

# **Menai High School**

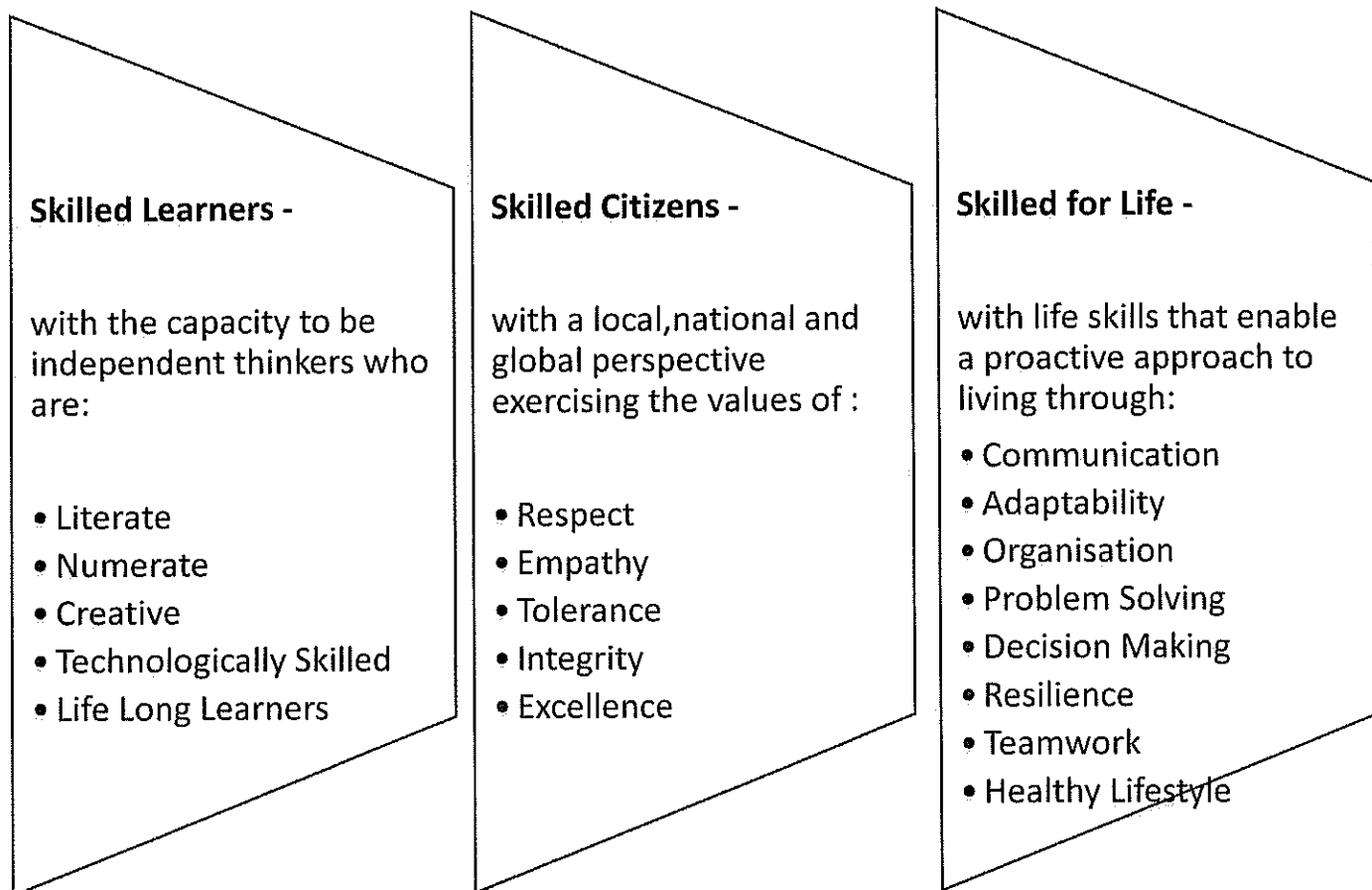
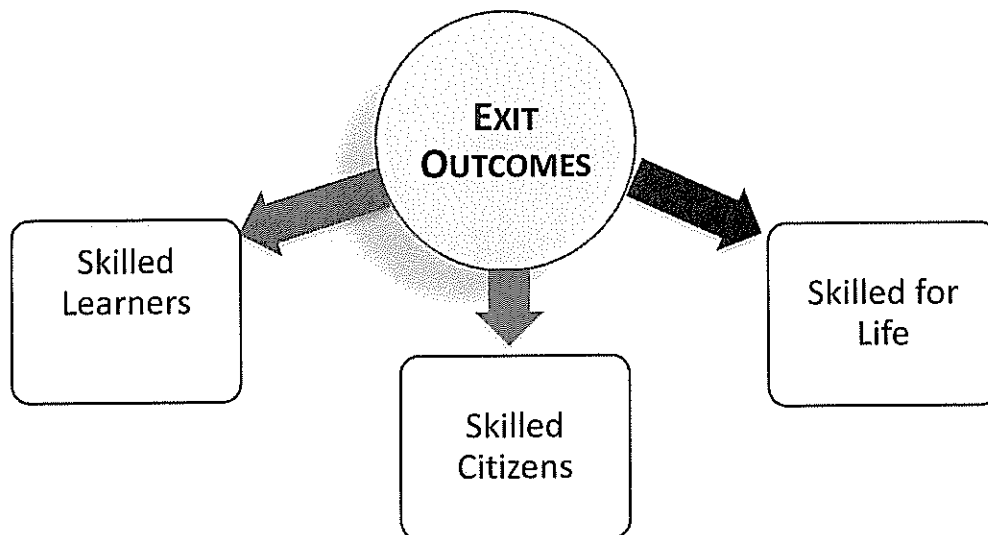


**CARE AND COMMITMENT**

## **NSW Record of School Achievement**

### **Assessment Policy and Procedures**

**Year 10 - 2024**



# **FORWARD**

## **INTRODUCTION**

The curriculum at Menai High School is organised in three Stages. The first completed in Year 7 and 8 (Stage 4.) The second completed in Year 9 and 10 (Stage 5) and 11 and 12 (Stage 6). Having completed Stage 5 successfully, and wishing to leave school before completing the HSC, students will be eligible to receive the NSW Record of School Achievement. (**RoSA**)

### **What is the Record of School Achievement**

The RoSA is awarded to students who leave school after completing Stage 5 but before completing the HSC. It shows a student's achievements up until they leave school and is based on moderated, school-based assessments. It offers voluntary literacy and numeracy tests for students leaving school and also offers optional reporting of extracurricular achievements.

### **THE NSW Record of School Achievement**

To be eligible to receive a NSW Record of School Achievement a student must:

- \* Satisfactorily complete courses in English, Mathematics, Science, History and Geography.
- \* meet requirements in Design & Technology, Art, Music, Physical Education, Health and ICT.
- \* attend school over Years 7 to 10 for at least 85% of all available days.
- \* satisfy the Principal that he/she has applied himself/herself at school to a degree which warrants the award of a Record of School Achievement.

### **RECORD OF STUDENTS' ACHIEVEMENT**

A student's achievement at school is recorded in the following ways:

- a) By school reports at the end of each semester each year
- b) By warning letters which advise the parents of students at risk of not satisfying course requirements. These are sent regularly during Years 9 and 10 when appropriate and sometimes in Years 7 and 8.
- c) By assessing at the end of Year 10 whether or not the student qualifies for the Record of School Achievement

This booklet has been prepared so that every student has a copy of the requirements for the Record of School Achievement (RoSA). Students are encouraged to read it carefully and seek advice from their teachers if they are uncertain about any detail.

**Mr J Stanley, Principal**

## **WHAT IS HAPPENING IN ENGLISH, MATHEMATICS, SCIENCE HISTORY AND GEOGRAPHY?**

Teachers will continue to submit grades to the NESA NSW for all courses the students complete in Stage 5. To recognise further achievement, students will now also have their grades submitted for Preliminary courses completed in Stage 6.

This type of grading system follows a "standards referenced" model. In such a system certain levels of achievement are identified and a description written of the achievement required by a student in order to be awarded that level.

The assessment tasks set by the school will be used to provide data to assist teachers determine which description best reflects the level of achievement of each student at the end of Year 10.

The final decisions are made in relation to the "standard" reached, not in relation to performance relative to other students.

### **English (compulsory)**

In Year 10 students are awarded a grade (A to E) based on their performance in a series of assessment tasks, developed by the school and reflecting syllabus specifications. These tasks are common to all classes and measure literacy in reading, writing, speaking, listening, literature and mass media.

At the end of Year 10, students receive a grade A to E, based on internal formal and informal assessment tasks. Student's grades will be determined by consideration of:

- a) Performance in the listed assessment tasks
- b) Subject Performance Descriptions as prescribed by the NESA.

### **Mathematics (compulsory)**

The school assessment is based on the outcomes related to the objectives of the stage 5 Syllabus Mathematics Years 9-10. Students will be awarded grades A10, A9, B8, B7, C6, C5, D4, D3, or E according to the internal school-based assessment schedule. Student's grades will be determined by consideration of:

- a) Performance in the listed assessment tasks
- b) Subject Performance Descriptions as prescribed by the NESA.

The school grade reflects a student's performance achievement in the stage 5 mathematics continuum.

### **Science (compulsory)**

Students will be ranked and awarded grades according to a school-based assessed schedule.

These assessment tasks will be based on the outcomes of the syllabus, which are aimed at students' development of knowledge and skills for understanding themselves, society, technology and the environment through; knowledge and understanding of scientific concepts, practical and investigative skills, application of information and problem solving, as well as communication skills.

The outcomes will be assessed in Knowledge Examinations, Skills Examinations and a Major Research project. These tasks are common to all classes.

At the end of Year 10, students receive a grade A to E, based on internal formal and informal assessment tasks

Student grades will be determined by consideration of

- a) Performance in the listed assessment tasks
- b) Subject Performance Descriptors as prescribed by the NESA

### **History and Geography (compulsory)**

Students will be assessed in both subjects and be given a grade of A to E based on school assessment (formal, common tasks and class outcomes). Assessment tasks assess the full range of History and Geography skills and knowledge outcomes. Tasks include knowledge tests, skills exercises, oral communication activities and research tasks. All of these tasks are closely linked to syllabus outcomes and course performance descriptors.

At the end of Year 10, students receive in both History and Geography a grade (A – E) which will be determined by consideration of -

- a) Performance in the listed assessment tasks
- b) Subject Performance Descriptors as prescribed by the NESA

### **Personal Development Health and Physical Education (PDHPE) (compulsory)**

Students will be assessed in both subjects and be given a grade of A to E based on school assessment (formal, common tasks and class outcomes). Assessment tasks assess the full range of skills and knowledge outcomes. Tasks include knowledge tests, skills exercises, oral communication activities and research tasks. All of these tasks are closely linked to syllabus outcomes and course performance descriptors.

At the end of Year 10, students receive in PDHPE a grade (A – E) which will be determined by consideration of -

- a) Performance in the listed assessment tasks
- b) Subject Performance Descriptors as prescribed by the NESA

### **WHAT ABOUT ELECTIVE COURSES?**

A student's grade in electives will also be based on the school's assessment of the student's performance against the Course Performance Descriptors in particular courses.

Course Performance Descriptors will be used during the year to assess the performance of students. These Course Performance Descriptors, which are based on the knowledge and skills objectives of courses, will assist schools in awarding grades in these subjects. A grade will be awarded as part of the Year 10 Record of School Achievement (RoSA). The Course Performance Descriptors for each course can be found on NSW NESA site <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5> by clicking on each syllabus and then clicking on the Stage 5 Performance descriptors in the Assessment Support and Advice section. Both the General Performance Indicators and Course Performance Descriptors can be found for each subject at the end of the booklet and on the Assessment Schedules.

### **WHAT ABOUT THE GENERAL EXPERIENCE COURSES?**

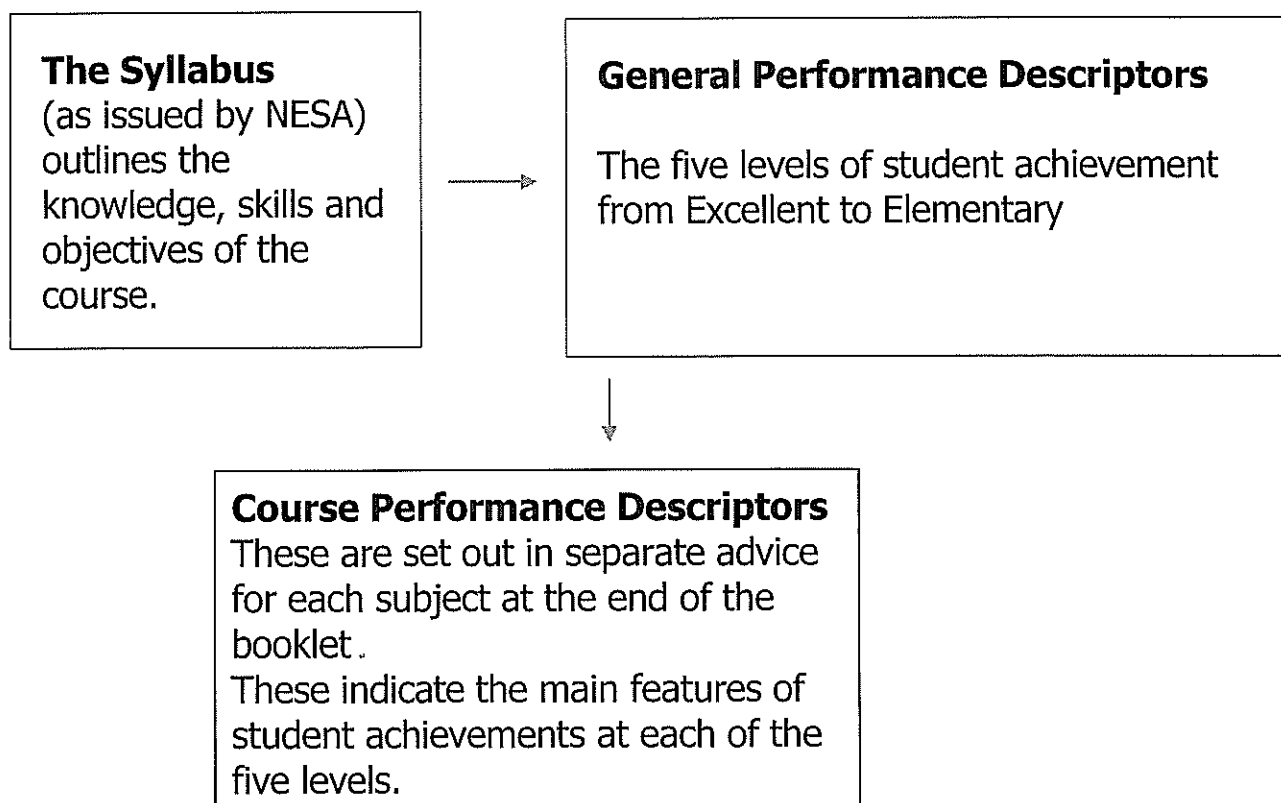
For compulsory and optional General Experience Courses in stage 4 (Year 7 and 8) Art, Music, Taft, IA, PDHPE, Life and Career Studies), not the elective courses seen in Year 10, achievement will be awarded and reported as part of the Year 10 Record of Achievement.

The achievements are: Completed, Non-Completion

## WHAT ARE PERFORMANCE DESCRIPTORS?

Performance descriptors are a series of statements which summarise the observable and measurable features of student achievement and assist in the awarding of grades to students based on levels of achievement.

The General Performance Descriptors and Course Performance Descriptors were used by groups of subject specialists to develop Course Performance Descriptors which describe student achievement in relation to the knowledge and skills objectives of the course. The diagram below shows the relationship between the Syllabus, the General Performance Descriptors and the Course Performance Descriptors.



The Course Performance Descriptors describe the main features of a typical student's performance at each level of achievement in that course. They serve as templates or benchmarks against which teachers will be able to match their assessment records and professional judgement in determining grades for particular students.

The section headed Areas for Assessment provides groupings of the knowledge and skills objectives of the syllabus. These objectives are both observable and measurable. Objectives from the affective domain, such as attitude and interest, have not been included because they are not to be used to determine student achievement. The five columns in the Course Performance Descriptors describe

different levels of student attainment of the syllabus objectives. These descriptions range from Elementary Achievement to Excellent Achievement. The descriptors are expressed in positive terms to emphasise what students can do rather than what they cannot do. Elements of the descriptors are not necessarily found in every column.

## **HOW ARE THE COURSE PERFORMANCE DESCRIPTORS APPLIED?**

Applying the Course Performance Descriptors will involve teachers in:

- \* using existing and/or developing new assessment tasks (eg tests, practical work, assignments, presentations, projects, exams, discussions) which relate to the knowledge and skills objectives in the Areas for Assessment;
- \* making assessment observations and recording judgements (eg marks, grades, comments);
- \* making a summative assessment judgement for each student (ie what is the extent of a student's achievement at the end of the course?);
- \* applying the Course Performance Descriptors to determine the most appropriate overall description of each student's achievement and awarding the grade;

Teachers will make the final judgement of the grade deserved on the basis of available assessment information and with reference to the Course Performance Descriptors.

The choice of a particular grade will be made because it relates to the best overall description of the student's achievement.

In applying these descriptors, teachers will interpret them in terms of standards which can be achieved by Year 10 students within the bounds of the syllabus.

## NESA YEAR 10 GENERAL PERFORMANCE DESCRIPTORS

GRADE	COMMON GRADE SCALE
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
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.
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.
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.
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.

### WHEN WILL I BE ASSESSED?

The assessment process can only occur in Year 10. Tasks given in Year 9 provide valuable information showing student achievement at that stage but grades for the **RoSA** are to be based on Year 10 work only. All work must still be done by students, or the student will find themselves placed on an 'N' or Non Determination warning which could eventually lead to the non-award of a subject. More weighting would generally be given to tasks held later in Year 10.

### DO I HAVE TO BE TOLD ANYTHING?

Students should be advised of the nature of the task, its relative importance to the total set of tasks to be done and the timing of the task.

At Menai High School, all subject areas have submitted Assessment Schedules which are listed later in this booklet. All students are to be given at least two weeks' notice of the task date. The subject schedule gives an indication of the term and week in which the task is to be held, individual subject teachers will specify the date. Students should be given feedback on their achievement in each task. The feedback may take the form of oral or written comments, a grade or a mark or a combination of some of these. All feedback is designed to guide the student in what they can strengthen and how to strengthen their performance. Students and parents will be allowed to gain access to the subject descriptors for each and every subject area within the school.



## WHAT HAPPENS IF I MISS A TASK?

A final date will be set for the submission or completion of ranking assessment tasks. If a student is unable to submit the ranking assessment task by this date an acceptable excuse will need to be lodged with the school. Students are required to attend school for the entire school day, on the day of an assessment task. Part day absences will require a doctor's certificate as an explanation.

### On the first day of return to school the student is to:

- i) See the Head Teacher to negotiate an alternative time or task.
- ii) Be prepared to do the exam or assessment task or hand in the task on the first day of return to school.
- iii) Collect a **Menai High School Illness Misadventure** form to complete and return to the Head Teacher next day with appropriate documentation as evidence of the reason for their absence. A doctor's certificate is the only acceptable evidence in the case of illness. In the case of misadventure, written evidence from a parent/caregiver is required and in some instances the school may request additional evidence. Medical Certificate must be issued on the same date as the task.
- iv) Failure to do the above steps so will result in a non-attempt plus a mark of zero being recorded for that task.

**NB:** If the due date is the **last day of term**, the student must **contact the Head Teacher** in person or by phone on **Day 1** of the following **term**.

Illness Misadventure form can be collected at the office and there is a copy in this booklet.

If an Illness Misadventure form is not presented, then the student will receive a "0" mark and an "N" award warning letter will be sent home. In the case of misadventure (e.g. a family bereavement), written evidence from a parent/caregiver is required and in some instances the school may request additional evidence.

## WHAT HAPPENS IF I DO NOT HAND WORK IN ON TIME?

Assessment tasks based on assignment or research work or tasks based on practical work will have a due date set. If the task is not presented on the due date and no acceptable excuse has been given, then a mark of zero is given. It is the responsibility of the student to be present for, or to hand in assessment tasks at the required time indicated on the assessment notification. The latest a task can be handed in if time is not indicated on the assessment notification is close of business (4pm on the due date). No allowances are made for late arrival of work. Technology issues will not be an acceptable excuse. Students will need to ensure the work/task is saved in more than one place. If no viable excuse is forthcoming and the policy below is not followed, then a mark of zero will be recorded and a non-attempt registered next to the student's name.

No late marks or percentage reductions are acceptable. Evidence of a student absence must be presented on the first day back to school. The evidence must be presented by completing an **Illness Misadventure form**. Students are required to attend school for the entire school day, on the day of an assessment task. Part day absences will require a doctor's certificate as an explanation.

All work, both Performance Descriptor Assessment Ranking tasks, and all other work associated with a subject must be completed by all students by the date, there are no allowances made for late work. Failure to do all of the set work will find a student being directed to an "N" warning letters.

### **WHAT IS AN 'N' (NON COMPLETION)?**

In order to retain eligibility for the Record of School Achievement, a student must satisfactorily complete the minimum pattern of courses required by the NESA. Teachers can recommend an "N" determination when a student has failed to meet one or more of the following requirements:

- a) attendance - meeting the required number of hours;
- b) participation in the required learning experiences and assessment tasks;
- c) meeting requirements in terms of effort and achievement;
- d) reaching at least some of the course goals.

Students whose overall attendance are deemed unsatisfactory and/or show a record of unsatisfactory application will not receive a Record of School Achievement.

Where a student fails to satisfactorily complete a mandatory Stage 5 course the student:

- is ineligible for the award of the RoSA if they leave school at the end of Year 10;
- may be ineligible to enter Preliminary (Year 11) courses.
- If leaving school at the end of Year 10 would gain a **Transcript of Study (TOSA)**

**Transcript of Study** The Transcript of Study will contain the same information as the RoSA for courses satisfactorily completed.

Where an 'N' determination is received in a Stage 5 mandatory course it will be recorded on the Transcript of Study as 'Not completed'. Where an 'N' determination is received in an additional study (elective) the course will not appear on the Transcript of Study.

The Transcript of Study will also include a statement that the student is not eligible for the award of the Record of School Achievement.

### **ARE ANY SPECIAL CONSIDERATIONS GIVEN?**

Students who are representing the school in official activities, sanctioned by the Principal, may miss doing a task on the due date. The relevant Head Teacher should be informed by the student before the day of the activity. If a student is absent for a ranking assessment task and when a satisfactory explanation is received, an alternative ranking task can be given or, in extreme circumstances, an estimate may be given.

## **WILL OTHER CLASSES BE DOING THE SAME TASKS?**

The NESAs do allow for separate classes or individuals to follow different programs of work. Teachers must award grades by matching students to the Course Performance Descriptors. To ensure comparability at Menai High School, we have decided the following:

- all classes will do common tasks
- a common marking scheme will be used to mark each task
- Teachers will consult with each other in marking tasks under the supervision of the appropriate Head Teacher.
- Assessment will be modified to meet learning needs of students on Learning Support caseload.

## **WHY ARE STUDENTS GIVEN DIFFERENT ASSESSMENT TASKS?**

Not all students are the same. Sometimes students will be working towards different outcomes or will be working towards the same outcomes in different ways.

Our aim is that every student should be able to demonstrate everything they have learned. Sometimes there are parts of the task which stop students from being able to do this. When it is possible, the teacher will change the task to remove this barrier to the student's success. This is called 'modifying' the task.

## **WHO GETS A MODIFIED TASK?**

This will be different for each subject, task and student. If a teacher can see a task will not allow a student to demonstrate their learning, they will modify the task.

If you feel a task is too difficult for you, you can discuss the option of modification with your teacher. There will be selected students who will always be offered a modified task. If they are not offered this modification, the task becomes invalid.

## **HOW DO TEACHERS CHOOSE HOW THEY MODIFY A TASK?**

Tasks are modified to best suit the student and enable them to reach as many outcomes, to the greatest proficiency, as they are able. The changes made to the task will be as small as possible for the students to succeed.

The teacher will consider

- the skills and knowledge needed to complete the task and
- the difficulties the student experiences.

Where possible, the student will aim for the same outcomes as other students but in a different way. When this isn't possible, the task will be changed but will still include the most important outcomes of the original task. Teachers may discuss the modifications with you to help choose those best suited to you.

## **WILL MY MARKS CHANGE IF MY TASK IS MODIFIED?**

Your mark will reflect the amount of outcomes you are demonstrating or criteria you are meeting. If you are still achieving the same outcomes as the original task, your marks will not change. If you are demonstrating fewer outcomes, the achievable mark will be reduced. You will be told if the modification will affect the mark you are able to achieve when you are given the task.

## **DO I HAVE TO ACCEPT A MODIFIED TASK?**

No. If you believe you can demonstrate all you have learned through the original task, you may refuse the modification. Before doing this please carefully consider the difficulties contained in the task and the professional judgement of your teacher.

## **CAN EXAMS BE MODIFIED TOO?**

Yes. Exams will be modified when it is not possible to design an exam which will allow all students a measure of success and still identify those able to achieve at a higher level. However, because one of the main reasons for half yearly and end of year exams is to produce a final mark and to rank students, it is preferable for all students to have the same exam.

## **WHO SHOULD I SPEAK TO IF I DON'T UNDERSTAND A TASK?**

Speak to your teacher. This could be lunch, recess or, if there is time, in class.

The Learning Centre is open at lunch and recess. The Learning Support Teacher can help you understand and plan your tasks.

## **MALPRACTICE IN ASSESSMENT TASKS**

All work presented in Assessment Tasks must be your own work. If you use someone else's work, or cheat in any way, you will be guilty of malpractice.

Any student found guilty of malpractice in an Assessment Task will receive no marks for that task and will be regarded as not having attempted the task. Parents will be informed of this decision and the reasons for it.

The Principal, in consultation with the Head Teacher of the subject involved, will decide whether such conduct warrants further action. This may mean that you could be declared unsatisfactory in that subject, and consequently may be ineligible for the award of a Record of School Achievement

## **WHAT DO I DO IF I DISAGREE WITH MY MARK?**

Disagreements over the accuracy of a teacher's assessment for a task should be resolved when the task is returned. Where no agreement can be reached, the matter should be discussed with the Head Teacher of that faculty area. If the matter needs to be taken further, it may be referred to the Deputy Principal. There can be no appeal to the NESA against a teacher's judgement of a student's performance on a particular task, or the value of a particular task.

## **WHAT IF I HAVE A PROBLEM THAT NEEDS FURTHER EXPLANATION THAN IS GIVEN IN THIS BOOKLET?**

In the first instance, students and parents should seek assistance from the appropriate teacher and/or Head Teacher of the subject area concerned. Further advice and assistance may be sought from the Deputy Principal.

# **Assessment Schedules**

**These schedules may vary slightly as the  
year progresses.**

AGRICULTURE			
Assessment Schedule - 2022			
Item No	Assessment Instrument to be Used	Weighting (%)	Date
1	Research Task	20	Term 1 Week 11
2	Practical Project and Report	25	Term 2 Week 6
3	Portfolio	35	Term 4 Week 2
4	Yearly exam	20	Term 4 Weeks 6
Total		100	

NESA Year 10 General Performance Indicators	
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.
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.
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.
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.
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			
Assessment Schedule - 2024			
Item No	Assessment Instrument to be Used	Weighting (%)	Date
1	Running a Business	15	Term 1 Week 5
2	Business Day	25	Term 2 Week 4
3	The Economic and Business Environment	20	Term 3 Week 6
4	Yearly Exam	20	Term 4 Weeks 3-4 Exam Week
5	Classwork and Homework	20	ongoing
Total		100	

NESA Year 10 General Performance Indicators	
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.
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.
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.
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.
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.

DRAMA			
Assessment Schedule - 2024			
Item No	Assessment Instrument to be Used	Weighting (%)	Date
1	Design Project	40	Term 1 Week 10
2	Group Monologue Performance	20	TBA
3	Protest Theatrical Performance & Logbook	20	Term 3 Week 7
4	Yearly Exam - Written Paper	20	Term 4
Total		100	

NESA Year 10 General Performance Indicators	
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
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.
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.
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.
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.



ENGLISH			
Assessment Schedule - 2024			
Item No	Assessment Instrument to be Used	Weighting (%)	Date
1	Close Study essay	20	Term 1 Week 9
2	Discursive Composition	30	Term 2 Week 5
3	Comparative Essay	30	Term 3 Week 6
4	Yearly Exam	20	Term 4 Week 2
Total		100	

NESA Year 10 General Performance Indicators	
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
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.
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.
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.
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.

FOOD TECHNOLOGY		
Assessment Schedule - 2024		
Item No	Assessment Instrument to be Used	Date
1	Food Trends	Term 1 Week 9
2	Food Product Development	Term 3 Week 6
3	Yearly Examination	Term 4 Week 5

NESA Year 10 General Performance Indicators	
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
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.
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.
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.
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.

GEOGRAPHY			
Assessment Schedule - 2024			
Item No	Assessment Instrument to be Used	Weighting (%)	Date
1	Environmental Change and Management Assessment Task	25	Term 2 Week 2
2	Human Wellbeing Assessment Task	25	Term 3 Week 8
3	Yearly Exam - Multiple choice, Short and extended response	30	Term 4 Weeks 3-4 Exam
4	Classwork and Homework	20	ongoing
Total		100	

NESA Year 10 General Performance Indicators	
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.
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.
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.
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.
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.

HISTORY			
Assessment Schedule - 2024			
Item No	Assessment Instrument to be Used	Weighting (%)	Date
1	World War Task	25	Term 2 Week 3
2	Holocaust Task	25	Term 3 Weeks 9
3	Yearly Exam	30	Term 4 Exam Week
4	Classwork and Homework	20	
Total		100	

NESA Year 10 General Performance Indicators	
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
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.
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.
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.
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.

INDUSTRIAL TECHNOLOGY - ENGINEERING		
Assessment Schedule - 2024		
Item No	Assessment Instrument to be Used	Date
1	Motorised Glider	Term 2 Week 3
2	Home Automation	Term 4 Week 1
5	Yearly Examination	Term 4

NESA Year 10 General Performance Indicators	
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
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.
C	The student has a sound knowledge & understanding of the main areas of content and has achieved an adequate level of competence in the processes & skills.
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.
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.

INDUSTRIAL TECHNOLOGY - TIMBER		
Assessment Schedule - 2024		
Item No	Assessment Instrument to be Used	Date
1	Stool + Folio	Term 2 Week 3
3	Coffee Table + Folio	Term 4 Week 2
4	Yearly Examination	Term 4

NESA Year 10 General Performance Indicators	
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
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.
C	The student has a sound knowledge & understanding of the main areas of content and has achieved an adequate level of competence in the processes & skills.
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.
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.

INFORMATION AND SOFTWARE TECHNOLOGY		
Assessment Schedule - 2024		
Item No	Assessment Instrument to be Used	Date
1	Database Design	Term 1 Week 6
2	Programming	Term 3 Week 8
3	Exam	Term 4

NESA Year 10 General Performance Indicators	
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.
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.
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.
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.
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.

JAPANESE			
Assessment Schedule - 2024			
Item No	Assessment Instrument to be Used	Weighting (%)	Date
1	Reading and Writing task	20	Term 1 Week 7
2	Listening and Speaking task	20	Term 2 Week 7
3	Speaking and Listening	30	Term 3 Week 8
4	Yearly Examination (Reading & Writing)	30	Term 4 Examination Period
Total		100	

NESA Year 10 General Performance Indicators	
A	<p>A student at this grade typically:</p> <ul style="list-style-type: none"> <li>*demonstrates a very high level of competence in communicating in Japanese</li> <li>*confidently manipulates Japanese to convey meaning when exchanging information, ideas and opinions in a range of contexts</li> <li>*demonstrates a very high level of skill in accessing and responding to information and accurately interpreting and evaluating information in a range of texts</li> <li>*applies extensive knowledge and understanding of grammatical and cultural features to compose texts for a range of purposes, audiences and contexts</li> <li>*demonstrates extensive understanding of elements of grammar and a very high level of competence in using this to express complex ideas</li> <li>*demonstrates extensive understanding of the inter-relationship between language and culture and how cultural identity shapes communication</li> </ul>
B	<p>A student at this grade typically:</p> <ul style="list-style-type: none"> <li>*demonstrates a high level of competence in communicating in Japanese</li> <li>*manipulates Japanese to convey meaning when exchanging information, ideas and opinions in a range of contexts</li> <li>*demonstrates a high level of skill in accessing and responding to information and interpreting and evaluating information in a range of texts</li> <li>*applies thorough knowledge and understanding of grammatical and cultural features to compose texts for a range of purposes, audiences and contexts</li> <li>*demonstrates thorough understanding of elements of grammar and is highly competent in using this to express complex ideas</li> <li>*demonstrates thorough understanding of the inter-relationship between language and culture and how cultural identity shapes communication</li> </ul>
C	<p>A student at this grade typically:</p> <ul style="list-style-type: none"> <li>*demonstrates an adequate level of competence in communicating in Japanese</li> <li>*uses sound communication skills to convey meaning and exchange information, ideas and opinions in familiar contexts</li> <li>*demonstrates an adequate level of skill in accessing and responding to information and interpreting and evaluating information in specific texts</li> <li>*uses sound knowledge and understanding of grammatical and cultural features to compose texts for familiar contexts, purposes and audiences</li> <li>*demonstrates sound understanding of elements of grammar and uses this to express familiar contexts</li> <li>*demonstrates sound understanding of the inter-relationship between language and culture and how cultural identity shapes communication</li> </ul>
D	<p>A student at this grade typically:</p> <ul style="list-style-type: none"> <li>*demonstrates a limited level of competence in communicating in Japanese</li> <li>*uses basic communication skills to convey information in short exchanges in familiar contexts</li> <li>*accesses and responds to information in simple texts in a limited way</li> <li>*uses basic knowledge and understanding of grammatical and cultural features to compose texts</li> <li>*demonstrates basic understanding of some elements of grammar and uses this to express ideas</li> <li>*demonstrates basic understanding of language and culture</li> </ul>
E	<p>A student at this grade typically:</p> <ul style="list-style-type: none"> <li>*demonstrates a very limited level of competence in communicating in Japanese</li> <li>*uses communication skills to convey information in some familiar contexts</li> <li>*identifies and provides a very limited response to elementary information</li> <li>*uses elementary knowledge and understanding of grammatical and cultural features to compose texts</li> <li>*demonstrates elementary understanding of some elements of grammar</li> <li>*demonstrates elementary understanding of language and/or culture</li> </ul>



MATHEMATICS		
Assessment Schedule - 2024		
Item No	Assessment Instrument to be Used	Date
1	Term 1 Course Tasks (students complete short tasks from two of the Standard 1, Standard 2 and Advanced/Extension pathways)	Term 1 Week 10
2	Semester 1 Task (students complete short tasks from two of the Standard 1, Standard 2 and Advanced/Extension pathways)	Term 2 Week 5
3	Term 3 Anchor Tasks	Term 3 Week 8
4	Semester 2 Examination (students complete short tasks from two of the Standard 1, Standard 2 and Advanced/Extension pathways)	Term 4 Weeks 3-4

NESA Year 10 General Performance Indicators	
A	<ul style="list-style-type: none"> <li>•demonstrates extensive understanding of the relationships between mathematical concepts</li> <li>•uses, creates and interchangeably moves between a variety of abstract and concrete representations in familiar and unfamiliar situations</li> <li>•solves routine problems involving multiple steps consistently in familiar and unfamiliar situations</li> </ul>
B	<ul style="list-style-type: none"> <li>•demonstrates thorough understanding of the relationships between mathematical concepts</li> <li>•uses, creates and moves between abstract and concrete representations in familiar and unfamiliar situations</li> <li>•solves routine problems of up to 3 steps in familiar and unfamiliar situations and attempts</li> <li>•demonstrates sound understanding of the relationships between mathematical concepts</li> </ul>
C	<ul style="list-style-type: none"> <li>•uses and creates abstract or concrete representations in familiar situations</li> <li>•solves routine problems of up to 3 steps in familiar situations and attempts routine problems of more than 3 steps</li> <li>•identifies some connections between concepts when attempting non-routine problems</li> <li>•identifies some relationships between mathematical concepts</li> </ul>
D	<ul style="list-style-type: none"> <li>•uses concrete representations in some familiar situations</li> <li>•attempts routine problems of up to 3 steps with some success</li> <li>•uses informal mathematical reasoning</li> <li>•uses limited mathematical language</li> <li>•recognises some mathematical concepts</li> </ul>
E	<ul style="list-style-type: none"> <li>•attempts some routine problems with very limited success</li> <li>•attempts to use informal mathematical reasoning</li> <li>•uses very limited mathematical language</li> </ul>

OCEANS ALIVE			
Assessment Schedule - 2024			
Item No	Assessment Instrument to be Used	Weighting (%)	Date
1	Practical Skills Task - Boating	25	Term 1 Week 9
2	Half Yearly Exam - Knowledge and Understanding	25	Term 2 Week 5
3	Practical Skills Task - Cooking Seafood and Recipe	20	Term 3 Week 4
4	Yearly Exam - Knowledge and Understanding	30	Term 4 Week 5
Total		100	

NESA Year 10 General Performance Indicators	
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.
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.
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.
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.
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.

PD/HEALTH/PE			
Assessment Schedule - 2024			
Item No	Assessment Instrument to be Used	Weighting (%)	Date
1	Ongoing sports assessment	40	Progressive continuous assessment
2	Health Promotion Research/Response	15	Term 1 Week 7
3	Resume and Career Planning	15	Term 2 Week 6
4	Staying Healthy and Physically Active Presentation	15	Term 3 Week 7
5	Yearly Exam	15	Term 4 Week 4
Total		100	

NESA Year 10 General Performance Indicators	
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
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.
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.
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.
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.

PHYSICAL AND SPORT STUDIES			
Assessment Schedule - 2024			
Item No	Assessment Instrument to be Used	Weighting (%)	Date
1	Body Systems Exam	20	Term 1 Week 8
2	Ongoing sports assessment	20	Continuous progressive assessment
3	Sporting Champions - Born or Made	20	Term 2 Week 6
4	Fitness leadership task	20	Term 3 Week 4
5	Yearly examination	20	Term 4 Weeks 5-6
Total		100	

NESA Year 10 General Performance Indicators	
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
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.
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.
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.
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.

# PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

## Assessment Schedule - 2024

Item No	Assessment Instrument to be Used	Weighting (%)	Date
1	Theory Assessment	20	Term 1 Week 7
2	Practical Work #1	30	Term 2 Week 4
3	Practical Work #2	30	Term 3 Week 10
4	Yearly Exam - Written Response	20	Term 4 Exam block
<b>Total</b>		<b>100</b>	

## NESA Year 10 General Performance Indicators

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
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.
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.
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.
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.

STUDIES OF THE ANCIENT AND MODERN WORLD			
Assessment Schedule - 2024			
Item No	Assessment Instrument to be Used	Weighting (%)	Date
1	Research and Essay	20	Term 1 Week 8
2	Research Task	20	Term 2 Week 5
3	Film Research and Source Task	20	Term 3 Week 7
4	Yearly Exam	20	Term 4 Week 3-4 Exam Week
5	Classwork and Homework	20	ongoing
Total		100	

NESA Year 10 General Performance Indicators	
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.
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.
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.
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.
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.

SCIENCE			
Assessment Schedule - 2024			
Item No	Assessment Instrument to be Used	Weighting (%)	Date
1	Research Project- Working Scientifically	25	Term 1 Week 11
2	Half-Yearly Examination- Global Systems Chemical Reactions	25	Term 2 Week 5
3	Skills Task - Working Scientifically	20	Term 3 Week 6
4	Yearly Exam-Global Systems, Chemical Reaction, Fast and Furious, Genetic & Evolution, The Universe	30	Term 4 Exam Block
Total		100	

NESA Year 10 General Performance Indicators	
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
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.
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.
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.
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.

TEXTILES TECHNOLOGY		
Assessment Schedule - 2024		
Item No	Assessment Instrument to be Used	Date
1	Textiles Art	Term 1 Week 9
2	Costume Design	Term 3 Week 10
3	Yearly Examination	Term 4

NESA Year 10 General Performance Indicators	
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.
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.
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.
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.
E	The student has an elementary knowledge & understanding in few areas of the content & has achieved very limited competence in some of the processes & skills.



# **Course Performance Descriptors**

# Course Performance Descriptors

## Agricultural Technology

### Grade A

A student at this grade typically:

- demonstrates extensive knowledge of agriculture and the interactions within and between agricultural enterprises and systems, evaluating the reasons for the use of identified species and breeds in Australian agriculture
- assesses the local and global interactions within and between the agricultural sector and the Australian economy, culture and society.
- displays extensive knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines.
- evaluates the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture.
- displays highly developed research skills and independently uses a variety of communication technologies to effectively investigate, collect, analyse and present agricultural data.

### Grade B

A student at this grade typically:

- demonstrates thorough knowledge of agriculture and the interactions within and between agricultural enterprises and systems, analysing the reasons for the use of identified species and breeds in Australian agriculture.
- analyses the local and global interactions within and between the agricultural sector and the Australian economy, culture and society.
- displays thorough knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines.
- analyses the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture.
- displays well-developed research skills and uses a variety of communication technologies to effectively investigate, collect, analyse and present agricultural data.

### Grade C

A student at this grade typically:

- demonstrates sound knowledge of the interactions within and between agricultural enterprises and systems, explaining the reasons for the use of identified species and breeds in Australian agriculture.
- describes the local and global interactions within and between the agricultural sector and the Australian economy, culture and society.
- displays sound knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines.
- discusses the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture.
- displays sound research skills and uses a variety of communication technologies to investigate, collect, analyse and present agricultural data.

### Grade D

A student at this grade typically:

- demonstrates basic knowledge of the interactions within and between agricultural enterprises and systems, outlining the reasons for the use of identified species and breeds in Australian agriculture.
- outlines local and global interactions within and between the agricultural sector and the Australian economy, culture and society.
- displays basic knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines.
- outlines the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture.

- displays basic research skills and uses communication technologies to investigate, collect, interpret and present simple agricultural data.

#### Grade E

A student at this grade typically:

- demonstrates an elementary knowledge of the interactions within and between agricultural enterprises and systems, outlining some reasons for the use of identified species and breeds in Australian agriculture.
- identifies some local and global interactions within and between the agricultural sector and the Australian economy, culture and society.
- with guidance, displays elementary knowledge of, and very limited skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines.
- identifies some impacts of ethical management and marketing practices on productive, profitable and sustainable agriculture
- displays very limited research skills and, with guidance, uses communication technologies to investigate, collect, interpret and present simple agricultural data.

# Commerce

## Grade A

A student at this grade typically:

- demonstrates extensive knowledge and understanding of a range of consumer, financial, economic, business, legal, political and employment concepts and issues
- analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
- applies very high-level decision-making and problem-solving skills in a range of consumer, financial, economic, business, legal, political and employment contexts
- evaluates complex information using a range of sources
- exhibits sophisticated skills to research and communicate complex ideas and concepts in appropriate forms
- demonstrates a very high level of planning and organising skills when working independently and collaboratively.

## Grade B

A student at this grade typically:

- demonstrates thorough knowledge and understanding of consumer, financial, economic, business, legal, political and employment concepts and issues
- explains the rights and responsibilities of consumers in a range of consumer, financial, economic, business, legal, political and employment contexts
- applies high-level decision-making and problem-solving skills in consumer, financial, economic, business, legal, political and employment contexts
- researches and assesses information using a variety of sources
- exhibits high-level skills to communicate ideas and concepts in appropriate forms
- demonstrates high-level planning and organising skills when working independently and collaboratively.

## Grade C

A student at this grade typically:

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

## Grade D

A student at this grade typically:

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

## Grade E

A student at this grade typically:

- demonstrates elementary knowledge and understanding of aspects of consumer, financial, economic, business, legal, political and employment concepts and issues
- identifies some rights and responsibilities of consumers in some consumer, financial, economic, business, legal, political and employment contexts
- demonstrates very limited decision-making and problem-solving skills in consumer, financial, economic, business, legal, political and employment contexts
- displays very limited research skills and attempts to interpret information
- communicates elementary information using a very limited range of forms
- demonstrates very limited planning and organising skills when working independently and/or collaboratively

# Drama

## Grade A

A student at this grade typically:

- communicates a sophisticated understanding of the elements of drama in the integrated practices of making, performing and appreciating drama within play building 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, play building, 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

A student at this grade typically:

- demonstrates a thorough understanding of the elements of drama in the integrated practices of making, performing and appreciating drama within play building 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, play builds, 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

A student at this grade typically:

- demonstrates a sound understanding of the elements of drama through the practices of making, performing and appreciating drama within the context of play building 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, play builds, 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

A student at this grade typically:

- demonstrates a basic understanding of the elements of drama through the practices of making, performing and appreciating drama within the context of play building 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, play building 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

A student at this grade typically:

- 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

### Grade A

A student at this grade typically:

- 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 written, oral and visual texts, using various technologies 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

A student at this grade typically:

- 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 written, oral and visual texts using various technologies 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

A student at this grade typically:

- 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 written, oral and visual texts using various technologies 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

A student at this grade typically:

- 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 written, oral and visual texts using various technologies 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

A student at this grade typically:

- 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 written, oral and visual texts using various technologies 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

### Grade A

A student at this grade typically:

- evaluates the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.
- independently identifies and uses advanced techniques and appropriate equipment for a broad range of food-specific purposes, independently assessing and managing risks associated with safe and hygienic preparation of food.
- demonstrates advanced technical skills in designing, producing and evaluating solutions of excellent quality for specific food purposes.
- evaluates the impact of food-related activities or tasks on the individual, society and environment, and the influences that technology has had 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 highly developed research skills, and communicates complex information effectively using a range of media.

### Grade B

A student at this grade typically:

- 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 equipment for a variety of food-specific purposes, assessing and managing risks associated with the safe and hygienic preparation of food.
- demonstrates high-level technical skills in designing, producing and evaluating high quality solutions for specific food purposes.
- analyses the impact of food-related activities or tasks on the individual, society and environment, and the influences that technology has had 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 media.

### Grade C

A student at this grade typically:

- describes 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 appropriate techniques and equipment for a variety of food-specific purposes, 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.
- describes the impact of food-related activities or tasks on the individual, society and environment, and the influences that technology has had on food supply.
- discusses 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 sound research skills, and communicates information using a range of media.

### Grade D

A student at this grade typically:

- outlines a number of 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 basic techniques and equipment for a number of food-specific purposes, identifying and managing some 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 the impact of food-related activities or tasks on the individual, society and environment, and the influences that technology has had on food supply.
- identifies factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health.

- displays basic research skills, and communicates information using a limited range of media.

Grade E

A student at this grade typically:

- identifies some chemical and physical properties of foods and, with assistance, identifies some changes that take place in food during preparation, processing and storage.
- with guidance, identifies and uses some appropriate techniques and equipment for a limited range of food-specific purposes.
- with guidance, demonstrates very limited technical skills in designing and producing solutions for specific food purposes.
- identifies some ways that food-related activities or tasks impact on the individual, society or the environment, and some influences that technology has had on food supply.
- identifies a limited number of factors that influence food choices and eating habits, and relates some aspects of consumption and the nutritional value of foods to health.
- displays very limited research skills and, with guidance, communicates simple information using a limited range of media.

# Geography

## Grade A

*A student at this grade typically:*

- demonstrates an extensive knowledge and understanding of places and environments, and the geographical processes that form and transform them
- demonstrates extensive knowledge and understanding of the interactions and connections between people, places and environments
- explains and analyses different perspectives of geographical issues across a range of scales
- displays extensive knowledge and understanding of human wellbeing and the management of places and environments for their sustainability in relation to geographical issues across a range of scales
- exhibits extensive skills to select and proficiently apply geographical concepts and tools appropriate and relevant to the investigation
- displays sophisticated skills to select, acquire and process complex geographical information and uses an extensive range of strategies to communicate effectively.

## Grade B

*A student at this grade typically:*

- demonstrates a thorough knowledge and understanding of places and environments, and the geographical processes that form and transform them
- demonstrates thorough knowledge and understanding of the interactions and connections between people, places and environments
- explains different perspectives of geographical issues across a range of scales
- displays thorough knowledge and understanding of human wellbeing and the management of places and environments for their sustainability in relation to geographical issues
- exhibits high level skills to select and apply geographical concepts and tools appropriate and relevant to the investigation
- displays high level skills to select, acquire, process and communicate complex geographical information using a broad range of strategies.

## Grade C

*A student at this grade typically:*

- demonstrates a sound knowledge and understanding of places and environments, and the geographical processes that form and transform them
- demonstrates sound knowledge and understanding of the interactions and connections between people, places and environments
- describes different perspectives of geographical issues
- displays broad knowledge and understanding of human wellbeing and the management of places and environments for their sustainability
- exhibits sound skills to select and apply geographical concepts and tools appropriate to the investigation
- displays sound skills to select, acquire, process and communicate geographical information using a range of strategies.

## Grade D

*A student at this grade typically:*

- demonstrates a basic knowledge of places and environments and some understanding of the geographical processes that form and transform them
- demonstrates basic knowledge and understanding of the interactions and connections between people, places and environments
- outlines different perspectives of geographical issues
- displays some knowledge of human wellbeing and the management of places and environments for their sustainability
- exhibits some skills to select and apply geographical concepts and tools appropriate to the investigation
- displays basic skills to select, acquire, process and communicate geographical information using a range of strategies.

**Grade E**

*A student at this grade typically:*

- demonstrates some knowledge of places and environments and identifies some geographical processes that form and transform them
- demonstrates elementary knowledge and understanding of some interactions and connections between people, places and environments
- recognises some different perspectives of geographical issues
- identifies some aspects of human wellbeing and the management of places and environments
- exhibits elementary skills to select and apply geographical concepts and tools to the investigation
- displays elementary skills to select, acquire, process and communicate geographical information using a limited range of strategies.

# History

## Grade A

*A student at this grade typically:*

- 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

*A student at this grade typically:*

- 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

*A student at this grade typically:*

- 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 organise 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

*A student at this grade typically:*

- 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**

*A student at this grade typically:*

- 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

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

## Grade A

A student at this grade typically:

- demonstrates extensive knowledge of traditional, current, new and emerging technologies in their field of study, and evaluates the social, cultural and environmental impacts of these technologies.
- displays advanced technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects of excellent quality, independently 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.
- independently selects and uses a range of media to illustrate practical projects, and confidently uses technical terminology to discuss production processes with a range of audiences.
- independently and consistently applies skills and design principles to the development and production of new projects.

## Grade B

A student at this grade typically:

- demonstrates thorough knowledge of traditional, current, new and emerging technologies in their field of study, and analyses the social, cultural and environmental impacts of these technologies.
- displays high-level technical skills in identifying and using appropriate materials and hand and machine tools to produce high quality practical projects, 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 media to illustrate practical projects, and uses technical terminology to discuss production processes with a range of audiences.
- consistently applies skills and design principles to the development and production of new projects.

## Grade C

A student at this grade typically:

- demonstrates sound knowledge of traditional, current, new and emerging technologies in their field of study, and explains the social, cultural and environmental impacts of these technologies.
- displays technical skills in identifying and using appropriate materials and hand and machine tools, to produce practical projects of sound quality, 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 competent drawings to illustrate practical projects, and uses accurate technical terms to describe production processes to a range of audiences.
- applies skills and design principles to the development and production or modification of projects.

## Grade D

A student at this grade typically:

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

## Grade E

A student at this grade typically:

- demonstrates elementary knowledge of some technologies in their field of study, and recognises some social, cultural and environmental impacts of these technologies.
- with guidance, displays very limited technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects.
- identifies some properties of materials that make them suitable for specific applications, and identifies some aspects of products and commercial products.
- produces elementary sketches related to practical projects, and uses simple terms to describe production processes.
- with assistance, applies elementary skills and design principles to the production or modification of projects.

## **Information and Software Technology**

### **Grade A**

A student at this grade typically:

- demonstrates extensive knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks.
- perceptively analyses the effects on individuals and society of a range of past, current and emerging information technologies.
- is a critical thinker who insightfully and creatively applies problem-solving and decision-making processes when designing, producing and evaluating solutions for a wide range of challenging situations.
- independently justifies and applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information.
- independently and logically communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences.

### **Grade B**

A student at this grade typically:

- demonstrates thorough knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks.
- analyses the effects on individuals and society of a range of past, current and emerging information technologies.
- confidently applies problem-solving and decision-making processes when designing, producing and evaluating solutions for a range of challenging situations.
- justifies and applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information.
- coherently communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences.

### **Grade C**

A student at this grade typically:

- demonstrates sound knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks.
- describes the effects on individuals and society of a range of past, current and emerging information technologies.
- applies problem-solving and decision-making processes when designing, producing and evaluating solutions for a range of situations.
- applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information.
- communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences.

### **Grade D**

A student at this grade typically:

- demonstrates basic knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a limited range of tasks.
- outlines the effects on individuals and society of a limited range of past, current and emerging information technologies.
- applies basic problem-solving and decision-making processes when designing, producing and evaluating solutions for familiar situations.
- recalls responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information.
- communicates, using appropriate documentation, ideas and solutions to an audience.

## Grade E

A student at this grade typically:

- demonstrates elementary knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a limited range of simple tasks.
- with guidance identifies effects on individuals and society of some past, current and emerging information technologies.
- applies elementary problem-solving or decision-making processes when designing, and producing solutions for some familiar situations.
- with guidance, recognises responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information.
- with support, communicates, using limited documentation, ideas and solutions to an audience.

# Japanese

## Grade A

*A student at this grade typically:*

- demonstrates a very high level of competence in communicating in [language]
- confidently manipulates [language] to convey meaning when exchanging information, ideas and opinions in a range of contexts
- demonstrates a very high level of skill in accessing and responding to information, and accurately interpreting and evaluating information in a range of texts
- applies extensive knowledge and understanding of grammatical and cultural features to compose texts for a range of purposes, audiences and contexts
- demonstrates extensive understanding of elements of grammar and a very high level of competence in using this to express complex ideas
- demonstrates extensive understanding of the inter-relationship between language and culture and how cultural identity shapes communication

## Grade B

*A student at this grade typically:*

- demonstrates a high level of competence in communicating in [language]
- manipulates [language] to convey meaning when exchanging information, ideas and opinions in a range of contexts
- demonstrates a high level of skill in accessing and responding to information, and interpreting and evaluating information in a range of texts
- applies thorough knowledge and understanding of grammatical and cultural features to compose texts for a range of purposes, audiences and contexts
- demonstrates thorough understanding of elements of grammar and is highly competent in using this to express complex ideas
- demonstrates thorough understanding of the inter-relationship between language and culture and how cultural identity shapes communication

## Grade C

*A student at this grade typically:*

- demonstrates an adequate level of competence in communicating in [language]
- uses sound communication skills to convey meaning and exchange information, ideas and opinions in familiar contexts
- demonstrates an adequate level of skill in accessing and responding to information and interpreting and evaluating information in specific texts
- uses sound knowledge and understanding of grammatical and cultural features to compose texts for familiar contexts, purposes and audiences
- demonstrates sound understanding of elements of grammar and uses this to express ideas in familiar contexts
- demonstrates sound understanding of the inter-relationship between language and culture and how cultural identity shapes communication

## Grade D

*A student at this grade typically:*

- demonstrates a limited level of competence in communicating in [language]
- uses basic communication skills to convey information in short exchanges in familiar contexts
- accesses and responds to information in simple texts in a limited way
- uses basic knowledge and understanding of grammatical and cultural features to compose texts
- demonstrates basic understanding of some elements of grammar and uses this to express ideas
- demonstrates basic understanding of language and culture

## Grade E

*A student at this grade typically:*

- demonstrates a very limited level of competence in communicating in [language]
- uses communication skills to convey information in some familiar contexts
- identifies and provides a very limited response to elementary information
- uses elementary knowledge and understanding of grammatical and cultural features to compose texts
- demonstrates elementary understanding of some elements of grammar
- demonstrates elementary understanding language and/or culture

## Mathematics

### 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.

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

- 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.

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

- 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.

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

- 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.

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

- 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.

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

- 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.

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

- 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.

## **Oceans Alive (Marine and Aquaculture Technology)**

The Common Grade Scale is to be used to assign grades for students in Stage 5 courses that do not have subject-specific course performance descriptors. These include Board Endorsed Courses and Content Endorsed Courses such as Physical Activity and Sport Studies and Marine and Aquaculture Technology. The Common Grade Scale describes performance at each of five grade levels.

### **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**

### **Grade A**

A student at this grade typically:

- shows extensive knowledge, skills and understanding in relation to Stage 5 content.
- evaluates actions that enhance well-being and evaluates plans that promote their capacity to respond positively to challenges.
- evaluates factors and behaviours that contribute to positive, safe and inclusive relationships.
- evaluates the influences on and consequences of health decision-making and displays an extensive understanding of the links between them.
- evaluates strategies and accesses and appraises information, products and services to promote health and safety.
- evaluates influences and barriers to engaging in physical activity or task and applies effective strategies to enhance participation and enjoyment.
- demonstrates highly developed movement skills in a range of contexts and the capacity to transfer skills to a variety of challenging movement situations.
- displays an extensive understanding of the elements and features of composition when creatively composing, performing and appraising movement.

### **Grade B**

A student at this grade typically:

- shows thorough knowledge, skills and understanding in relation to Stage 5 content.
- analyses actions that enhance well-being and formulates plans that promote their capacity to respond positively to challenges.
- analyses factors and behaviours that contribute to positive, safe and inclusive relationships.
- analyses the influences on and consequences of health decision-making and displays a thorough understanding of the links between them.
- analyses strategies and accesses and prioritises information, products and services to promote health and safety.
- analyses influences and barriers to engaging in physical activity or task and applies strategies to enhance participation and enjoyment.
- demonstrates proficient movement skills in a range of contexts and the capacity to transfer skills to a variety of challenging movement situations.
- displays a thorough understanding of the elements and features of composition when composing, performing and appraising movement.

### **Grade C**

A student at this grade typically:

- shows sound knowledge, skills and understanding in relation to Stage 5 content.
- explains actions that enhance well-being and formulates plans that promote their capacity to respond positively to challenges.
- explains factors and behaviours that contribute to positive, safe and inclusive relationships.
- explains the influences on and consequences of health decision-making and displays a sound understanding of the links between them.
- explains appropriate strategies and accesses information, products and services to promote health and safety.
- explains influences and barriers to engaging in physical activity or task and applies strategies to enhance participation and enjoyment.
- demonstrates sound movement skills in a range of contexts and the capacity to transfer skills to a variety of movement situations.
- displays a sound understanding of the elements and features of composition when composing, performing and appraising movement.

#### Grade D

A student at this grade typically:

- shows basic knowledge, skills and understanding in relation to Stage 5 content.
- describes actions that enhance well-being and their capacity to respond positively to challenges.
- describes factors and behaviours that contribute to positive, safe and inclusive relationships.
- describes the influences on and consequences of health decision-making and displays a basic understanding of the links between them.
- describes appropriate strategies and accesses information, products and services to promote health and safety.
- describes influences and barriers to engaging in physical activity or task and identifies strategies to enhance participation and enjoyment.
- demonstrates movement skills and concepts to improve performance in a choice of movement situations.
- displays a basic understanding of the elements and features of composition when composing, performing and appraising movement.

#### Grade E

A student at this grade typically:

- shows elementary knowledge, skills and understanding in relation to Stage 5 content.
- identifies actions that enhance well-being and their capacity to respond positively to challenges.
- identifies some factors and behaviours that contribute to positive, safe and inclusive relationships.
- recognises some of the various influences on health decision-making and predicts some consequences.
- identifies some appropriate strategies, information, products and services to promote health and safety.
- identifies some influences and barriers to engaging in physical activity or task and selects strategies to enhance participation and enjoyment.
- demonstrates some movement skills and concepts to improve performance in predictable movement situations.
- identifies some elements and features of composition when composing, performing and appraising movement.

## Photographic and Digital Media

### Grade A

A student at this grade typically:

- makes sophisticated photographic and digital works 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 photographic and digital works in still, interactive and/or moving forms. They experiment, work with autonomy, and reflect on their actions, judgements and artistic intentions to make informed choices about their photographic and digital works.
- synthesises their understanding of practice, the conceptual framework and the frames to confidently interpret, explain and make judgements about photographic and digital media.
- 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

A student at this grade typically:

- makes accomplished photographic and digital works 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 photographic and digital works in still, interactive and/or moving forms. They experiment and reflect on their actions, judgements and artistic intentions to make photographic and digital works.
- interprets, explains and makes judgements about photographic and digital media, 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

A student at this grade typically:

- makes a variety of photographic and digital works 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 photographic and digital works in still, interactive and/or moving forms that represent their actions, judgements and artistic intentions.
- interprets, explains and makes judgements about photographic and digital media, 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

A student at this grade typically:

- makes photographic and digital works, 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 photographic and digital works in still, interactive and/or moving forms, demonstrating some technical accomplishment.
- makes limited interpretations and judgements about photographic and digital media, 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

A student at this grade typically:

- makes simple photographic and digital works 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 still, interactive and/or moving forms, and demonstrates limited technical accomplishment.
- makes simple interpretations about photographic and digital media, 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.

# Science

## Grade A

A student at this grade typically:

- 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

A student at this grade typically:

- 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

A student at this grade typically:

- 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

A student at this grade typically:

- 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

A student at this grade typically:

- 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.

# **Textiles Technology**

## **Grade A**

A student at this grade typically:

- integrates their extensive knowledge and understanding of the properties and performance of textiles when justifying the selection of materials for specific end uses
- analyses and evaluates influences on textile design, construction and use from historical, cultural and contemporary perspectives
- independently evaluates the impact of textiles production and use on the consumer and society
- analyses the creative process of design used in the work of textile designers, and creatively and independently applies this process when generating and developing innovative design ideas
- selects and creatively manipulates appropriate materials, techniques and equipment when safely completing textile projects of very high quality
- demonstrates an extensive understanding of the creative process of design when designing and evaluating textile items and, upon reflection, transfers ideas confidently into new situations
- communicates and presents complex ideas effectively using a wide variety of technologies.

## **Grade B**

A student at this grade typically:

- demonstrates thorough knowledge and understanding of the properties and performance of textiles, and justifies the selection of materials for specific end uses
- analyses a wide range of influences on textile design, construction and use from historical, cultural and contemporary perspectives
- analyses the impact of textiles production and use on the consumer and society
- explores the creative process of design used in the work of textile designers, and applies this process when generating and developing effective textile design ideas
- selects and manipulates appropriate materials, techniques and equipment when safely completing textile projects of high quality
- demonstrates a thorough understanding of the creative process of design when designing and evaluating textile items and, upon reflection, transfers ideas into new situations
- communicates and presents ideas effectively using a wide variety of technologies.

## **Grade C**

A student at this grade typically:

- demonstrates sound knowledge and understanding of the properties and performance of textiles to provide some justification for the selection of materials for specific end uses
- explains influences on textile design, construction and use from historical, cultural and contemporary perspectives
- explains the impact of textiles production and use on the consumer and society
- describes the creative process of design used in the work of textile designers, and applies most aspects of this process when generating and developing textile design ideas
- selects and manipulates appropriate materials, techniques and equipment when safely completing textile projects of sound quality
- demonstrates a sound understanding of the creative process of design when designing and evaluating textile items and applying ideas in new situations
- communicates and presents ideas using a variety of technologies.

## **Grade D**

A student at this grade typically:

- demonstrates basic knowledge and understanding of the properties and performance of textiles when accounting for the selection of materials for specific end uses
- outlines a limited understanding of influences on textile design, construction and use from historical, cultural and contemporary perspectives
- describes the impact of textiles production and use on the consumer and society
- identifies the creative process used in the work of textile designers, and attempts to follow this process when generating and developing textile design ideas
- manipulates materials, techniques and equipment to safely complete basic textile projects
- demonstrates a basic understanding of the creative process of design and its application when generating ideas and evaluating textile items
- communicates and presents ideas using a limited range of technologies.

## **Grade E**

A student at this grade typically:

- demonstrates elementary knowledge and understanding of the properties and performance of textiles
- describes a very limited range of influences on textile design, construction and use from historical, cultural and/or contemporary perspectives
- identifies an impact of textiles production and/or use on the consumer and society
- identifies very limited aspects of the creative process used in the work of textile designers, and attempts to follow this process when generating and developing textile design ideas
- manipulates a very limited range of materials, techniques and equipment to safely complete basic textile projects
- demonstrates an elementary understanding of the creative process of design and its application when generating ideas and evaluating textile items
- communicates and presents a very limited range of ideas.

## Visual Arts

### Grade A

A student at this grade typically:

- 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

A student at this grade typically:

- 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

A student at this grade typically:

- 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

A student at this grade typically:

- 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

A student at this grade typically:

- 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.



## ILLNESS/MISADVENTURE APPLICATION

*To be used when illness or misadventure has affected your examination/assessment task performance or prevented your attendance at an exam or assessment task.*

*Present this completed form and other documentation to the Deputy Principal Curriculum for formal examinations and to Head Teachers for assessment tasks.*

Student's Name: ..... Year: .. Date of Application: .....

Examination/Assessment Task	Examination date or Task submission date	Class Teacher

Student Application:

I consider that my examination/assessment task performance was affected by illness or unforeseen misadventure before or during the examination/assessment period.

I declare that all the information I have supplied is true.

Student signature: ..... Date: .....

**SECTION A Name:** .....

To be completed by the student.

Date	Examination or Assessment Task	Details of Effect on Performance (Describe how unforeseen illness or misadventure affected your performance or prevented your attendance)	Did you attend the exam or hand in your task? (Yes/No)

SECTION B:     Name: .....

Evidence of Illness/Misadventure

Attach copies of supporting evidence such as letters from a doctor or doctors, counselors' reports, etc. to the end of this application. Originals must be made available on request.

List documents that you have attached to this application below.

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....
- 9 .....
- 10 .....

SECTION C: Name: .....

To be completed by the subject Head Teacher/Deputy Principal.

*(If there is more than one task involved copy this page and attach a separate page for each examination/assessment task.)*

Name of Task:

Valid evidence provided by student: Yes ☐ No ☐

Recommendation by Head Teacher:

Action required by class teacher:

Action required by student:

Signed: .....  
(Head Teacher/Deputy Principal)

Date: .....

Signed: .....  
(Student)

Date: .....