_ DATE: \_\_\_\_\_

Office: Entered Sentral Incident # \_\_\_\_\_ Date entered \_\_\_\_\_  Copy to HT  Copy to Class Teacher



# WINMALEE HIGH SCHOOL

## Application for Appeal related to an Illness, Accident, Misadventure Application

### YEAR 10 Assessment Tasks

STUDENT NAME: \_\_\_\_\_ YEAR: \_\_\_\_\_

COURSE: \_\_\_\_\_

ASSESSMENT TASK TITLE: \_\_\_\_\_

CLASS TEACHER: \_\_\_\_\_

### STUDENT REASON FOR APPEAL

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STUDENT SIGNATURE: \_\_\_\_\_

*This form needs to be submitted to the supervising Deputy Principal/ Principal.*

### DECISION AND ACTIONS BY APPEAL COMMITTEE *(all original documentation to file):*

Appeal upheld – mark to be reinstated. Student provided with an opportunity to redeem task at a negotiated time and date.

Appeal declined – Zero mark to stand. Assessment policy not followed.

Zero mark awarded – reasons not substantiated/Assessment Policy not followed.  
*Task must still be submitted.*

Appeal documentation placed in student file. (*Front Office*)

Letter sent to student and parent/carer stating basis for appeal committee decision.

SIGNATURE (Appeal Committee member): \_\_\_\_\_ DATE: \_\_\_\_\_

## Plagiarism Policy

### Policy Rationale

With the explosion of information now available to students, it is essential that they learn how to use the ideas and work of others correctly in their own work and become competent with the accepted ways of acknowledging this use.

This policy aims to help students:

- Understand what plagiarism means.
- Know the procedures that will be used when plagiarism occurs.
- Develop strategies to avoid plagiarism including the correct use of referencing.

### Definition of Plagiarism

Plagiarism can be deliberate or inadvertent. Plagiarism is a form of cheating and, as such, is serious student misconduct.

Plagiarism usually takes one of three forms:

1. When students use the ideas, words or work of **other students** and submit these in an assessment task as their own.
2. When students use the ideas, words or work from published sources (internet, books, magazines, electronic databases etc.) and submit these in an assessment task **without acknowledgment**.
3. When students **contribute less** than their fellow students to a group assignment and then claim an equal share of the marks.

### Procedures for Addressing Plagiarism

Where a teacher believes a student has plagiarised, the matter will be reported to the relevant Head teacher and the student will be notified and given an opportunity to show why they should not be penalised.

The onus will be on the student to show the Head teacher that the work submitted is entirely their own and not intentional or inadvertent plagiarism. To help establish the originality of their work, a student may be required to provide their notes and/or draft copies to show how they developed their ideas and/or method of expression.

Where a student admits plagiarising or cannot show the work to be their own, a mark of a zero '0' will be awarded and the student will be considered to have not achieved the outcome(s) specified in the task.

## A Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do.

A Glossary of Key Words has been developed to help provide a common language and consistent meaning in the NESA' documents. Using the glossary will help teachers and students understand what is expected in response to examinations and assessment tasks.

<b>Account</b>	Account for, state reasons for, report on. Give an account or narrate a series of events or transactions.
<b>Acknowledge</b>	Indicate the source of information given
<b>Analyse</b>	Identify components and the relationship between them, draw out and relate implications.
<b>Apply</b>	Use utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgment about the value of
<b>Assess</b>	Make a judgment of value, quality, outcomes, results or size
<b>Bibliography</b>	A list of books, articles, movies, internet sites or music consulted, appearing at the end of work submitted
<b>Calculate</b>	Ascertain/determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes/categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make, build, put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically</b>	Add a degree or level of accuracy depth, knowledge and understanding (analyse) logic, questioning, reflection and quality to (analysis/evaluation) (evaluate)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from, to note differences between
<b>Electronic database</b>	Resources such as Encarta, Encyclopedia Britannica and various other collections of reference materials from CD or the internet
<b>Evaluate</b>	Make a judgment based on criteria, determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate causes and effect, makes the relationship between things evident, provide why and/or how
<b>Extract</b>	Choose relevant and/or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Inadvertent</b>	Without intending to or without realising
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Justify</b>	Support an argument or conclusion
<b>Misconduct</b>	Behaviour that is wrong and for which a penalty can be applied
<b>Onus</b>	A duty or responsibility
<b>Outline</b>	Sketch in general terms, indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example a point of view, idea, argument suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommended</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Reference</b>	The method used to indicate the original information source
<b>Summarise</b>	Express, concisely the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole

## How to Reference Sources/Writing a Bibliography



*A Guide to Writing Bibliographies  
Based on the Harvard Style  
©Syba Signs 2003  
www.sybasigns.com.au*

### Background

- ◆ A bibliography is a list of resources used in preparing a piece of work.
- ◆ When writing up a piece of work you will need to cite (quote) the bibliographical references of all resources you have used.
- ◆ Bibliographical references need to be cited in two different places:
  - 1 Where a document is referred to in the text.
  - 2 In a list at the end of the work, which is arranged alphabetically by author then by date. This author/date system of description is referred to as the Harvard System.

### Books (incl. Reference)

Include the following information in this order:

1. Author's surname, (comma) initials. (full stop)
2. Date, (comma)
3. Title of book, (italics) (comma)
4. Publisher, (comma)
5. Place of publication. (full stop)

#### For a reference book:

Title of book, (italics) (comma)  
Year, (comma)  
Edition, (comma)  
Publisher, (comma)  
Place of publication. (full stop)

Dixon, J. 1993, *How to be a successful student*,  
Penguin Books, Ringwood.

### Books (Edited)

Include the following information in this order:

1. Editor's surname, (comma) initials. (full stop)
2. Year, (comma)
3. Title of book, (italics) (comma)
4. Publisher, (comma)
5. Place of publication. (full stop)

Harvey, J. 2002, *Water pollution*,  
Penguin Books, Ringwood.

### **For an Article in an edited book:**

For example:

Bryant, S. 1999, 'The energy crisis of 1920', in P. Jarman (ed.)  
*World wide energy*, Blackwell, Sydney.

### **CD-ROMS**

Include the following information in this order:

1. Subject, (in single quotation marks) (comma)
2. Date, (comma)
3. Title of CD ROM (italics)
4. CD ROM. [in square brackets] (full stop)
5. Publisher, (comma)
6. Place of publication. (full stop)

'Snakes', 1994, *Habitats of reptiles* [CD ROM]. Crunch Media, N.Y.

### **Databases**

Include the following information in this order:

1. Title of the database, (comma)
2. The producer, (comma)
3. The vendor, (vendor in brackets) (comma)
4. Frequency of updating. (full stop)

AGRIS database, United Nations Food and Agriculture Organisation,  
SilverPlatter (vendor), annual updating.

### **E-mail**

Include the following information in this order:

1. Author's surname, (comma) initials. (full stop)
2. Year, (comma)
3. Email, (comma)
4. Day and month of email, (comma)
5. Email address. (full stop)

Saville, A. 2001, email, 24 April, [asaville@rockets.com.au](mailto:asaville@rockets.com.au).



## Interviews

Include the following information in this order:

1. Surname of person being interviewed, (comma) initials. (full stop)
2. Month and Year of interview, (comma)
3. Title of interview, (italics) (comma)
4. Interviewer's name
5. Type of interview e.g. tape recording, transcript, video recording [in square brackets]
6. Place of interview. (full stop)

Berger, P. Aug 2002, *Teaching in L.A.*, Interviewed by J. Smith  
[Transcript of Interview] Melbourne Conference Centre.

## Journal Articles

Include the following information in this order:

1. Author's surname, (comma) initials. (full stop)
2. Date, (comma)
3. Title of the article, (in single quotation marks) (comma)
4. Title of the journal, (italics) (comma)
5. Volume, (comma) number, (comma) month/season, (comma)
6. Page numbers of article. (full stop)

Burns, S. 1989, 'There's more than one way to learn',  
*Australian Wellbeing*, Vol 6, No 33, October, pp42-44.

## Newspaper Articles

Include the following information in this order:

1. Author's surname, (comma) initials. (full stop)
2. Date, (comma)
3. Title of the article, (in single quotation marks) (comma)
4. Title of the newspaper, (italics) (comma)
5. Date of publication, (comma)
6. Page numbers of article. (full stop)

Popham, B. 1997, 'Saving the future',  
*Weekend Australian*, 7 February, p2.

## Videos

Include the following information in this order:

1. Title (*italics*)
2. Date, (comma)
3. Format, (video recording) (comma)
4. Publisher, (comma)
5. Place of publication. (full stop)

*South American wetland* 1982, video recording, BBC, London.

## World Wide Web

Include the following information in this order:

1. Author – person or organisation responsible for the site
2. Site date, the date the site was created or last revised (comma)
3. Name of sponsor or publisher, (comma)
4. Place of sponsor or publisher, (comma)
5. Date of viewing of the site, (comma) year, (comma)
6. URL. (full stop)

Department of Finance and Administration 2001, Department of Finance and Administration, Canberra, viewed 7 August 2001, <http://www.finance.gov.au>.

**Harvard Bibliography Generator-** This service enables you to simply type bibliographic details about your resource and have them reproduced in the required format.

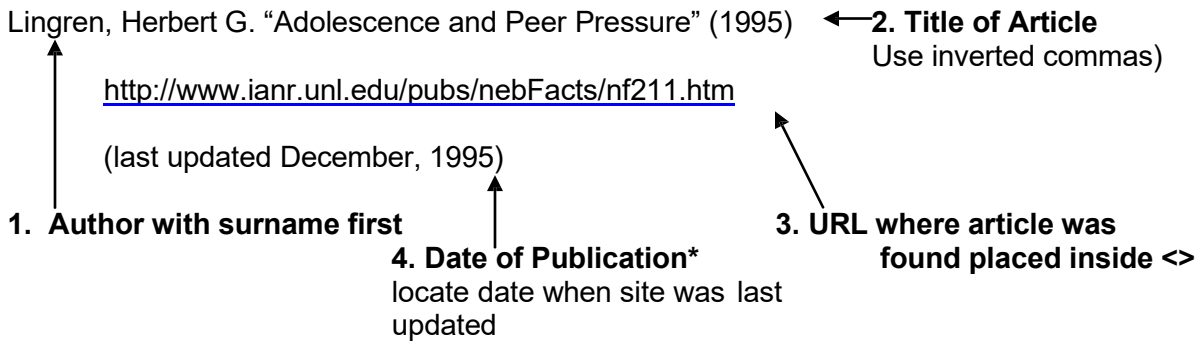
<http://www.neilstoolbox.com/bibliography-creator/index.htm>

**University of Western Sydney-** This website provides various reference styles and examples including Harvard and APA.

<http://library.uws.edu.au/citing.php?arg=1&p=ofs>

## Internet Sites

### Method recommended for university essays

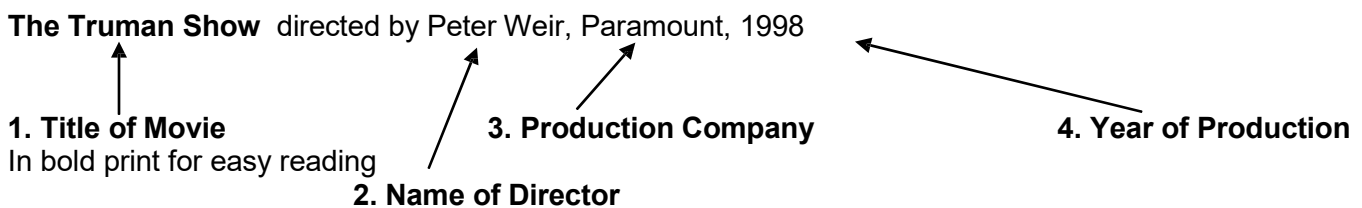


- NOTE: when you cannot find when the site was last updated, it is sufficient to site the date when you accessed it.

## Music References



## Movie References



For checking such details look up the Internet Movie Database at <http://us.imdb.com/>

## Course Schedules - Mandatory Units

Course: **English 2023**

	Task 1	Task 2	Task 3	Task 4	Task 5
<b>Task Outline</b>	<b>Analytic Response - Essay</b>	<b>Imaginative Writing – Short Story</b>	<b>Shakespeare – Comparative Essay</b>	<b>Multimodal Presentation with Reflection</b>	<b>Class Mark</b>
<b>Term and Week</b>	Term 1 Week 9	Term 2 Week 5	Term 3 Week 6	Term 4 Week 4	Ongoing
<b>Weighting %</b>	20%	25%	25%	20%	10%

Course: **Mathematics 5.3, 2023**

	Task 1	Task 2	Task 3	Task 4	Task 5
<b>Task Outline</b>	<b>Surds &amp; Probability</b>	<b>Semester 1 Exam</b>	<b>Investigation Task</b>	<b>Statistics, Geometry &amp; Algebra</b>	<b>Semester 2 Exam</b>
<b>Term and Week</b>	Term 1 Week 9	Term 2 Week 3	Term 2 Week 10	Term 3 Week 8	Term 4 Week 4
<b>Weighting %</b>	20%	20%	15%	25%	20%

\* **Note:** Students may also be doing a topic quiz at the conclusion of each topic. These marks will not be used for assessment purposes. They will be used as a tool for teachers for better reflection on student achievements and programming.

Course: **Mathematics 5.2, 2023**

	Task 1	Task 2	Task 3	Task 4	Task 5
<b>Task Outline</b>	<b>Algebra &amp; Measurement</b>	<b>Semester 1 Exam</b>	<b>Investigation Task</b>	<b>Probability, Geometry &amp; Statistics</b>	<b>Semester 2 Exam</b>
<b>Term and Week</b>	Term 1 Week 9	Term 2 Week 3	Term 2 Week 10	Term 3 Week 8	Term 4 Week 4
<b>Weighting %</b>	20%	20%	15%	25%	20%

\* **Note:** Students may also be doing a topic quiz at the conclusion of each topic. These marks will not be used for assessment purposes. They will be used as a tool for teachers for better reflection on student achievements and programming.

Course: **Mathematics 5.1, 2023**

	Task 1	Task 2	Task 3	Task 4	Task 5
Task Outline	Algebra & Measurement	Semester 1 Exam	Investigation Task	Probability, Geometry & Statistics	Semester 2 Exam
Term and Week	Term 1 Week 9	Term 2 Week 3	Term 2 Week 10	Term 3 Week 8	Term 4 Week 4
Weighting %	20%	20%	15%	25%	20%

\* **Note:** Students may also be doing a topic quiz at the conclusion of each topic. These marks will not be used for assessment purposes. They will be used as a tool for teachers for better reflection on student achievements and programming.

Course: **Mathematics In Trade, 2023**

	Task 1	Task 2	Task 3	Task 4
Task Outline	Geometry & Measurement	Algebra & Measurement	Geometry, Probability & Consumer	Consumer & Algebra
Term and Week	Term 1 Week 11	Term 2 Week 10	Term 3 Week 10	Term 4 Week 5
Weighting %	15%	25%	35%	25%

\* **Note:** Students may also be doing a topic quiz at the conclusion of each topic. These marks will not be used for assessment purposes. They will be used as a tool for teachers for better reflection on student achievements and programming.

Course: **Science 2023**

	Task 1	Biology Rotation Portfolio		Chemistry Rotation Portfolio		Physics Rotation Portfolio		Task 5
Task Outline	Annotated Bibliography	Practical Report	Online Quiz	Mini Depth Study	Online Quiz	Group Practical	Individual Writing Task	Global Systems
Term & Week	Term 1 Week 8	Week 6	Week 10	Week 7	Week 10	Week 6 or 7	Week 9 or 10	Term 4 Week 2
Weighting %	15%	25%		25%		25%		10%

Course: **History 2023**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Task Outline</b>	<b>Research Task</b>	<b>Written Task</b>	<b>Research ICT Task</b>	<b>End of Course Exam</b>
<b>Term and Week</b>	Term 1 Week 9	Term 2 Week 6	Term 3 Week 8	Term 4 Week 4
<b>Weighting %</b>	20%	20%	20%	20%
<b>Ongoing class work: Semester 1 – 10%, Semester 2 – 10%</b>				

Course: **PDHPE 2023**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Task Outline</b>	<b>Tea Party – Positive Sexual Health In-Class/Home Task</b>	<b>Holding It Together In-Class Task</b>	<b>‘Hit the Road’ – Home Assessment Task</b>	PDHPE Practical - Ongoing Formative Assessment
<b>Term and Week</b>	Term 1 Week 8 - 10	Term 2 Week 6	Term 3 Week 9 - 10	Term 1 - 4
<b>Weighting %</b>	20%	10%	20%	50%

## Course Schedules - Elective Units

### Course: **Child Studies 2023**

	Task 1	Task 2	Task 3	Task 4
<b>Task Outline</b>	Screen Time Initiative	Children & Culture In-class Formative Tasks	Child Care Centre Interview Task	Diverse needs of Children In-class formative Tasks
<b>Term and Week</b>	Term 1 Week 7	Term 2 Week 6	Term 3 Week 10	Term 4 Week 6
<b>Weighting %</b>	25%	25%	25%	25%

### Course: **Commerce 2023**

	Task 1	Task 2	Task 3	Task 4
<b>Task Outline</b>	Running a Business	Employment & Work Futures	Economic & Business Environment	Yearly Exam
<b>Term and Week</b>	Term 1 Week 10	Term 2 Week 4	Term 3 Week 8	Term 4 Week 4
<b>Weighting %</b>	20%	20%	20%	20%
<b>Ongoing class work:</b> Semester 1 – 10%, Semester 2 – 10%				

### Course: **Dance 2023**

	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
<b>Task Outline</b>	Dance and Technology Composition	Performance of Class Exercises and Dance	Dance Analysis	Duo Composition	Appreciation: Jazz Dance History	Performance of Class Exercises and Dance
<b>Term and Week</b>	Term 2 Week 2	Term 2 Week 3	Term 2 Week 5	Term 3 Week 10	Term 4 Week 5	Term 4 Week 2
<b>Weighting %</b>	20%	20%	10%	20%	10%	20%

Course: **Drama 2023**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Task Outline</b>	<b>Play Building Performance &amp; Reflection</b>	<b>Theatre Style Performance &amp; Reflection</b>	<b>Script Analysis Performance &amp; Reflection</b>	<b>Elements of Production Design Project</b>
<b>Term and Week</b>	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	Term 4 Week 3
<b>Weighting %</b>	10%	30%	35%	25%

Course: **Food Technology 2023**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Task Outline</b>	<b>Research &amp; Design Tasks Unit Tests</b>	<b>Research &amp; Design Tasks Unit Tests</b>	<b>Ongoing Practical Class Assessment</b>
<b>Term and Week</b>	Term 1 & 2 Assessment Tasks & Unit Test	Term 2 & 3 Assessment Tasks and Unit Test	Ongoing Practical Assessment (Whole Year)
<b>Weighting %</b>	30%	30%	40%

Course: **History Elective 2023**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Task Outline</b>	<b>Historical Investigation</b>	<b>Research Presentation</b>	<b>Virtual Site Study</b>	<b>Film Study</b>
<b>Term and Week</b>	Term 1 Week 8	Term 2 Week 4/5	Term 3 Week 9	Term 4 Week 3/4
<b>Weighting %</b>	20%	20%	20%	20%
<b>Ongoing class work: Semester 1 – 10%, Semester 2 – 10%</b>				



Course: **Industrial Technology – Building and Construction 2023**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Task Outline</b>	Semester One Projects	Theory Course Work	Semester Two Projects (Major Project)	Theory Course Work
<b>Term and Week</b>	Marking Cut-off Date Term 2, Week 4	Ongoing Cut-off Date Term 2, Week 4	Marking Cut-off Date Term 4, Week 3	Ongoing Cut-off Date Term 4, Week 3
<b>Weighting %</b>	30%	15%	40%	15%

Course: **Industrial Technology Engineering 2023**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>
<b>Task Outline</b>	Stem Olympiad	Aeronautical challenge	Daily Pickup	Onshape Graphics and Machining	Engineered Structures
<b>Term and Week</b>	Term 1	Term 2	Term 2/3	Term 3	Term 4
<b>Weighting %</b>	15%	15%	20%	20%	30%

Course: **Industrial Technology – Timber 2023**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Task Outline</b>	Semester One Projects	Theory Course Work	Semester Two Projects (Major Project)	Theory Course Work
<b>Term and Week</b>	Marking Cut-off Date Term 2, Week 4	Ongoing Cut-off Date Term 2, Week 4	Marking Cut-off Date Term 4, Week 3	Ongoing Cut-off Date Term 4, Week 3
<b>Weighting %</b>	30%	15%	40%	15%

Course: **Japanese 2023**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>
<b>Task Outline</b>	<b>Speaking &amp; Listening</b>	<b>Reading &amp; Writing</b>	<b>Half Yearly Exam Speaking &amp; Reading</b>	<b>Project</b>	<b>Yearly Exam Reading/Writing Listening/Speaking</b>
<b>Term and Week</b>	Term 1 Week 5	Term 1 Week 9	Term 2 Week 4	Term 3 Week 6	Term 4 Week 5
<b>Weighting %</b>	10%	20%	20%	25%	25%

Course: **Music 2023**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>
<b>Task Outline</b>	<b>Performance</b>	<b>Aural/Composition Exam</b>	<b>Performance</b>	<b>Composition</b>	<b>Performance/Aural</b>
<b>Term and Week</b>	Term 1 Week 8	Term 2 Week 6	Term 3 Week 5	Term 3 Week 8	Term 4 Week 4
<b>Weighting %</b>	15%	20%	15%	15%	35%

Course: **PASS 2023**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 4</b>
<b>Task Outline</b>	<b>Body In Action - Resistance Training Task</b>	<b>Coaching Assessment</b>	<b>Ongoing Practical Formative Assessment</b>
<b>Term and Week</b>	Term 2 Week 5	Term 3 Week 10	Term 1 - 4
<b>Weighting %</b>	20%	30%	50%

## Course: Visual Arts 2023

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Task Outline</b>	<b>Artwork &amp; Case Study</b>	<b>Artwork</b>	<b>Artwork &amp; Case Study</b>	<b>Artwork</b>
<b>Term and Week</b>	Term 1 Week 10	Term 2 Week 4	Term 3 Week 6	Term 4 Week 3
<b>Weighting %</b>	35%	15%	35%	15%

## Course: Visual Design 2023

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Task Outline</b>	<b>Designer Case Study</b>	<b>Design Project</b>	<b>Designer Case Study</b>	<b>Design Project</b>
<b>Term and Week</b>	Term 1 Week 11	Term 2 Week 4	Term 3 Week 8	Term 4 Week 4
<b>Weighting %</b>	15%	35%	15%	35%

## Course Performance Descriptors

Assessing student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of a course.

Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3, E2).

The course performance descriptors included are used in each subject to indicate a student's overall achievement in relation to the A – E grades which are allocated at the end of year 10 for each student's Record of School Achievement (RoSA). Teachers will make the final judgement of the grade deserved on the basis of available assessment information with reference to the course performance descriptors and other material produced by NESAs to support the consistent awarding of grades.

# Child Studies

## Grade A

- 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.

## Grade B

- 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.

## Grade C

- 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.

## Grade D

- The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

## Grade E

- The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

# Commerce

## Areas for Assessment

- **Knowledge of commerce - knowledge and understanding of consumer, financial, business, legal and employment matters.**
- **Skills in commerce - skills in decision-making, problem-solving, research, communication and working independently and collaboratively.**

### Grade A

- demonstrates extensive knowledge and understanding of a range of consumer, financial, business, legal and employment concepts and issues.
- analyses the rights and responsibilities of consumers in an extensive range of commercial and legal contexts.
- independently applies outstanding decision-making and problem-solving skills in a range of commercial and legal contexts.
- capably researches and evaluates complex commercial and legal information using a wide variety of sources.
- displays effective skills to communicate complex commercial and legal ideas and concepts using an extensive range of oral and written forms.
- demonstrates highly developed planning and organising skills when working independently and/or collaboratively.

### Grade B

- demonstrates thorough knowledge and understanding of consumer, financial, business, legal and employment concepts and issues.
- discusses the rights and responsibilities of consumers in a broad range of commercial and legal contexts.
- applies well-developed decision-making and problem-solving skills in commercial and legal contexts.
- competently researches and assesses commercial and legal information using a variety of sources.
- displays proficient skills to communicate commercial and legal ideas and concepts using a wide range of oral and written forms.
- demonstrates well-developed planning and organising skills when working independently and/or collaboratively.

### Grade C

- demonstrates sound knowledge and understanding of consumer, financial, business, legal and employment concepts and issues.
- explains the rights and responsibilities of consumers in a range of commercial and legal contexts.
- applies decision-making and problem-solving skills in commercial and legal contexts.
- undertakes research and interprets commercial and legal information using a variety of sources.
- displays sound skills to communicate commercial and legal ideas and concepts using a range of oral and written forms.
- demonstrates competent planning and organising skills when working independently and/or collaboratively.

### Grade D

- demonstrates basic knowledge and understanding of some consumer, financial, business, legal and employment concepts and issues.
- describes some rights and responsibilities of consumers in commercial and legal contexts.
- applies some decision-making and problem-solving skills in some commercial and legal contexts.
- undertakes some research and interpretation of basic commercial and legal information using a limited range of sources.
- displays limited skills to communicate simple commercial and legal ideas and concepts using a range of oral and written forms.
- demonstrates some planning and organising skills when working independently and/or collaboratively.

### Grade E

- demonstrates elementary knowledge and understanding of aspects of consumer, financial, business, legal and employment concepts and issues.
- identifies some rights and responsibilities of consumers in some commercial and legal contexts.
- with guidance applies simple decision-making and problem-solving skills in commercial and legal contexts.
- undertakes limited research and recalls some basic commercial and legal information.
- communicates simple commercial and legal ideas and concepts using a limited range of oral and written forms.
- demonstrates very limited planning and organising skills when working independently and/or collaboratively.

# Dance

## Areas for Assessment

### • Performing, Composing, Appreciation

#### Grade A

- clearly and perceptively communicates an appreciation of dance as an artform through their very high level of engagement in the interrelated practices of performing, composing and appreciating dance.
- capably performs dances with an accomplished dance technique and a sustained application of safe dance practice and performance quality.
- effectively manipulates the elements of dance to interpret a wide variety of dance styles with a high level of competence
- consistently structures complex movement to create dance compositions that communicate ideas.
- critically analyses their own and others' dances, through the elements of dance.
- critically discusses the characteristics of dance styles, performance quality and interpretation.
- insightfully applies their knowledge of the practical and theoretical aspects of dance and makes perceptive connections between the making and performing of the movement and the appreciation of its meaning.

#### Grade B

- clearly communicates an appreciation of dance as an artform through their high level of engagement in the interrelated practices of performing, composing and appreciating dance.
- performs dances with a proficient dance technique and a proficient application of safe dance practice and performance quality.
- combines and applies the elements of dance to competently interpret a variety of dance styles.
- structures appropriate movement to create dance compositions that communicate ideas.
- analyses their own and others' dances, through the elements of dance.
- discusses the characteristics of dance styles, performance quality and interpretation.
- perceptively engages in the practical and theoretical aspects of dance and makes informed connections between the making and performing of the movement and the appreciation of its meaning.

#### Grade C

- demonstrates an appreciation of dance as an artform through their active engagement in the interrelated practices of performing, composing and appreciating dance.
- performs dances with a sound dance technique and the application of safe dance practice and performance quality.
- applies the elements of dance as they perform a variety of dance styles.
- manipulates the elements of dance as they structure movement to create dance compositions that communicate ideas.
- discusses their own and others' dances, through the elements of dance.
- describes the characteristics of dance styles, performance quality and interpretation.
- engages in the practical and theoretical aspects of dance and makes connections between the making and performing of the movement and the appreciation of its meaning.

#### Grade D

- demonstrates some appreciation of dance as an artform through their engagement in the interrelated practices of performing, composing and appreciating dance.
- performs dances with a basic dance technique and the application of safe dance practice and performance quality.
- applies aspects of the elements of dance as they perform dance styles.
- uses some elements of dance to structure movement to create basic dance compositions that communicate ideas.
- describes their own and others' dances, through the elements of dance.
- identifies characteristics of dance styles, performance quality and interpretation.
- participates in the practical and theoretical aspects of dance and makes some connections between the making and performing of the movement and the appreciation of its meaning.

#### Grade E

- demonstrates elementary appreciation of dance as an artform through limited engagement in the practices of performing, composing and appreciating dance.
- performs dances with an elementary dance technique and with some evidence of safe dance practice and performance quality.
- with guidance, applies aspects of the elements of dance to perform a limited range of dance styles.
- with guidance, uses the elements of dance to create simple dance compositions that communicate ideas.
- describes their own and others' dances, through some aspects of the elements of dance.
- identifies some characteristics of dance styles, performance quality and interpretation.
- with teacher support, participates in the practical and theoretical aspects of dance and makes elementary connections between the making and performing of the movement and the appreciation of its meaning.

# Drama

## Areas for Assessment

### • Making, Performing, Appreciating

#### Grade A

- communicates a sophisticated understanding of the elements of drama in the integrated practices of making, performing and appreciating drama within playbuilding and other dramatic contexts.
- perceptively develops and refines their work, individually and collaboratively, using a range of dramatic forms, structures, devices, acting and performance techniques to create dynamic and engaging works with an intended meaning for an audience.
- demonstrates excellence in improvisation, playbuilding, the enactment and interpretation of scripts, texts and other dramatic forms and performance styles.
- selects and manipulates performance spaces, technologies and elements of production to communicate different dramatic intentions.
- researches and critically assesses the contemporary and historical contexts of drama.
- evaluates the contribution of groups and individuals, using appropriate drama terminology.
- analyses and synthesises drama with a sophisticated awareness of the unique relationship between performer and audience.

#### Grade B

- demonstrates a thorough understanding of the elements of drama in the integrated practices of making, performing and appreciating drama within playbuilding and other dramatic contexts.
- capably develops their work, individually and collaboratively, using dramatic forms, structures, devices, acting and performance techniques to create effective and engaging works with an intended meaning for an audience.
- competently improvises, playbuilds, enacts and interprets scripts, texts and other dramatic forms and performance styles.
- confidently uses performance spaces, technologies and elements of production to communicate dramatic intentions.
- researches and analyses the contemporary and historical contexts of drama.
- assesses the contributions of groups and individuals using appropriate drama terminology.
- analyses drama with an awareness of the relationship between performer and audience.

#### Grade C

- demonstrates a sound understanding of the elements of drama through the practices of making, performing and appreciating drama within the context of playbuilding and other dramatic contexts.
- develops their work, individually and collaboratively, using dramatic forms, structures, devices, acting and performance techniques to create engaging works with an intended meaning for an audience.
- improvises, playbuilds, and enacts scripts, texts and other dramatic forms and performance styles.
- uses performance spaces, technologies and elements of production to communicate a dramatic intention.
- researches and describes the contemporary and historical contexts of drama.
- describes the contribution of groups and individuals using drama terminology.
- describes the relationship between performer and audience.

#### Grade D

- demonstrates a basic understanding of the elements of drama through the practices of making, performing and appreciating drama within the context of playbuilding and some other dramatic contexts.
- develops their work using basic dramatic forms and performance techniques to create drama for an audience.
- demonstrates limited skills in improvisation, playbuilding and other dramatic forms.
- uses aspects of performance spaces, technologies and elements of production.
- conducts basic research and describes some contexts of drama.
- recognises the contribution of groups and individuals, using limited drama terminology.
- recognises the relationship between performer and audience.

#### Grade E

- participates, with teacher support, in the practices of making, performing and appreciating drama.
- has an elementary understanding of some elements of drama and performance skills required to create drama for an audience.
- demonstrates very limited skills in improvisation, playbuilding and other dramatic forms.
- uses some aspects of performance spaces and elements of production.
- with guidance, conducts basic research.
- recognises the contribution of some groups and individuals.
- recognises aspects of the relationship between performer and audience.



# English

## Areas for Assessment

- Reading, listening, viewing
- Writing, speaking, representing
- Communicating and context
- Analysing language
- Interpretive, imaginative and critical thinking
- Expressing views

### Grade A

- through close and wide study, responds to a comprehensive range of demanding, imaginative, factual and critical texts
- perceptively investigates the context and perspective of texts and the relationships between and among them
- constructively and critically analyses and evaluates complex texts by selecting, describing and explaining significant language forms and features and structures of those texts
- responds imaginatively and critically in a highly effective way to verbal and visual imagery
- displays a distinct personal style, composes with confidence, spoken, written, visual, multimodal and digital texts, for a wide variety of purposes, audiences and contexts
- is able to generalise confidently from engaging with texts to present a wide variety of views of the world
- consistently demonstrates an understanding of the processes of composition, as they are able to infer logically, interpret clearly, extend their imaginations in composing texts and adapt ideas into new and different contexts
- with confidence, is able to conform to, or challenge, an audience's preconceptions and expectations
- independently reflects on and confidently uses, assesses and adapts their individual and collaborative skills for learning.

### Grade B

- through close and wide study, responds to demanding, imaginative, factual and critical texts
- investigates with some insight the context and perspective of texts and the relationships between and among them
- closely and critically analyses and evaluates texts of increasing complexity by selecting, describing and explaining appropriate language forms, and features and structures of those texts
- responds imaginatively and critically in an effective way to verbal and visual imagery
- displays a developing personal style, composes with confidence, spoken, written, visual, multimodal and digital texts for a variety of purposes, audiences and contexts
- is able to generalise from engaging with texts to present a range of views of the world
- clearly demonstrates an understanding of the processes of composition, as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts
- with increasing confidence, is able to conform to, or challenge, an audience's preconceptions and expectations
- independently reflects on and uses, assesses and adapts their individual and collaborative skills for learning.

### Grade C

- through close and wide study, responds to a range of imaginative, factual and critical texts
- investigates the context and perspective of texts and the relationships between and among them
- analyses and discusses texts by selecting, identifying and explaining appropriate language forms and features and structures of those texts
- responds imaginatively to verbal and visual imagery
- displays a developing personal style, composes spoken, written, visual, multimodal and digital texts for a variety of purposes, audiences and contexts
- is able to generalise from engaging with texts to present differing views of the world
- demonstrates an understanding of the processes of composition as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts
- conforms to, or challenges, an audience's preconceptions and expectations
- with increasing independence, reflects on and uses, assesses and adapts their individual and collaborative skills for learning.

### Grade D

- demonstrates some ability to respond to a range of texts
- discusses the context and perspective of texts and the relationships between and among them
- discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts
- responds to verbal and visual imagery
- composes spoken, written, visual, multimodal and digital texts for different purposes, audiences and contexts
- is able to generalise at times from engaging with texts to present some differing views of the world
- with guidance, is developing a personal style and an understanding of the processes of composition as they are able to make some obvious inferences and interpretations, extend their imaginations in making meaning and apply ideas to new contexts
- is able to identify and discuss some obvious preconceptions and expectations of an audience
- with guidance, is able to reflect on their individual and collaborative skills for learning.

## **Grade E**

- demonstrates some evidence of the ability to respond to a limited range of texts
- with teacher support, discusses the context and perspective of texts and the relationships between and among them
- with teacher support, discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts
- responds in a rudimentary way to verbal and visual imagery
- with teacher support, composes spoken, written, visual, multimodal and digital texts for a limited range of purposes, audiences and contexts
- is able to generalise at times from engaging with texts to present a limited view of the world
- with teacher support, is developing an understanding of the processes of composition, as they are able to interpret ideas and apply these to new contexts
- is able to identify some obvious expectations of an audience
- with teacher support, is able to reflect on some aspects of their individual and collaborative skills for learning.

# Food Technology

## Areas for Assessment

- Food properties and preparation
- Food, nutrition and society
- Food hygiene and safety
- Researching and communicating
- Designing, producing and evaluating

### Grade A

- evaluates the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage
- identifies and uses advanced techniques and appropriate equipment for a broad range of food-specific purposes
- demonstrates a very high level of competence in assessing and managing risks associated with safe and hygienic preparation of food
- demonstrates advanced technical skills in designing, producing and evaluating solutions of high quality for specific food purposes
- evaluates the impact of food-related activities or tasks on the individual, society and environment
- evaluates the influences that technology has on food supply
- analyses a wide range of factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health
- displays very high-level research skills and communicates complex information effectively using a range of techniques.

### Grade B

- analyses the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage
- identifies and uses advanced techniques and appropriate equipment for a range of food-specific purposes
- demonstrates a high level of competence in assessing and managing risks associated with the safe and hygienic preparation of food
- demonstrates high-level technical skills in designing, producing and evaluating solutions for specific food purposes
- analyses the impact of food-related activities or tasks on the individual, society and environment
- analyses the influences that technology has on food supply
- analyses a range of factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health
- displays well-developed research skills and communicates complex information using a range of techniques.

### Grade C

- describes the chemical and physical properties of a variety of foods, and explains the changes that take place in food during preparation, processing and storage
- identifies and uses techniques and equipment for a variety of food-specific purposes
- demonstrates an adequate level of competence in identifying and managing risks associated with the safe and hygienic preparation of food
- demonstrates adequate technical skills in designing, producing and evaluating solutions of sound quality for specific food purposes
- explains the impact of food-related activities or tasks on the individual, society and environment
- describes the influences that technology has on food supply
- discusses factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health
- displays sound research skills and communicates information using a range of techniques.

## **Grade D**

- outlines some chemical and/or physical properties of foods, and describes some changes that take place in food during preparation, processing and/or storage
- identifies and uses basic techniques and some appropriate equipment for food-specific purposes
- demonstrates a limited level of competence in identifying and managing risks associated with the safe and hygienic preparation of food
- demonstrates basic technical skills in designing, producing and evaluating solutions for specific food purposes
- outlines some impacts of food-related activities or tasks on the individual, society and environment
- outlines some influences that technology has on food supply
- describes some factors that influence food choices and eating habits
- demonstrates a basic understanding of the relationship between consumption, the nutritional value of foods and individual and/or community health
- displays basic research skills and communicates information using a limited range of techniques.

## **Grade E**

- identifies very limited chemical and/or physical properties of foods, and identifies few changes that take place in food during preparation, processing or storage
- identifies and uses very limited techniques and few items of appropriate equipment for food-specific purposes
- demonstrates very limited skills in designing and/or producing solutions for specific food purposes
- demonstrates elementary understanding of how food-related activities or tasks impact on the individual, society or the environment
- demonstrates elementary understanding of the influence that technology has on food supply
- demonstrates a very limited understanding of the factors that influence food choices and/or eating habits
- demonstrates an elementary understanding of the relationship between consumption and the nutritional value of foods and health
- displays very limited research and communication skills.

# History

## Areas for Assessment

- Historical knowledge
- Research and historical inquiry skills
- Communication

### Grade A

- demonstrates extensive knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia
- demonstrates extensive knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- draws historical conclusions based on an understanding of chronology, continuity and change
- evaluates a range of sources for their usefulness and synthesises evidence from them to support an historical inquiry
- analyses and assesses the importance of the causes and effects of historical events and developments
- analyses and accounts for different perspectives and interpretations of the past
- communicates an understanding of the past by constructing sustained explanations and arguments for different audiences, in appropriate oral, written, visual and digital forms, with a sophisticated use of relevant historical terms and concepts.

### Grade B

- demonstrates thorough knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia
- demonstrates thorough knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- explains historical events based on an understanding of chronology, continuity and change
- selects and analyses a range of sources and draws conclusions about their usefulness for an historical inquiry
- explains and analyses causes and effects of historical events and developments
- explains and compares different perspectives and interpretations of the past
- communicates an understanding of the past by constructing explanations and arguments for different audiences, in appropriate oral, written, visual and digital forms, using a range of relevant historical terms and concepts.

### Grade C

- demonstrates sound knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia
- demonstrates sound knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- sequences historical events and describes significant patterns of continuity and change
- selects and organises sources to locate relevant information to support an historical inquiry
- explains causes and effects of historical events and developments
- explains different perspectives and interpretations of the past
- communicates an understanding of the past through explanations and arguments in appropriate oral, written, visual and digital forms, using relevant historical terms and concepts.

### Grade D

- demonstrates basic knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia
- demonstrates basic knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- sequences some historical events and identifies factors contributing to continuity and change
- selects and organises relevant information from sources and summarises the main ideas to answer historical questions
- describes some causes and effects of historical events and developments
- identifies different perspectives and interpretations of the past
- communicates an understanding of the past by describing historical events and issues in appropriate oral, written, visual and digital forms, using some historical terms and concepts.

### Grade E

- demonstrates elementary knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia
- demonstrates elementary knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- recounts some historical events in chronological order and identifies significant changes
- with guidance, locates information from sources to answer historical questions
- identifies some causes and effects of historical events
- recognises different perspectives within historical accounts
- communicates an understanding of the past through basic accounts of events and issues in oral, written, visual or digital forms, using simple historical terms and concepts.

# History Elective

## Grade A

A student at this grade typically:

- demonstrates extensive knowledge and understanding of history, heritage and archaeology
- demonstrates extensive knowledge and understanding of the methods of historical inquiry and the ways in which historical meanings can be constructed
- evaluates a range of sources for their usefulness to support an historical inquiry
- demonstrates extensive knowledge and understanding of the importance of key features, personalities and groups in past societies or periods
- analyses major historical events or periods to show an understanding of causation, continuity and change
- evaluates the contribution of cultural groups, sites and/or families to our shared heritage
- assesses different perspectives, interpretations and constructions of the past
- communicates an understanding of the past by constructing sustained explanations and arguments for different audiences, in appropriate forms, with a sophisticated use of relevant historical terms and concepts.

## Grade B

A student at this grade typically:

- demonstrates thorough knowledge and understanding of history, heritage and archaeology
- demonstrates thorough knowledge and understanding of the methods of historical inquiry and the ways in which historical meanings can be constructed
- analyses a range of sources for their usefulness in an historical inquiry
- demonstrates thorough understanding of the importance of key features, personalities and groups in past societies or periods
- explains major historical events or periods to show an understanding of causation, continuity and change
- explains the contribution of cultural groups, sites and/or families to our shared heritage
- explains different perspectives, interpretations and constructions of the past
- communicates an understanding of the past by constructing explanations and arguments for different audiences, in appropriate forms, using a range of relevant historical terms and concepts.

## Grade C

A student at this grade typically:

- demonstrates sound knowledge and understanding of history, heritage and archaeology
- demonstrates sound knowledge and understanding of the methods of historical inquiry and the ways in which historical meanings can be constructed
- organises relevant information from a number of sources to undertake historical inquiry
- demonstrates sound understanding of the importance of key features, personalities and groups in past societies or periods
- describes major historical events or periods to show an understanding of causation, continuity and change
- describes the contribution of cultural groups, sites and/or families to our shared heritage
- describes different perspectives, interpretations and constructions of the past
- communicates an understanding of the past through explanations and arguments, in appropriate forms, using relevant historical terms and concepts.

## Grade D

A student at this grade typically:

- demonstrates basic knowledge and understanding of history, heritage and/or archaeology
- demonstrates basic knowledge and understanding of the methods of historical inquiry and the ways in which historical meanings can be constructed
- organises relevant information from sources to answer historical questions
- outlines some key features, personalities or groups in past societies or periods
- recognises some events or periods and factors contributing to continuity and change
- outlines some contributions of cultural groups, sites and/or families to our shared heritage
- recognises different perspectives, interpretations and constructions of the past
- communicates an understanding of the past by describing historical events in appropriate forms, using historical terms and concepts.

## Grade E

A student at this grade typically:

- demonstrates elementary knowledge and understanding of some aspects of history, heritage and/or archaeology
- demonstrates elementary knowledge and understanding of the methods of historical inquiry and the ways in which historical meanings can be constructed
- locates information from sources to answer historical questions
- recognises some key features, personalities or groups in past societies or periods
- recounts some historical events in chronological order and identifies significant changes
- recognises some contributions of cultural groups, sites and/or families to our shared heritage
- recognises different perspectives within historical accounts
- communicates an understanding of the past through basic accounts of events in forms, using simple historical terms and concepts.

# Industrial Technology

## Areas for Assessment

- OHS and Risk Management
- Properties and applications of materials
- Industrial Technology and society
- Designing, communicating and evaluating
- Producing quality projects

### Grade A

- demonstrates extensive knowledge and understanding of traditional, current, new and emerging technologies in the field of study
- evaluates the social, cultural and environmental impacts of a wide range of technologies
- displays advanced skills in identifying and using appropriate materials and hand and machine tools to produce practical projects of excellent quality
- demonstrates a very high level of competence in assessing and managing risks and consistently applying safe work practices
- evaluates the suitability of materials for specific applications and the functional, aesthetic, environmental and economic aspects of projects and commercial products
- selects and uses a wide range of appropriate technologies to illustrate practical projects
- confidently uses technical terminology to communicate production processes with a range of audiences
- consistently applies very high-level skills and design principles to the development, modification and production of projects.

### Grade B

- demonstrates thorough knowledge and understanding of traditional, current, new and emerging technologies in the field of study
- analyses the social, cultural and environmental impacts of a range of technologies
- displays high-level skills in identifying and using appropriate materials and hand and machine tools to produce high-quality practical projects
- demonstrates a high level of competence in assessing and managing risks and applying safe work practices
- analyses the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products
- uses a range of technologies to illustrate practical projects
- uses technical terminology to discuss production processes with a range of audiences
- consistently applies high level skills and design principles to the development, modification and production of projects.

### Grade C

- demonstrates sound knowledge and understanding of traditional, current, new and emerging technologies in the field of study
- explains the social, cultural and environmental impacts of different technologies
- displays adequate skills in identifying and using appropriate materials and hand and machine tools to produce practical projects of sound quality
- demonstrates an adequate level of competence in identifying and managing risks and applying safe work practices
- describes the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products
- produces adequate drawings to illustrate practical projects
- uses accurate technical terms to describe production processes to a range of audiences
- applies sound skills and design principles to the development and production or modification of projects.

## **Grade D**

- demonstrates basic knowledge and understanding of technologies in the field of study
- outlines some social, cultural and/or environmental impacts of technology
- displays basic technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects
- demonstrates a limited level of competence in identifying and managing risks, and applying safe work practices
- outlines properties of materials that make them suitable for specific applications, and identifies functional, aesthetic, environmental and/or economic aspects of products and commercial products
- produces basic drawings for practical projects
- uses general terms to describe production processes to an audience
- applies limited skills and design principles to the development, production or modification of projects.

## **Grade E**

- demonstrates elementary knowledge and understanding of at least one technology in the field of study
- identifies a very limited range of social, cultural and/or environmental impacts
- displays elementary skills in identifying and using appropriate materials and hand and machine tools to produce practical projects
- demonstrates a very limited level of competence in identifying and managing risks, and applying safe work practices
- identifies some properties of materials that make them suitable for specific applications, and identifies very limited aspects of products and commercial products
- produces very limited sketches related to practical projects
- uses elementary terms to describe production processes
- applies very limited skills to the production or modification of projects.



# Japanese

## Areas for Assessment

- Using language
- Making linguistic connections
- Moving between cultures

### Grade A

- is highly competent in communicating, orally and in writing, across a range of contexts, purposes and audiences.
- responds/writes fluently and spontaneously, drawing on a wide range of appropriate vocabulary, linguistic structures and features, and giving detailed information.
- initiates and maintains communication fluently, confidently and effectively, and expresses own ideas coherently and creatively.
- is highly proficient in selecting, summarising and analysing information from a range of spoken and written texts.
- demonstrates perceptive understanding of ways in which languages work as systems and of the interdependence of language and culture.
- demonstrates extensive knowledge and understanding of the culture of Japanese-speaking communities.

### Grade B

- is competent in communicating, orally and in writing, across a range of contexts, purposes and audiences.
- responds/writes fluently, drawing on a range of appropriate vocabulary, linguistic structures and features and giving detailed information.
- initiates and maintains communication and expresses own ideas clearly and effectively.
- is proficient in selecting, summarising and analysing information from a range of spoken and written texts.
- demonstrates thorough understanding of ways in which languages work as systems and of the interdependence of language and culture.
- demonstrates thorough knowledge and understanding of the culture of Japanese-speaking communities.

### Grade C

- communicates, orally and in writing, across a range of contexts, purposes and audiences.
- responds/writes using appropriate vocabulary and linguistic structures and features, giving some detailed information.
- initiates and maintains communication and expresses own ideas using relevant vocabulary and linguistic structures.
- selects and summarises information from a range of spoken and written texts.
- demonstrates sound understanding of ways in which languages work as systems and of the interdependence of language and culture.
- demonstrates sound knowledge and understanding of the culture of Japanese-speaking communities.

### Grade D

- communicates, orally and in writing, in simple, coherent sentences in a range of familiar contexts.
- responds/writes using appropriate vocabulary with some variations in linguistic structures and features, giving some details. There may be some inaccuracies.
- initiates and maintains short conversations and expresses own ideas using some relevant vocabulary and linguistic structures.
- selects information from a range of spoken and written texts.
- demonstrates basic understanding of ways in which languages work as systems and of the interdependence of language and culture.
- demonstrates basic understanding of the culture of Japanese-speaking communities.

### Grade E

- communicates, orally and in writing, using only simple phrases or words in some familiar contexts.
- responds/writes hesitantly, with some inaccuracies in grammatical and linguistic structures that impede communication.
- conducts simple, short conversations and, with prompting, is able to express own ideas using simple vocabulary and linguistic structures.
- with guidance, selects information from a limited range of spoken and written texts.
- with guidance, demonstrates very limited understanding of ways in which languages work as systems and of the interdependence of language and culture.
- demonstrates an elementary understanding of the culture of Japanese-speaking communities.

# Mathematics

## Areas for Assessment

### • Knowledge, skills and understanding

#### Students:

**Working Mathematically** – develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning

**Number and Algebra** – develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation

**Measurement and Geometry** – identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems

**Statistics and Probability** – collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements.

#### Grade A10

A student performing at this grade uses and interprets formal definitions and generalisations when explaining solutions; generalises mathematical ideas and techniques and selects and uses efficient strategies consistently and accurately to solve unfamiliar multi-step problems; uses deductive reasoning in presenting clear and concise mathematical arguments and formal proofs; synthesises mathematical techniques, results and ideas across the course.

- uses graphical techniques and a variety of analytical methods to solve problems involving quadratic equations and simultaneous equations; manipulates algebraic expressions and equations with consideration given to restrictions on the values of variables
- solves problems involving surface area and volume of right pyramids, right cones, spheres, and related composite solids, and applies similarity relationships for area and volume; applies deductive reasoning to prove properties of isosceles and equilateral triangles, and special quadrilaterals
- uses and interprets the mean and standard deviation to make comparisons between data sets; critically evaluates the processes of planning, collecting, analysing and reporting studies in the media and elsewhere.

#### Grade A9

A student performing at this grade uses formal definitions and generalisations when explaining solutions; generalises mathematical ideas and techniques and selects and uses efficient strategies to solve unfamiliar multi-step problems; uses deductive reasoning in presenting mathematical arguments and formal proofs.

- performs operations with surds and indices in numerical and algebraic contexts; analyses and describes graphs of physical phenomena; uses analytical methods to solve complex linear, quadratic, simple cubic, and simultaneous equations, including simultaneous equations where one equation is non-linear
- uses trigonometry to solve practical problems involving non-right-angled triangles; constructs geometrical arguments and formal proofs of geometrical relationships
- uses the mean and standard deviation to make comparisons between data sets; evaluates the use of data to inform decision-making processes.

#### Grade B8

A student performing at this grade uses formal definitions when explaining solutions; selects and uses efficient strategies to solve familiar and some unfamiliar multi-step problems; uses some deductive reasoning in presenting mathematical arguments; may require some guidance to determine the most efficient methods.

- applies special products to expand binomial products and factorises a variety of quadratic expressions; draws and interprets a variety of graphs, and applies coordinate geometry techniques to solve problems
- calculates the surface area and volume of right pyramids, right cones, spheres, and related composite solids; constructs geometrical
- arguments to prove a general geometrical result, giving reasons
- calculates and uses standard deviation to analyse data; interprets the relationship between numerical variables using lines of best fit.

#### Grade B7

A student performing at this grade selects and uses appropriate mathematical language, notations and conventions to communicate mathematical ideas and solutions; systematically applies appropriate strategies to solve familiar multi-step problems; constructs appropriate mathematical arguments to prove and justify results; often requires guidance to determine the most efficient methods.

- applies the compound interest formula to solve financial mathematics problems, including those involving depreciation; solves simultaneous linear equations using an algebraic or graphical method; draws and interprets graphs of simple parabolas, circles and exponentials
- calculates the surface area and volume of simple composite solids; solves trigonometry problems involving bearings, angles of elevation and depression, and angles measured in degrees and minutes
- determines and uses quartiles and the interquartile range to compare sets of data; evaluates sources of data in media reports and elsewhere; evaluates conditional statements in chance situations.

### **Grade C6**

A student performing at this grade uses appropriate mathematical language, notations and diagrams to communicate mathematical ideas and solutions; applies appropriate strategies to solve familiar multi-step problems; constructs some appropriate mathematical arguments to obtain and justify results.

- expands and factorises simple algebraic expressions and simplifies algebraic expressions involving fractions and positive, negative and zero indices; solves simple quadratic equations
- uses formulae to calculate the surface area and volume of right prisms and cylinders; uses simple deductive reasoning in solving numerical problems in different geometrical contexts, and applies tests for proving that triangles are congruent
- determines the quartiles and interquartile range for a set of data; constructs and interprets displays of bivariate numerical data; calculates probabilities and interprets the results for multi-step chance experiments.

### **Grade C5**

A student performing at this grade uses mathematical language, notations and diagrams to communicate mathematical ideas; applies appropriate strategies, often with the assistance of given diagrams and formulae, to solve simple familiar problems; constructs some mathematical arguments to obtain results.

- uses conversion graphs to convert from one unit to another and given graphs to solve simple linear simultaneous equations; finds and graphs the equations of straight lines given the gradient and y-intercept
- solves simple word problems in trigonometry; applies results related to the angle sum for polygons to solve simple numerical problems
- identifies simple relationships between two statistical variables; calculates probabilities for multi-step chance experiments.

### **Grade D4**

A student performing at this grade uses appropriate mathematical terminology, diagrams and symbols in mathematical contexts; selects and uses appropriate standard strategies to solve simple familiar problems; provides some reasoning to support conclusions that are appropriate to the context.

- graphs simple linear and non-linear relationships by constructing a table of values; uses diagrams to solve simple coordinate geometry problems
- finds the area of simple composite figures; given diagrams, uses trigonometry to find sides and angles in right-angled triangles
- interprets back-to-back stem-and-leaf plots, and statistical claims made in the media; calculates relative frequencies to estimate probabilities of simple and compound events.

### **Grade D3**

A student performing at this grade uses mathematical terminology, diagrams and symbols in mathematical contexts; uses appropriate standard strategies to solve simple familiar problems; provides some reasoning to support conclusions.

- solves simple financial mathematics problems involving earning and spending money and, given the formula, calculates simple interest; completes a table of values to graph simple linear relationships
- expresses trigonometric ratios for angles in right-angled triangles in terms of an unknown side; uses the scale factor to find unknown sides in similar triangles
- calculates the mean, median and range to compare two sets of numerical data; uses data from Venn diagrams and two-way tables to calculate simple probabilities.

### **Grade E2**

A student performing at this grade uses some mathematical terminology in mathematical contexts; uses, with guidance, standard strategies to solve simple familiar problems; provides some reasoning in identifying a simple mathematical relationship.

- solves simple financial mathematics problems involving earning money; simplifies simple algebraic expressions involving positive integral indices
- uses given diagrams and formulae to solve simple problems involving area and surface area; uses a calculator to find approximations of trigonometric ratios of given angles measured in degrees; constructs simple scale drawings
- determines the mean and range for a set of data.

# Music

## Areas for Assessment

- Performing
- Composing
- Listening

### Grade A

- clearly and perceptively communicates an understanding of music as an artform in a comprehensive range of styles, periods and genres and is able to make connections across a range of repertoire.
- confidently engages in a range of sophisticated musical experiences demonstrating a perceptive understanding of the concepts of music within a broad range of repertoire.
- confidently performs a range of repertoire as a solo performer, and/or takes prominent roles within group performances.
- explores, improvises, and constructs coherent and stylistic musical works.
- explores the capabilities of a range of instruments and understands how musical concepts can be manipulated for a range of effects.
- confidently notates their own work, choosing notational forms and conventions appropriate to the style, period or genre being explored.
- analyses and critically discusses style and interpretation, demonstrating a clear awareness of the social, cultural and historical contexts of the music studied.

### Grade B

- clearly communicates an understanding of music as an artform in a range of styles, periods and genres and makes connections across a range of repertoire.
- confidently engages in a range of musical experiences, demonstrating understanding of the concepts of music within a range of repertoire.
- performs a range of repertoire as a solo performer, and/or takes prominent roles within group performances.
- explores, improvises, and constructs coherent musical works.
- explores the capabilities of a range of instruments and how musical concepts can be manipulated for a range of effects.
- notates their own work, choosing notational forms and conventions appropriate to the style, period or genre being explored.
- critically discusses style and interpretation, demonstrating an awareness of the social, cultural and historical contexts of the music studied.

### Grade C

- communicates an understanding of music as an artform in a range of styles, periods and genres and makes connections across a range of music.
- engages in a range of musical experiences demonstrating a sound understanding of the concepts of music.
- performs a range of repertoire in solo and group situations.
- explores, improvises, and constructs musical compositions.
- explores the capabilities of some instruments and how musical concepts can be manipulated for various effects.
- notates their own work, demonstrating understanding of notational conventions.
- discusses style and interpretation, demonstrating some awareness of the social, cultural and historical contexts of the music studied.

### Grade D

- demonstrates a basic understanding of music as an artform in a range of styles, periods and genres and with guidance, makes some connections across a range of music.
- engages in a range of musical experiences demonstrating a basic understanding of the concepts of music.
- engages in group music-making and may perform some solo repertoire.
- with support, explores, improvises, and constructs basic musical compositions.
- with guidance, explores the capabilities of some instruments to create effects.
- with support, notates their own work demonstrating some understanding of notational conventions.
- describes aspects of style, demonstrating some awareness of the social, cultural and historical contexts of the music studied.

### Grade E

- demonstrates elementary understanding of music as an artform in a limited range of styles, periods and genres.
- with support, engages in some musical experiences demonstrating an elementary understanding of the concepts of music.
- with assistance, is able to perform a limited range of repertoire and engage in group music-making.
- with support, constructs limited musical compositions.
- with support, explores the capabilities of some instruments.
- with support, uses limited notational forms in their own work.
- describes aspects of style, demonstrating a limited awareness of the social, cultural and historical contexts of the music studied.

# **PASS**

## **Grade A**

- 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.

## **Grade B**

- 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.

## **Grade C**

- 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.

## **Grade D**

- The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

## **Grade E**

- The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

# Personal Development, Health and Physical Education

## Areas for Assessment

- Knowledge & understanding
- Skills
- Values & attitudes

## Grade A

### *A student at this grade typically:*

- applies and assesses strategies and skills that assist them and others to respond positively to challenges and effectively manage complex situations
- demonstrates sophisticated skills to inquire into and evaluate health information and support services in the community
- uses extensive knowledge and understanding of contextual factors to demonstrate and evaluate interpersonal skills for interacting effectively with others to build and maintain respectful relationships
- plans, refines and applies highly developed creative movement skills across a range of physical activity contexts
- applies and justifies sophisticated solutions to movement challenges to enhance their health and participation in a lifetime of physical activity
- uses extensive knowledge and understanding of contextual factors to plan, enact and critique strategies to strengthen health, safety, wellbeing and participation in physical activity for themselves and others.

## Grade B

### *A student at this grade typically:*

- applies and discusses strategies and skills that assist them and others to respond positively to challenges and effectively manage complex situations
- demonstrates high level skills to inquire into and evaluate health information and support services in the community
- uses thorough knowledge and understanding of contextual factors to demonstrate and assess interpersonal skills for interacting effectively with others to build and maintain respectful relationships
- plans, refines and applies proficient movement skills across a range of physical activity contexts
- applies and discusses well developed solutions to movement challenges to enhance their health and participation in a lifetime of physical activity
- uses thorough knowledge and understanding of contextual factors to plan, enact and assess strategies to strengthen health, safety, wellbeing and participation in physical activity for themselves and others.

## Grade C

### *A student at this grade typically:*

- applies and explains strategies and skills that assist them and others to respond positively to challenges and manage situations
- demonstrates adequate skills to inquire into and evaluate health information and support services in the community
- uses sound knowledge and understanding of contextual factors to demonstrate and explain interpersonal skills for interacting effectively with others to build and maintain respectful relationships
- plans, refines and applies adequate movement skills in physical activity contexts
- applies and justifies solutions to movement challenges to enhance their health and participation in a lifetime of physical activity
- uses sound knowledge and understanding of contextual factors to plan, enact and explain strategies to strengthen health, safety, wellbeing and participation in physical activity for themselves and others.

## Grade D

### *A student at this grade typically:*

- describes strategies and/or skills that assist them and others to respond positively to challenges and manage situations
- demonstrates limited skills to inquire into and/or outlines health information and support services in the community
- uses basic knowledge and understanding of contextual factors to demonstrate and describe interpersonal skills for interacting effectively with others to build and maintain respectful relationships
- demonstrates limited movement skills in physical activity contexts
- applies and/or describes solutions to movement challenges to enhance their health and participation in a lifetime of physical activity
- uses basic knowledge and understanding of contextual factors to plan and/or enact strategies to strengthen health, safety, wellbeing and participation in physical activity for themselves and others.

**Grade E*****A student at this grade typically:***

- identifies strategies and/or skills that assist them and others to respond to challenges and manage situations
- demonstrates very limited skills to inquire into and/or recalls health information and support services in the community
- uses elementary knowledge and understanding of contextual factors to identify interpersonal skills for interacting effectively with others to build and maintain respectful relationships
- demonstrates very limited movement skills in physical activity contexts
- identifies very limited solutions to movement challenges to enhance their health and participation in a lifetime of physical activity
- demonstrates elementary knowledge and understanding of contextual factors to enact strategies to strengthen health, safety, wellbeing and participation in physical activity for themselves and/or others.

# Science

## Areas for Assessment

- **Knowing and understanding**
- **Planning and conducting investigations**
- **Problem-solving**
- **Communicating**

### Grade A

- evaluates the impact of scientific research on science, society, technology and the environment.
- explains scientific phenomena using models, theories and laws, and describes the processes that are used to test and validate them.
- explains interactions within and between systems and structures of the living and non-living world.
- engages, independently and in teams, in creative problem-solving processes to plan and conduct first-hand investigations, gather and process data, and draw valid conclusions.
- independently locates and processes information from a wide variety of sources to explain trends, patterns and relationships.
- communicates their scientific findings, understanding and viewpoints in a variety of ways to an audience.

### Grade B

- explains the impact of scientific research on science, society, technology and the environment.
- describes scientific phenomena using models, theories and laws, and outlines the processes that are used to test and validate them.
- describes interactions within and between systems and structures of the living and non-living world.
- independently and in teams, selects strategies and problem-solving skills to plan and conduct first-hand investigations, gather and process data, and draw valid conclusions.
- independently locates and processes information from a variety of sources to explain trends, patterns and relationships.
- selects suitable ways to communicate their scientific understanding to an audience.

### Grade C

- describes the impact of scientific research on science, society, technology and the environment.
- relates models, theories and laws to scientific phenomena, and outlines the processes that are used to test and validate them.
- outlines interactions within and between systems and structures of the living and non-living world.
- independently and in teams, uses identified strategies and problem-solving skills to plan and conduct first-hand investigations and draw relevant conclusions from the data collected.
- independently locates and summarises information from a variety of sources to describe trends, patterns and relationships.
- selects a suitable way to communicate their scientific understanding to an audience.

### Grade D

- outlines some impacts of scientific research on science, society, technology and the environment.
- recalls scientific models, theories and laws to outline scientific phenomena, and identifies the processes that are used to test them.
- recalls some interactions within systems and structures of the living and non-living world.
- individually and in teams, develops elementary plans, and undertakes first-hand investigations and, with guidance, draws relevant conclusions from selected data.
- locates and extracts information from provided resources to outline trends, patterns and relationships.
- communicates their scientific understanding to an audience.

### Grade E

- recalls some examples of the impact of scientific research on science, society, technology and the environment.
- identifies some scientific models, theories and laws, and recalls some processes that can be used to test them.
- identifies some systems and structures of the living and non-living world.
- with guidance, individually and in teams, plans and undertakes elementary first-hand investigations and draws simple conclusions from selected data.
- with guidance, locates information from provided resources to identify simple trends, patterns and relationships.
- with guidance, communicates information to an audience.



# Visual Arts

## Areas for Assessment

- Artmaking
- Critical and Historical Studies

### Grade A

- makes sophisticated artworks with a perceptive understanding of how the four frames and conceptual framework can be used to develop meaning and represent ideas and interests in the world.
- demonstrates highly developed technical accomplishment and refinement in making and resolving sophisticated artworks in 2D, 3D and/or 4D forms. They experiment, work with autonomy, and reflect on their actions, judgements and artistic intentions to make informed choices about their artworks.
- synthesises their understanding of practice, the conceptual framework and the frames to confidently interpret, explain and make judgements about art.
- demonstrates a perceptive understanding of the function of and relationships between the agencies of the conceptual framework, and how the frames can be used to represent a point of view.

### Grade B

- makes accomplished artworks with a clear understanding of how the four frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world.
- demonstrates well-developed technical accomplishment and refinement to make artworks in 2D, 3D and/or 4D forms. They experiment and reflect on their actions, judgements and artistic intentions to make artworks.
- interprets, explains and makes judgements about art applying an understanding of practice, the conceptual framework and the frames.
- demonstrates a clear understanding of the function of and relationships between the agencies of the conceptual framework, and how the frames can be used to represent a point of view.

### Grade C

- makes a variety of artworks with an understanding of how the frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world.
- demonstrates sound technical accomplishment in making artworks in 2D, 3D and/or 4D forms that represent their actions, judgements and artistic intentions.
- interprets, explains and makes judgements about art by engaging with aspects of practice, the conceptual framework and some of the frames.
- demonstrates understanding of the function of and relationships between some agencies of the conceptual framework, and how some of the frames can be used to represent a point of view.

### Grade D

- makes artworks and identifies how some of the frames and agencies of the conceptual framework can be used to explore ideas and interests in the world.
- represents their artistic intentions in 2D, 3D and/or 4D artworks, demonstrating some technical accomplishment.
- makes limited interpretations and judgements about art involving a foundational understanding of practice and the conceptual framework, and some of the frames.
- recognises the function of, and relationships between, some agencies of the conceptual framework, and how some of the frames can be used to represent a point of view.

### Grade E

- makes simple artworks with an elementary understanding of the frames and the conceptual framework.
- recognises that ideas, interests in the world and artistic intentions can be represented in 2D, 3D and/or 4D forms, and demonstrates limited technical accomplishment.
- makes simple interpretations about art, with some reference to practice, the frames and conceptual framework.
- with teacher support, recognises some function of and relationships between some agencies of the conceptual framework, and that the frames can be used to represent a point of view.

# Visual Design

## Areas for Assessment

### • Making critical and historical interpretations

#### Grade A

- makes sophisticated visual design artworks with a perceptive understanding of how the four frames and conceptual framework can be used to develop meaning and represent ideas and interests in the world.
- demonstrates highly developed technical accomplishment and refinement in making and resolving sophisticated visual design artworks in the forms of print, object and/or space-time. They experiment, work with autonomy, and reflect on their actions, judgements and artistic intentions to make informed choices about their visual design artworks.
- synthesises their understanding of practice, the conceptual framework and the frames to confidently interpret, explain and make judgements about visual design.
- demonstrates a perceptive understanding of the function of and relationships between the agencies of the conceptual framework, and how the frames can be used to represent a point of view.

#### Grade B

- makes accomplished visual design artworks with a clear understanding of how the four frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world.
- demonstrates well-developed technical accomplishment and refinement to make visual design artworks in the forms of print, object and/or space-time. They experiment and reflect on their actions, judgements and artistic intentions to make visual design artworks.
- interprets, explains and makes judgements about visual design, applying an understanding of practice, the conceptual framework and the frames.
- demonstrates a clear understanding of the function of and relationships between the agencies of the conceptual framework, and how the frames can be used to represent a point of view.

#### Grade C

- makes a variety of visual design artworks with an understanding of how the frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world.
- demonstrates sound technical accomplishment in making visual design artworks in the forms of print, object and/or space-time that represent their actions, judgements and artistic intentions.
- interprets, explains and makes judgements about visual design by engaging with aspects of practice, the conceptual framework and some of the frames.
- demonstrates understanding of the function of and relationships between some agencies of the conceptual framework, and how some frames can be used to represent a point of view.

#### Grade D

- makes visual design artworks and identifies how some of the frames and agencies of the conceptual framework can be used to explore ideas and interests in the world.
- represents their artistic intentions in visual design artworks in the forms of print, object and/or space-time, demonstrating some technical accomplishment.
- makes limited interpretations and judgements about visual design, involving a foundational understanding of practice and the conceptual framework, and some of the frames.
- recognises the function of, and relationships between, some agencies of the conceptual framework, and how some frames can be used to represent a point of view.

#### Grade E

- makes simple visual design artworks with an elementary understanding of the frames and the conceptual framework.
- recognises that ideas, interests in the world and artistic intentions can be represented in the forms of print, object and/or space-time, and demonstrates very limited technical accomplishment.
- makes simple interpretations about visual design, with some reference to practice, the frames and conceptual framework.
- with teacher support, recognises some function of and relationships between some agencies of the conceptual framework, and that the frames can be used to represent a point of view.