

# PARKES HIGH SCHOOL



## **YEAR 10 ASSESSMENT POLICY 2021**

*- Safe, Respectful, Responsible -*

# Parkes High School Mission Statement

At Parkes High School we are dedicated to providing a safe, stimulating and diverse environment where we are passionately committed to providing each student with the opportunities to acquire the skills to become successful learners, confident and creative individuals, active and informed citizens and future leaders.

## Parkes High School Stage 5 – Year 10 ASSESSMENT GUIDELINES 2021

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# Parkes High School

## Year 10 Assessment Policy 2021

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### **Introduction**

This booklet details the assessment requirements for Year 10 students at Parkes High School. All students, parents and carers should read the booklet carefully and ensure that they fully understand the practices and procedures to be followed at Parkes High School.

### **LIST OF CONTACTS**

Questions relating to this Assessment Information Booklet should be directed to personnel listed below:

<b>Principal</b>	Mrs S Carter
<b>Deputy Principal</b>	Mrs D Slack-Smith
<b>Deputy Principal</b>	Mrs R Weithaler
<b>Deputy Principal</b>	Mr A Keen
<b>Year Advisor</b>	Ms P Moran
<b>School Counsellors</b>	Mr M Ranger
<b>Careers Advisor</b>	Mr K Duncan and Mrs Morrissey

### **Head Teachers**

<b>English</b>	Ms H Back
<b>Mathematics</b>	Ms L Walker
<b>Science</b>	Mr A Pigram
<b>HSIE</b>	Mr P Luck
<b>PDHPE</b>	Mr J Spicer
<b>Technical &amp; Applied Studies</b>	Mrs S Hinks
<b>Creative &amp; Performing Arts</b>	Mr J Faunt
<b>Special Education</b>	Mrs H Corke
<b>Welfare</b>	Ms K Mitchell

**Students are required to sign to acknowledge that they have received a copy of this booklet.**

# Parkes High School

## Year 10 Assessment Policy 2021

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Assessment is the process of identifying, gathering and interpreting information about student achievement. A school-based assessment program is to provide a summative measure of a student's achievement in relation to course outcomes. This includes:

- a wider range of syllabus outcomes than may be measured by examinations alone; and
- multiple measures and observations made throughout the course rather than a single assessment event.

Assessment tasks are conducted throughout Year 10 and each has a weighting determined by the school in line with advice provided by NESA. Each formal task enables teachers to collect information about the student's achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performance, highlighting their strengths and where they could make improvements.

All teaching and learning activities are important for understanding course content and developing knowledge, understanding and skills in a subject. School-based assessment involves a range of informal (formative) assessment and formal (summative) assessment to provide information about student achievement of syllabus outcomes. Informal and formal assessment assists teachers to make judgements about student progress. A range of assessment activities and tasks provide opportunities for students to demonstrate achievement of syllabus outcomes in different ways.

## Part 1: General Information

### The Record of School Achievement (RoSA)

- The Record of School Achievement (RoSA) is the credential for all students to recognise school achievement before receiving their Higher School Certificate (HSC);
- It is a cumulative credential that recognises all student academic achievements. The RoSA will show a student's Year 10 grades, as well as any grades for Year 11 (Preliminary) courses completed after that. If a student commences a course but leaves school before completing it, the RoSA will show evidence of enrolment;
- The RoSA will also show results of any VET or Life Skills courses which students complete in Year 10 and/or Year 11;
- The RoSA will be awarded to all eligible students when they leave school. Students are able to request a RoSA through their school when they talk to the Principal about leaving (at any time after completing Year 10);
- Life Skills students will receive their Profile of Student Achievement at the same time as they receive their RoSA;
- While there will be no external tests at the end of Year 10 or Year 11, schools will still need to provide grades for each course at the end of the year. (At the end of Year 10 and again at the end of Year 11);
- Students entering Year 10 in 2021 will be eligible for the credential once they have completed Stage 5;
- Students who are planning to leave school will be able to sit optional online Literacy and Numeracy tests;
- Teachers will use Subject Specific Course Performance Descriptors to determine grades for all Board Developed courses. The Common Grade Scale will be used to evaluate performance in all Board Endorsed Courses. The grade descriptions are derived from the knowledge, skills and understandings developed in Stage 5 syllabuses and provide a general description of typical performance at each grade level, A to E.

### Eligibility Requirements for the 2020 RoSA

To qualify for the award of the RoSA, a student must have:

- Attended a government or accredited non-government school;
- Undertaken and completed courses of study that satisfies NESA's curriculum and assessment requirements for the Record of School Achievement;
- Complied with other requirements (such as attendance) imposed by the Minister or the Board; and
- Completed Year 10

### Mandatory curriculum requirements for the award of the RoSA

English	Board Developed syllabus to be studied throughout Years 7 – 10. 400 hours to be completed by the end of Year 10.
Mathematics	Board Developed syllabus to be studied throughout Years 7-10. 400 hours to be completed by the end of Year 10.
Science	Board Developed syllabus to be studied throughout Years 7-10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	Board Developed syllabuses are to be studied throughout Years 7-10. 400 hours to be completed by the end of Year 10, including 200 hours each of History and Geography in Stages 4 and 5.
Languages Other than English	100 hours to be completed on one Board Developed syllabus of Board Endorsed language course over one continuous 12-month period.
Technological and Applied Studies	Board Developed Technology (Mandatory) syllabus to be studied for 200 hours in Years 7-8.
Creative Arts	200 hours to be completed consisting of the Board Developed 100-hour mandatory courses in each of Visual Arts and Music.
Personal Development, Health and Physical Education	Board Developed mandatory 400-hour integrated syllabus in Personal Development, Health and Physical Education to be studied in Years 7-10.

Schools are not required to offer additional studies. However, additional Board Developed Courses and Content Endorsed Courses can be credentialed on the RoSA if they are taught during Stage 5 and in accordance with syllabus and indicative time requirements. In the TAS and CAPA KLAs students must complete the mandatory course before they can commence study of the additional course.

### Satisfactory Completion of a Course

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

- Followed the course developed or endorsed by the Board;
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- Achieved some or all of the course outcomes.

NESA does not set a minimum attendance for the satisfactory completion of a course. The principal may determine that, as a result of absence, the above course completion criteria might not be met. Clearly, such absences are serious and principals must give students early written warning of the consequences of non-completion of course requirements. The warning must relate the student's absence to the non-completion of the course requirements.

Students can best meet these requirements if they:

- Attend all timetabled lessons and minimise absences from class for any reason;
- Complete all activities set during class time;
- Complete homework set by the teacher;
- Regularly revise all work and implement a regular study timetable; and
- Complete all assessment tasks to maximise their marks.

### Awarding Grades

Schools are responsible for awarding a grade for each student who completes a Stage 5 course (except Life Skills and VET courses) to represent their achievement. Teachers make professional, on-balance judgements about a student's performance in relation to the Course Performance Descriptors (for Board Developed Courses) or the Common Grade Scale (for Content Endorsed Courses). Teachers determine which grade best matches the standards their students have demonstrated by the end of the course. Teachers are required to ensure that the grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW. To ensure judgements are consistent with state-wide standards, teachers compare their student's work with work samples on the NESA website that are aligned to the A to E grade scale. The grade is reported on the student's Record of School Achievement.

At Parkes High School the process of determining grades requires Head Teachers and teachers to:

- Devise and administer assessment tasks that address the outcomes of the syllabus;
- Observe and record assessment judgements (marks, comments and grades);
- Use all available assessment information to make a summative judgement of each student's overall level of achievement at the end of the course;
- Refer to the Course Performance Descriptors or Common Grade Scale to award a grade that most appropriately describes a student's achievement; and
- Follow a process of moderation to ensure that grades awarded are consistent with published standards.

The course grade is based on the student's performance on each of the formal internal assessment tasks scheduled for completion during the course and on performance in tasks given in class. Thus, performance over the entire year of study is used to calculate the final grade in each course.

Teachers will interpret the Course Performance Descriptors in terms of achievement that can be demonstrated by Stage 5 students within the bounds of the syllabus. All syllabus outcomes have been taken into account in designing the teaching and learning and assessment programs in each course.

The same Course Performance Descriptors or Common Grade Scale applies to 100-hour and 200-hour courses. This relates to courses studied across Years 9 and 10, and to courses studied exclusively in either Year 9 or Year 10. Schools must allocate grades to all students for any 100-hour or 200-hour course completed during Stage 5. Schools must maintain a record of grades awarded for courses completed in Year 9.

Where a school wishes to assign an 'N' for a student's achievement in a Board Developed Course, a Grade should still be submitted so that, if the student appeals successfully to NESAs, the grade can be reinstated.

### **Life Skills**

Students undertaking Life Skills courses will study selected outcomes and content informed by a collaborative curriculum planning process. Assessment should provide opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments. Students undertaking Life Skills courses are not required to complete formal assessment tasks.

Students may demonstrate achievement in relation to Life Skills outcomes independently, with adjustments or with support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

### **N Awards**

Students studying a Stage 5 course must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark.

An N Determination warning letter is issued to students who fail to complete assessment tasks, are not completing course work, or for poor attendance that is having an adverse effect on their progress. An N Determination Warning Letter will also be issued to students who do not apply themselves with diligence and sustained effort to set tasks and experiences provided in the course by the school.

If a student does not subsequently meet course requirements as detailed in the N Award Warning Letter(s), then the Principal may give an N Award for the course. This means that the student will receive no result in that course. For students to be deemed unsatisfactory, they will be given a minimum of two official N Award Warning Letters.

Students undertaking a Stage 5 Life Skills course can be issued with N Awards.

The issuing of a second N Determination warning letter in any course at Parkes High School will result in the student being placed in the Reconnect Program to address outstanding class work and/or assessment tasks.

A student who is given an 'N' determination in a Stage 5 mandatory course will not be eligible for a Record of School Achievement. Transcripts of Study will list the mandatory course(s) in which an 'N' determination has been awarded in Stage 5. The document will carry the statement 'Not Eligible for the Record of School Achievement.' A student who is given an 'N' determination in an additional course in Stage 5 retains eligibility for the RoSA provided that all other requirements are met.

## **Part 2: Parkes High School Assessment Policies and Procedures**

This formal assessment program has been prepared in accordance with each NESA syllabus and incorporates the Areas for Assessment that have been developed for each Board Developed Course and that are published with the Course Performance Descriptors. These provide a framework for structuring the assessment program. Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. They may include tests, written assignments, practical activities, fieldwork and projects.

### **Fairness**

The underlying belief in each of these school requirements is fairness to all candidates within the group. Our policy aligns with NESA advice on quality assessment practices.

### **Student Organisation**

It is a student's responsibility to organise study and preparation time to ensure that assessment tasks are submitted by the due date.

Students should start tasks early, break them into a series of small steps and set deadlines for completing each step. Students should back up all work prepared on computer as the failure of technology is not generally an acceptable excuse for the late submission of work. Students are advised to keep a copy of all written work that is submitted.

### **Assessment Program**

The school will provide each student with a copy of the assessment program in each course which shows:

- The type of assessment tasks that will be set;
- The weighting of each task in relation to the total number of assessment marks for the course; and
- A due date for each assessment task.

**It is expected that all students will complete all assessment tasks.**

### **Assessment Schedules**

- Students will be issued with assessment schedules for all courses;
- Students will be given a minimum of two weeks' written notification of the due date of an assessment task;
- Students may have more than one assessment task due at the same time;
- If an assessment schedule needs to be altered, students will be advised in writing.

The timing of assessment tasks has been coordinated across subject areas to ensure that students do not have too many assessment tasks scheduled in any given week. This is to ensure that the workload for all students is manageable.

### **Adjustments for students with special education needs**

It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that students with special education needs can access and participate in education on the same basis as other students.

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. These may include:

- Adjustments to the assessment process. Some examples include additional time, rest breaks, the use of a reader and/or writer or specific technology;
- Adjustments to assessment activities. Some examples include rephrasing questions, using simplified language or alternative formats for questions;

- Alternative formats for responses. Some examples include writing in point form instead of essays, scaffolded responses, short objective questions or multimedia presentations.

Schools are responsible for any decisions about adjustments to course work and formal assessment tasks. Decisions regarding adjustments should be made in the context of collaborative curriculum planning.

Providing adjustments does not restrict a student's access to the full range of grades or marks.

### Formal Assessment Notification

For each formal assessment task students will be provided with:

- Adequate written notification in advance of the task (minimum, two weeks);
- The format of the notification must be in the agreed school proforma and include:
  - Task number
  - Task weighting
  - Due date
  - Outcomes assessed
  - Description of the nature of the task
  - Assessment criteria
  - Marking guideline

The task number, weighting and due date must reflect the assessment schedule for a course. The nature of the task should clearly describe for students the requirements and expectations of the task. The assessment criteria for the task should outline for students what will be assessed in relation to the outcomes.

Faculty Head Teachers are required to validate each task prior to its distribution to students.

Written or verbal feedback will be provided to students relating to their performance in the task that provides meaningful and useful information relative to the achievement of outcomes.

### Notice of Due Dates

Students will be given a minimum of two weeks' notice in writing for each Stage 5 Course Assessment Task. Students will have to sign for receipt and submission of tasks on a Task Register kept by the Class Teachers and stored securely.

Students will be given as much notice as possible. **It is the responsibility of students who are absent from class to obtain copies of assessment tasks.** Often teachers will upload a copy of assessment tasks to Google Classroom after they have been issued. There will be no extension of the due dates unless an Appeal for Illness/Misadventure Form is completed and upheld. Schedules contained in this booklet indicate the week in which assessment tasks are due.

It is common for students to be given assessment tasks well in advance of the due date. Students are strongly advised to plan their work schedule carefully and to start work on assessment tasks as they are handed out. This planning will alleviate pressure when more than one assessment task is due in the same week.

### How to submit Assessment Tasks

All tasks not done in class or during examinations must be handed to the teacher concerned, or the Head Teacher in the case of the teacher's absence. The teacher and student must sign a Submission of Task Register. **Do not leave the task on a teacher's desk.**

## Penalty for Late Work

Students are expected to submit assessment tasks by the due date.

In fairness to students who hand in assessment tasks on time, **students who fail to complete or submit an assessment task prior to 3.20 on or before the due date will automatically receive a mark of ZERO.**

However, to meet course requirements, the task must still be submitted after the due date.

## What to do if you know you will be absent when an assessment task is due

If students know they will be absent from school on the date an assessment task is due (e.g. representing the school in sport, performing arts, school excursion, work placement) **they must notify the Head Teacher immediately.** The student will be required to arrange to submit the work on the due date or submit it early.

If students know they will be absent from school on the date a test or examination will be held they must make arrangements with the relevant Head Teacher **before** the examination date to do the test/examination at an alternate time.

Students who fail to complete the task on or before the due date and do not make arrangements for its completion on a specified date **MUST** complete and **Illness and Misadventure form.**

## Attendance on the Day a Task is Due

**Students must be at school and attend all timetabled classes on the day an assessment task is due or to be conducted otherwise a zero mark will be awarded.**

If a student fails to meet this requirement, he/she must provide independent evidence of the reasons, detailing why the circumstances prevented them from being at school, or why they could not attend all lessons on time. Students who appeal on the grounds of illness must provide a medical certificate.

If proof of illness or leave is not approved, then the student will be awarded a **zero** mark for the task.

A student who suffers an illness/misadventure on the day of an assessment task may submit an **Illness and Misadventure Application** for consideration.

## Illness/Misadventure

Please note the following:

**Illness or injury** – refers to illness or physical injuries suffered directly by the student which allegedly affected their performance in the assessment task (e.g. influenza, an asthma attack, a cut hand);

**Misadventure** – refers to any event beyond the student's control which allegedly has affected their performance in the assessment task (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

If a student is unable to complete the task on or by the due date they may apply for consideration under the illness/misadventure provisions.

**It is the student's responsibility to initiate this procedure and supply the relevant supporting documentation to the Head Teacher either prior to the task or on the first day they return to school.**

In the event of illness of unavoidable circumstances and misadventures that prevent a student from attending an assessment task or exam, the student must provide the Principal with a copy of a doctor's certificate or a statutory declaration and a completed copy of the Illness/Misadventure form (a copy is included in this booklet). Only where the Principal considers that the student has a valid reason, may the Principal grant an extension of time or award a mark based on a substitute task. Only one opportunity to complete a substitute task can be arranged.

In exceptional circumstances (where undertaking a substitute task is not feasible or reasonable, or where the missed task is impossible to duplicate), the Principal can authorize the use of an estimate based on other appropriate evidence. In general, administering a substitute task is preferable to providing an estimate mark. An estimate will only be applied after all other tasks have been undertaken providing that a student has completed more than 50% of the assessment program.

Where no prior arrangements have been made, or no valid reason exists, a zero mark will be awarded. Should a task be submitted late, without first gaining an extension from the Principal, then a mark of **zero** will be awarded. If an extension has been granted there is no mark penalty.

Absence from school on the due date for the submission of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** and only after approval from the Principal.

### **Valid Reason**

Illness of the student, death or serious illness or family problem in the immediate family are valid reasons if supported by documentation (a copy of a doctor's certificate or statutory declaration). Attendance at a school approved excursion or sporting visit, may also be a valid reason if the excursion is for a period greater than two days.

**It is the student's responsibility to notify the teacher prior to the absence and complete an Appeal for Illness/Misadventure Form.**

The Principal may grant an extension to the due date but will consider the impact of the absence on the student's chance to complete the task. An extension will not automatically be given.

It is the student's responsibility to initiate any Appeal for Illness or Misadventure and this must be done immediately on their return to school.

### **Technology and Assessment Tasks**

Most students now use some form of technology to produce their hand-in assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.

**It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time.**

To minimise problems in relation to technology, students should adhere to the following protocols:

- Continually back up all work onto an external portable storage device (USB drive) or a Cloud storage (such as Google Docs)
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school;
  - Check the compatibility of your home software with the school's technology
  - Sound files should be saved as an MP3, and Video/Digital Media should be saved as MP4 files
  - Save a copy of the final version of your task to your email address that can be accessed at school, as well as bringing it to school on a USB

To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers/printers. If you are unable to print your work at home, download the task onto a USB drive and bring it to school for printing (this must be completed before the submission time).

## **Malpractice**

All work presented in assessment tasks and examinations must be your own or must be acknowledged appropriately.

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others.

Malpractice, including plagiarism, could lead to a mark of zero. Malpractice includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as your own, including using material directly from books, journals, CDs or the internet without reference to the source;
- Building on the ideas of another person without reference to the source;
- Buying, stealing or borrowing another person's work and presenting it as your own;
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- Paying someone to write or prepare material;
- Breaching school examination rules or using non-approved aides during an assessment task;
- Contriving false explanations to explain work not handed in by the due date; or
- Assisting another student to engage in malpractice

In the case of suspected malpractice students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to the student:

- Providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas; and/or
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

When malpractice has been proven in a school-based assessment task the case will be reviewed by a panel consisting of a member of the senior executive, a head teacher and a classroom teacher. The panel will review each case of malpractice on its merits, considering all the issues, in order to arrive at a fair conclusion and make recommendations to the Principal. Proven malpractice will limit a student's mark or result in a zero mark being given. Proven malpractice must be detailed in Sentral and parental contact made.

One or more of the following consequences may be applied to proven malpractice:

- Reduced marks for all or part of the assessment task;
- Zero marks for all or part of the assessment task;
- An N Warning letter issued; or
- The student may be required to sit a substitute task with significantly different supervision.

The penalty applied will be appropriate to the seriousness of the offence.

## **Non-Completion of a Task**

Students are expected to complete all assessment tasks set. Where the teacher determines that there is no valid reason for non-completion of an assessment task, including truancy from class or school, a zero mark will be recorded for that task. A student must complete and submit a task even if it is to receive a zero mark.

## **Zero Marks Awarded**

A student will be given a zero mark if the student:

- Has not made a serious attempt to do the task, including work that is trivial, frivolous or offensive;
- Is absent from a task without a valid reason;
- Has been involved in extensive malpractice; or
- If, in the teacher's judgement, the work is worth zero.

## **Notification to Parents**

Breaches of the policy on malpractice, non-serious attempts and non-completion of tasks will result in parents being informed in writing.

## **Appeals**

Students have the right to appeal if they feel that the process has not been followed. Appeal forms must be lodged within one calendar week of the return of the task. An appeal cannot be made on the basis of the actual marks obtained. A student can only appeal on the basis of process.

## **Enquiries**

Students should direct any enquiries about assessment marks or tasks directly to their class teacher.

Concerns or complaints about any issue not resolved following discussion with the class teacher and/or the Head Teacher may be referred by either the parents or the student to the Principal or Deputy Principal. The school asks parents and students to submit significant complaints in writing. The school is committed to act on and resolve complaints to the satisfaction of all parties.

## **Procedures for providing assessment marks and grades for students who transfer into the school after the commencement of Stage 5 courses.**

### **Students from another school in NSW**

Students who transfer to Parkes High School in Term 3 or 4 of Year 10 will have their grades decided and submitted to NESA by their previous school. Grades must be supplied for any 100 hours of study satisfactorily completed in any Board Developed or Board Endorsed Course. In the case of English, Mathematics, Science, PDHPE and any mandatory course in the HSIE key learning area, the principal may deem that the equivalent of the first 100 hours in each of these courses has been completed before enrolment. The student should then continue study of these courses throughout Stage 5.

Students who enrol at Parkes High School before the end of Term 2, in Year 10 will have an assessment mark and grade determined at the completion of the course based on the performance of the student in all formal assessment tasks and classwork completed in common with their new course cohort. It will always be the first preference of PHS that students complete common assessment tasks with their cohort. If it is determined by the Head Teacher of a faculty that this is NOT possible then a student's final mark may be achieved by:

- Providing the student with an alternative task that measures the same outcomes;
- Providing an estimated mark for a missed task that maintains the student's overall rank order and relative difference between them and the student below and above them in the course.

Grades will be awarded by Parkes High School by following the same process as is used to award grades to all other students. (See earlier section).

If students are unable to continue with the same additional courses as they were studying at their previous school they will receive a grade from that previous school for 100 hours of these courses and a grade from PHS for the 100 hours of the alternative course which is being studied.

### **Students from interstate or overseas**

Where the principal determines that a student arriving from overseas or interstate could meet the requirements for the Record of School Achievement, the student should be entered for Stage 5 courses via Schools Online and a grade determined as above.

## **Procedures for dealing with the assessment of accelerants and accumulants**

Students may accelerate in single courses or in all courses (grade advancement). Accelerants should complete all assessment tasks, or their equivalent, as students completing requirements in the normal time frame. However, there may need to be some flexibility in the order and timing of assessment tasks. Students may accumulate courses towards the Record of School Achievement. Grades will be awarded for each course in the year in which it is completed.

## **Examination and Assessment Task Rules and Procedures**

In many subjects' examinations form part of the assessment program.

Students must follow the day-to-day rules of the school including:

- no talking during exams or assessment tasks,
- no communication with other students once they enter the room,
- remain in their allocated seat
- do not disturb other students.

Students must follow the supervising teacher's instructions at all times and must behave in a polite and courteous manner towards the staff and other students.

You must not:

- Take a mobile phone into the examination or assessment room;
- Take any electronic device into the examination room unless approved by the school;
- Speak to any person other than a supervisor during an examination or assessment task;
- Behave in any way likely to disturb the work of any other student or upset the conduct of the examination or assessment task;
- Attend an examination or assessment task under the influence of alcohol or illegal drugs;
- Take into the examination or assessment task room any books, notes, the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable or on the assessment task;
- Smoke in the examination room or assessment task;
- Eat in the examination room or assessment task except as approved by the presiding officer;
- Take any examination booklets, whether used or not, from the examination room.

No responsibility will be taken for the safe-keeping of any unauthorised material or equipment surrendered to supervisors before or during examinations or assessment tasks.

## **Procedures for reviewing the policy**

The policy is reviewed annually to ensure:

- The continued implementation of procedures which satisfy the requirements of the Record of School Achievement;
- It meets NESA requirements

The review includes:

- Assessment policy
- Assessment schedules
- Assessment Practices

## Parkes High School Year 10 Assessment Calendar 2021

PARKES HIGH SCHOOL CALENDAR		TERM 1	2021
<b>A – Week 1</b>	<b>25 January</b>		
<b>B - Week 2</b>	<b>1 February</b>		
<b>A - Week 3</b>	<b>8</b>		
<b>B - Week 4</b>	<b>15</b>		
<b>A – Week 5</b>	<b>22</b>		
<b>B - Week 6</b>	<b>1 March</b>		
Line 1/ Line 2 Agriculture			
<b>A - Week 7</b>	<b>8</b>		
<b>B - Week 8</b>	<b>15</b>		
Science Line 2 Food Technology Line 2 Music Line 2 Photographic and Digital Media			
<b>A - Week 9</b>	<b>22</b>		
Mathematics 5.3, Mathematics 5.2, Mathematics 5.1 Line 1 Visual Arts			
<b>B - Week 10</b>	<b>29</b>		
English, HPGE English PDHPE			

PARKES HIGH SCHOOL CALENDAR		TERM 2	2021
<b>A - Week 1</b>	<b>19 April</b>		
HSIE Careers			
<b>B - Week 2</b>	<b>26</b>		
Line 1/ Line 2 PASS Careers			
<b>A - Week 3</b>	<b>3 May</b>		
<b>B - Week 4</b>	<b>10</b>		
Line 2 Photographic and Digital Media HSIE			
<b>A - Week 5</b>	<b>17</b>		
Mathematics 5.3, Mathematics 5.2, Mathematics 5.1 Line 1/ Line 2 Agriculture Line 1 Industrial Technology Timber Line 1 Visual Arts			
<b>B - Week 6</b>	<b>24</b>		
Line 2 Music			
<b>A - Week 7</b>	<b>31</b>		
English, HPGE English,			
<b>B - Week 8</b>	<b>7 June</b>		
Line 2 Food Technology PDHPE			
<b>A - Week 9</b>	<b>14</b>		
Science Careers			
<b>B – Week 10</b>	<b>21</b>		
Line 1 Industrial Technology Timber Careers			

PARKES HIGH SCHOOL CALENDAR		TERM 3	2021
<b>A - Week 1</b>	<b>12 July</b>		
<b>B - Week 2</b>	<b>19</b>		
<b>A - Week 3</b>	<b>26</b>		
Line 1/ Line 2 PASS			
<b>B - Week 4</b>	<b>2 August</b>		
Mathematics 5.3, Mathematics 5.2, Mathematics 5.1			
<b>A - Week 5</b>	<b>9</b>		
Line 1/ Line 2 Agriculture			
<b>B - Week 6</b>	<b>16</b>		
<b>A - Week 7</b>	<b>23</b>		
English, HPGE English Line 2 Food Technology			
<b>B - Week 8</b>	<b>30</b>		
Science Line 1 Visual Arts			
<b>A -Week 9</b>	<b>6 July</b>		
Line 2 Music Line 2 Photographic and Digital Media HSIE			
<b>B -Week 10</b>	<b>13</b>		
PDHPE			

PARKES HIGH SCHOOL CALENDAR		TERM 4	2021
<b>A - Week 1</b>	<b>4 October</b>		
<b>B - Week 2</b>	<b>11</b>		
Line 2 Photographic and Digital Media Line 1 Visual Arts			
<b>A - Week 3</b>	<b>18</b>		
<b>Examination Week</b>			
English Mathematics 5.3, Mathematics 5.2, Mathematics 5.1 Science HSIE PDHPE Line 1/ Line 2 Agriculture Line 1/ Line 2 PASS Careers			
<b>B - Week 4</b>	<b>25</b>		
Line1/ Line 2 PASS Careers			
<b>A - Week 5</b>	<b>1 November</b>		
Line 1 Industrial Technology Timber			
<b>B - Week 6</b>	<b>8</b>		
<b>A - Week 7</b>	<b>15</b>		
<b>B - Week 8</b>	<b>22</b>		
<b>A -Week 9</b>	<b>29</b>		
<b>B -Week 10</b>	<b>6 December</b>		
<b>A - Week 11</b>	<b>13</b>		



## Parkes High School Illness/Misadventure Form for school based Assessments, including Examinations

Name: \_\_\_\_\_ Date: \_\_\_\_\_

*This form must be submitted if you (1) know you will be absent from an assessment task with a valid reason or (2) had an illness or a misadventure that **prevented** you from doing the task or examination, or that **affected** your performance during the examination. This form must be submitted on the day or the first day you return to school to the Head Teacher of that subject (who will inform the Principal).*

I, \_\_\_\_\_ hereby apply on consideration of the following factor(s) that affected my performance in this assessment task.

- *Only list the examinations/assessment tasks that you are appealing*
- *Do not list the examination/assessment tasks in which you were not affected by illness or misadventure*

<input type="checkbox"/> Stage 4	<input type="checkbox"/> RoSA	<input type="checkbox"/> Preliminary	<input type="checkbox"/> HSC
Assessment Task:		Teacher:	
Scheduled date:			
Outline of Reason/s for misadventure/illness:			
Request and date for proposed completion (if applicable)			
Extension <b>with</b> Penalty <input type="checkbox"/>		Extension <b>without</b> Penalty <input type="checkbox"/>	

*Note: Documentary evidence from Parent/Doctor must be provided, except in exceptional circumstances.*

### Independent evidence of illness/misadventure:

- Doctor's Certificate supplied: Yes/No
- Statutory Declaration by parent/guardian supplied: Yes/No

*Statutory Declaration must include date of illness/incident, nature of incident (eg death of family member, car accident, etc); all relevant details of the incident; and contact details of parent/guardian.*

I consider that my examination/assessment task performance was affected by illness or unforeseen misadventure which occurred immediately before or during the examination/misadventure as set out in this form.

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

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

Recommendation and Decision	
<input type="checkbox"/> Extension granted – <b>new date</b> _____	
<input type="checkbox"/> Penalty applied	<input type="checkbox"/> No penalty
Signatures: _____ <div style="display: flex; justify-content: space-around; font-size: small;"> <span>Head Teacher</span> <span>Class Teacher</span> </div>	
Principal's Signature: _____	
Head Teacher Informs student of Decision Date _____	
Signatures: _____ <div style="display: flex; justify-content: space-around; font-size: small;"> <span>Head Teacher</span> <span>Student</span> </div>	
<input type="checkbox"/> Photocopy given to student	



# Parkes High School Assessment Mark/Grade Appeal Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Appeal forms must be lodged with the Principal within one calendar week of the return of the task. You may seek advice from your class teacher, Year Advisor or Deputy Principal before you complete this form. If the Principal deems there are grounds for appeal, then this form will be forwarded to the Appeals Committee, which will consist of two independent teachers, and a teacher from the faculty involved.

Students have the right to appeal an assessment mark or grade. Appeals can only be made on the grounds that due process was not followed by the school. An appeal cannot be submitted on the basis of:

- The marks or grades given, unless due process was not followed;
- Difficulties in preparation or loss of preparation time;
- Alleged deficiencies in tuition;
- Long term illness;
- The same grounds for which special provisions were received;
- Misreading the timetable; or
- Other commitments such as sporting, cultural or work commitments.

Course Name: \_\_\_\_\_

Task Number: \_\_\_\_\_ Task Description: \_\_\_\_\_

Details of your appeal:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supporting documentation (list the documents that you are attaching to this appeal).

\_\_\_\_\_  
\_\_\_\_\_

-----  
*Office Use Only*

### Outcome of Appeal

Declined /  
Upheld

Reasons:

Name: \_\_\_\_\_ Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## **SUBJECT OUTLINES**

**Allocation of grades based on performance descriptors will be determined by completion of tasks in all subject areas. These tasks are detailed in this section of the booklet.**

**In all subjects the Course Performance Descriptors describe achievement from Elementary (E) to Excellent (A).**

# English

Assessment	Weightings	Task 1	Task 2	Task 3	Task 4
		Analytical Response	Speech	Imaginative Response with Reflection Statement	Yearly Examination
		DUE: Term 1, Week 10	DUE: Term 2, Week 7	DUE: Term 3, Week 7	DUE: Term 4, Week 3 As per junior examination timetable
Outcomes		EN5-5C EN5-6C EN5-8D	EN5-1A EN5-3B EN5-5C	EN5-2A EN5-7D EN5-9E	EN5-4B EN5-6C EN5-8D
Belonging	25%	25%			
Novel Study	25%		25%		
Shakespeare <i>Macbeth</i>	25%			25%	
Representation	25%				25%
Total	100%	25%	25%	25%	25%

# HPGE English

Assessment	Weightings	Task 1	Task 2	Task 3	Task 4
		Multimodal Presentation; Speech and one Visual Text	Analytical Response	Imaginative Response with Reflection Statement	Yearly Examination
		DUE: Term 1, Week10	DUE: Term 2, Week 7	DUE: Term 3, Week 7	DUE: Term 4, Week 3 As per junior examination timetable
<b>Outcomes</b>		EN5-2A EN5-4B EN5-7D	EN5-1A EN5-6C EN5-8D	EN5-3B EN5-5C EN5-9E	EN5-2A EN5-7D EN5-9E
Modern Texts	25%	25%			
Gothic Literature	25%		25%		
Shakespeare <i>Corruption and Power</i>	25%			25%	
Film Study	25%				25%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

# Mathematics 5.3

Areas for Assessment	Weighting	Task 1	Task 2	Task 3	Task 4
		Skills Assessment	Skills Assessment	Investigation	Skills Assessment
		DUE: Term 1, Week 9	DUE: Term 2 Week 5	DUE: Term 3, Week 4	DUE: Term 4, Week 3 As per junior examination timetable
<b>Outcomes</b>		MA5.3-13MG MA5.3-6NA MA5.3-2WM	MA5.3-19SP MA5.3-5NA MA5.3-2WM	MA5.3-16MG MA5.3-1WM MA5.3-15MG	MA5.3-7NA MA5.3-2WM
Mathematical Knowledge	50%	15%	15%	5%	15%
Working Mathematically	50%	10%	10%	20%	10%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## Mathematics 5.2

Areas for Assessment	Weighting	Task 1	Task 2	Task 3	Task 4
		Skills Assessment	Skills Assessment	Investigation	Skills Assessment
		DUE: Term 1, Week 9	DUE: Term 2 Week 5	DUE: Term 3, Week 4	DUE: Term 4, Week 3 As per junior examination timetable
Outcomes		MA5.2-4NA MA5.2-2WM	MA5.2-15SP MA5.2-6NA MA5.2-2WM	MA5.2-17SP MA5.2-1WM	MA5.2-13MG MA5.2-2WM
Mathematical Knowledge	50%	15%	15%	5%	15%
Working Mathematically	50%	10%	10%	20%	10%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

# Mathematics 5.1

Areas for Assessment	Weighting	Task 1	Task 2	Task 3	Task 4
		Skills Assessment	Skills Assessment	Investigation	Skills Assessment
		DUE: Term 1, Week 9	DUE: Term 2 Week 5	DUE: Term 3, Week 4	DUE: Term 4, Week 3 As per junior examination timetable
Outcomes		MA5.1-4NA MA5.1-2WM	MA5.1-12SP MA5.1-8NA MA5.1-2WM	MA5.1-13SP MA5.1-1WM	MA5.1-16MG MA5.1-10MG MA5.1-2WM
Mathematical Knowledge	50%	15%	15%	5%	15%
Working Mathematically	50%	10%	10%	20%	10%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

# Science

Areas for Assessment	Weighting	Task 1	Task 2	Task 3	Task 4
		Topic Test Electricity	Student Research Project	Genetics and Evolution Skills Task	Motion Test
		DUE: Term 1, Week 7	DUE: Term 2, Week 9	DUE: Term 3, Week 8	DUE: Term 4, Week 3 As per junior examination timetable
<b>Outcomes</b>		SC5-7WS, SC5-10PW, SC5-2VA, SC5-8WS	SC5-1VA, SC5-4WS, SC5-5WS, SC5-6WS, SC5-9WS	SC5-15LW, SC5-8WS, SC5-6WS	SC5-7WS, SC5-8WS, SC5-11WS, SC5-8WS
Knowing and understanding	30%	10%	5%	10%	5%
Questioning and Predicting	10%	5%			5%
Planning and Conducting Investigations	10%		10%		
Processing and Analysing Data and Information	20%		10%	5%	5%
Problem-solving	20%	5%		10%	5%
Communicating	10%		5%	5%	
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>

# HSIE – History and Geography

Areas for Assessment	Weighting	Task 1	Task 2	Task 3	Task 4
		Research/ Field Work	Examination	Research Extended Response	Examination
		DUE: Term 2, Week 1	DUE: Term 2, Week 4	DUE: Term 3, Week 9	DUE: Term 4, Week 3 As per junior examination timetable
<b>Outcomes</b>		GE5-2 GE5-3 GE5-5	GE5-1 GE5-4 GE5-6	HT5-1, HT5-2 HT5-4, HT5-6 HT5-9, HT5-10	HT5-1, HT5-3 HT5-4, HT5-5 HT5-7, HT5-9
Knowledge and Understanding of Course Content	40%	10%	10%	10%	10%
Source Interpretation and Analysis/ Skills	20%	5%	5%	5%	5%
Inquiry and Research	20%	5%	5%	5%	5%
Communication of Ideas	20%	5%	5%	5%	5%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

# Music

Components	Weighting	Task 1	Task 2	Task 3
		Composition Task	Listening Task	Performance Task
		DUE: Term 1 Week 8	DUE: Term 2 Week 6	DUE: Term 3 Week 9
Outcomes		5.4, 5.5, 5.6, 5.10, 5.12	5.7, 5.8, 5.9, 5.11, 5.12	5.1, 5.2, 5.3, 5.12
Performing	40%			40%
Composing	30%	30%		
Listening	30%		30%	
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

# Visual Arts

Components	Weighting	Task 1	Task 2	Task 3	Task 4
		Visual Art Process Journal	Visual Art Process Journal	Visual Art Process Journal	Visual Art Process Journal
		Critical/ Historical Task	Critical/ Historical Task	Critical/ Historical Task	Critical/ Historical Task
		DUE: Term 1 Week 9	DUE: Term 2 Week 5	DUE: Term 3 Week 8	DUE: Term 4 Week 2
Outcomes		5.1, 5.2, 5.3, 5.7, 5.8, 5.9	5.4, 5.5, 5.6, 5.8	5.2, 5.3, 5.4, 5.7, 5.8, 5.9	5.2, 5.3, 5.4, 5.9, 5.10
Making	60%	15%	15%	15%	15%
Critical and Historical Interpretations	40%	5%	10%	15%	10%
Total	100%	20%	25%	30%	25%

# Photographic and Digital Media

Areas for Assessment	Weighting	Task 1	Task 2	Task 3	Task 4
		Photographic and Digital Media Journal, Portfolio of Photographs	Critical/ Historical Task Response PDM Journal	Critical and Historical Task	Photographic and Digital Media Journal. Practical Task
		DUE: Term 1, Week 8	DUE: Term 2, Week 4	DUE: Term 3, Week 9	DUE: Term 4, Week 2
<b>Outcomes</b>		5.1, 5.7, 5.8, 5.9, 5.10	5.1, 5.3, 5.6, 5.7, 5.8	5.7, 5.8, 5.9, 5.10	5.2, 5.2, 5.3, 5.4, 5.5, 5.6
Making	70%	20%	10%		40%
Critical and Historical Interpretations	30%	5%	5%	20%	
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>15%</b>	<b>20%</b>	<b>40%</b>

# PDHPE

Areas for Assessment	Weighting	Task 1	Task 2	Task 3	Task 4	Task 5
		My Mind Matters Task	Keeping Myself and Others Safe	Modified Games Task	Practical Assessment	Yearly Examination
		DUE: Term 1, Week 10	DUE: Term 2, Week 8	DUE: Term 3, Week10	DUE: Terms 1-4, Weeks 1-10	DUE: Term 4, Week 3 As per junior examination timetable
Outcomes		PD5-2	PD5-1	PD5-4 PD5-6	PD5-4, PD5-5, PD5-8, PD5-11	PD5-1, PD5-2, PD5-3, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10
Health, Wellbeing and Relationships	25%	10%				15%
Movement Skills and Performance	50%			10%	40%	
Healthy Safe and Active Lifestyle	25%		10%			15%
<b>Total</b>	<b>100%</b>	<b>10%</b>	<b>10%</b>	<b>10%</b>	<b>40%</b>	<b>30%</b>

# Physical Activity and Sports Studies

Areas for Assessment	Weighting	Task 1	Task 2	Task3	Task 4
		Nutrition TaskK	Coaching Task	Practical Assessment	Yearly Examination
		DUE: Term 2 Week 2	DUE: Term 3 Week 3	DUE: Ongoing terms 1-4 Term 4 Week 4	DUE: Term 4 Week 3 As per junior examination timetable
Outcomes		P5-4	P5-5, P5-7, P5-8	P5-1, P5-2, P5-3, P5-4	P5-7, P5-9
Foundations of Physical Activity	40%	20%		10%	10%
Physical Activity and Sport in Society	30%		20%		10%
Enhancing Participation and Performance	30%			20%	10%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>

# Agricultural Technology

Areas for Assessment	Weighting	Task 1	Task 2	Task 3	Task 4
		Research Task	Experiment	Research task	Final Task
		DUE: Term 1, Week 6	DUE: Term 2, Week 5	DUE: Term 3, Week 5	DUE: Term 4, Week 3
<b>Outcomes</b>		AG5-3, AG5-12	AG5-4, AG5-6, AG5-11, AG5-12	AG5-1, AG5-2, AG5-5, AG5-7, AG5-12	AG5-13, AG5-14
Knowledge and Understanding	25%	10%	5%	5%	5%
Practical Application Skills	50%	10%	15%	10%	15%
Communication of Understanding in Appropriate forms	25%	5%	5%	10%	5%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

# Food Technology

Areas for Assessment	Weighting	Task 1	Task 2	Task 3
		Food for Special Occasions	Food Service and Catering	Food Trends
		DUE: Term 1, Week 8	DUE: Term 2, Week 8	DUE: Term 3, Week 7
Outcomes		FT5-1, FT5-9, FT5-10, FT5-11	FT5-1, FT5-2, FT5-5, FT5-10	FT5-1, FT5-9 ,FT5-12
Food properties and preparation	20%	10%		10%
Food, nutrition and society	5%		5%	
Food hygiene and safety	30%	15%		15%
Researching and communicating	25%	5%	15%	5%
Designing, producing and evaluating	20%	10%		10%
<b>Total</b>	<b>100%</b>	<b>40%</b>	<b>20%</b>	<b>40%</b>

# Industrial Technology – Timber

Syllabus Component	Syllabus Weighting	Task 1	Task 2	Task 3
		Practical / Folio Assessment PROJECT 1	Half Yearly Examination	Practical / Folio Assessment PROJECT 3
		DUE: Term 2 Week 5	DUE: Term 2 Week 10	DUE: Term 4, Week 5
<b>Outcomes</b>		IND5-1, IND5-4, IND5-9, IND5-10	IND5-1, IND5-3, IND5-4, IND5-5	IND5-1, IND5-2, IND5-3, IND5-5, IND5-6, IND5-7, IND5-8
WHS and Risk Management	10%		10%	
Properties and Applications of Materials	15%	5%	5%	5%
Industrial Technology and Society	15%	5%	5%	5%
Designing, Communicating and Evaluating	30%	10%	10%	10%
Producing Quality Products	30%	10%		20%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

# Careers

Components	Weighting	Task 1	Task 2	Task 3
		Work Ready	Portfolio Submission 1	Portfolio Submission 2
		DUE: Term 2 Week 1/2	DUE: Term 2 Week 9/10	DUE: Term 4 Week 1/2
Outcomes		5.1, 5.2, 5.4	4.2, 4.3, 4.4, 5.3, 6.1	4.4, 8.1, 8.2, 8.3, 8.4
Understand the Nature of Careers Information	50%	50%		
Link Life Long Learning to Personal Career Building Process and Aspirations	25%		25%	
Link Decision Making to Career Building	25%			25%
<b>Total</b>	<b>100%</b>	<b>50%</b>	<b>25%</b>	<b>25%</b>

## Year 10 Careers Work Experience Schedule

	Expression of interest due	Work Experience
<b>Session 1</b>	Term 1 Week 8	Term 2 Week 9
<b>Session 2</b>	Term 2 Week 8	Term 3 Week 5
<b>Session 3</b>	Term 3 Week 8	Term 4 Weeks 7&8

Work Experience at Parkes High is encouraged for all Year 10 students.

At the Term 1 Career interview students will indicate which industry areas they may wish to do work.

Students will then complete work experience paper work by **Week 8 the term before their intended session.**

All students are encouraged to do at least 1 session during 2021.

Work experience is very beneficial and important to see if you enjoy the industry of your choice or in some cases, more importantly, to see if you don't enjoy the industry.

## Year 10 Careers Interview Schedule

<b>Interview 1</b>	Career and Work Experience	Term 1 Week 5 & 6
<b>Interview 2</b>	Career and Subject selection	Term 3 Week 4 & 5

## **Stage 5 Course Performance Descriptors**

Schools are responsible for awarding each student a grade (A, B, C, D, or E) to summarise the student's achievement in any 100 hour or 200 hour course completed in Stage 5. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2). The grade awarded is reported on the student's Record of School Achievement.

Teachers will use these Stage 5 course performance descriptors to determine Stage 5 grades. The descriptors have been developed from the Board's general performance descriptors, and provide a more complete description of typical performance in this course at each grade level.

## Stage 5 Course Performance Descriptors – English

### Areas for Assessment

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

Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>demonstrates some evidence of the ability to respond to a limited range of texts.</li> <li>with teacher support, discusses the context and perspective of texts and the relationships between and among them</li> <li>with teacher support, discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts.</li> <li>responds in a rudimentary way to verbal and visual imagery.</li> <li>with teacher support, composes spoken, written, visual multimodal and digital texts for a limited range of purposes, audiences and contexts</li> <li>is able to generalise at times from engaging with texts to present a limited view of the world</li> <li>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.</li> <li>is able to identify some obvious expectations of an audience.</li> <li>with teacher support, is able to reflect on some aspects of their individual and collaborative skills for learning.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>demonstrates some ability to respond to a range of texts.</li> <li>discusses the context and perspective of texts and the relationships between and among them.</li> <li>discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts.</li> <li>responds to verbal and visual imagery.</li> <li>composes spoken, written, visual, multimodal and digital texts for different purposes, audiences and contexts</li> <li>is able to generalise at times from engaging with texts to present some differing views of the world.</li> <li>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.</li> <li>is able to identify and discuss some obvious preconceptions and expectations of an audience.</li> <li>with guidance, is able to reflect on their individual and collaborative skills for learning.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>through close and wide study, responds to a range of imaginative, factual and critical texts.</li> <li>investigates the context and perspective of texts and the relationships between and among them.</li> <li>analyses and discusses texts by selecting, identifying and explaining appropriate language forms and features and structures of those texts.</li> <li>responds imaginatively to verbal and visual imagery.</li> <li>displays a developing personal style, composes spoken, written, visual, multimodal and digital texts for a variety of purposes, audiences and contexts</li> <li>is able to generalise from engaging with texts to present differing views of the world.</li> <li>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.</li> <li>conforms to or challenges an audience's preconceptions and expectations.</li> <li>with increasing independence, reflects on and uses, assesses and adapts their individual and collaborative skills for learning.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>through close and wide study, responds to demanding, imaginative, factual and critical texts.</li> <li>investigates with some insight the context and perspective of texts and the relationships between and among them.</li> <li>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.</li> <li>responds imaginatively and critically in an effective way to verbal and visual imagery.</li> <li>displays a developing personal style, composes with confidence, spoken, written, visual, multimodal and digital texts for a variety of purposes, audiences and contexts.</li> <li>is able to generalise from engaging with texts to present a range of views of the world.</li> <li>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.</li> <li>with increasing confidence, is able to conform to, or challenge, an audience's preconceptions and expectations.</li> <li>independently reflects on and uses, assesses and adapts their individual and collaborative skills for learning.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>through close and wide study, responds to a comprehensive range of demanding, imaginative, factual and critical texts.</li> <li>perceptively investigates the context and perspective of texts and the relationships between and among them.</li> <li>constructively and critically analyses and evaluates complex texts by selecting, describing and explaining significant language forms and features and structures of those texts.</li> <li>responds imaginatively and critically in a highly effective way to verbal and visual imagery.</li> <li>displays a distinct personal style, composes with confidence, spoken, written, visual, multimodal and digital texts, for a wide variety of purposes, audiences and contexts</li> <li>is able to generalise confidently from engaging with texts to present a wide variety of views of the world.</li> <li>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.</li> <li>with confidence, is able to conform to, or challenge, an audience's preconceptions and expectations.</li> <li>independently reflects on and confidently uses, assesses and adapts their individual and collaborative skills for learning.</li> </ul>

## Stage 5 Course Performance Descriptors – Mathematics

### Areas for Assessment

- |                                   |   |
|-----------------------------------|---|
| <b>Working Mathematically</b>     | Knowledge, skills and understanding: <ul style="list-style-type: none"> <li>develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques and reasoning</li> </ul> |
| <b>Number and Algebra</b>         | <ul style="list-style-type: none"> <li>develop efficient strategies for numerical calculation, recognize patterns, describe relationships and apply algebraic techniques and generalization</li> </ul>  |
| <b>Measurement and Geometry</b>   | <ul style="list-style-type: none"> <li>identify, visualize and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems</li> </ul>           |
| <b>Statistics and Probability</b> | <ul style="list-style-type: none"> <li>collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements</li> </ul>   |

Grade E2	Grade D3	Grade D4	Grade C5	Grade C6
<p><i>A student performing at this grade uses some mathematical terminology in mathematical contexts; uses, with guidance, standard strategies to solve simple familiar problems; provides some reasoning in identifying a simple mathematical relationship.</i></p> <p><b>The student typically:</b></p> <ul style="list-style-type: none"> <li>solves simple financial mathematics problems involving earning money; simplifies simple algebraic expressions involving positive integral indices</li> <li>uses given diagrams and formulae to solve simple problems involving area and surface area; uses a calculator to find approximations of trigonometric ratios of given angles measured in degrees; constructs simple scale drawings</li> <li>determines the mean and range for a set of data</li> </ul>	<p><i>A student performing at this grade uses mathematical terminology, diagrams and symbols in mathematical contexts; uses appropriate standard strategies to solve simple familiar problems; provides some reasoning to support conclusions.</i></p> <p><b>The student typically:</b></p> <ul style="list-style-type: none"> <li>solves simple financial mathematics problems involving earning and spending money and, given the formula, calculates simple interest; completes a table of values to graph simple linear relationships</li> <li>expresses trigonometric ratios for angles in right-angled triangles in terms of an unknown side; uses the scale factor to find unknown sides in similar triangles</li> <li>calculates the mean, median and range to compare two sets of numerical data; uses data from Venn diagrams and two-way tables to calculate simple probabilities</li> </ul>	<p><i>A student performing at this grade uses appropriate mathematical terminology, diagrams and symbols in mathematical contexts; selects and uses appropriate standard strategies to solve simple familiar problems; provides some reasoning to support conclusions that are appropriate to the context.</i></p> <p><b>The student typically:</b></p> <ul style="list-style-type: none"> <li>graphs simple linear and non-linear relationships by constructing a table of values; uses diagrams to solve simple coordinate geometry problems</li> <li>finds the area of simple composite figures; given diagrams, uses trigonometry to find sides and angles in right-angled triangles</li> <li>interprets back-to-back stem-and-leaf plots, and statistical claims made in the media; calculates relative frequencies to estimate probabilities of simple and compound events</li> </ul>	<p><i>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</i></p> <p><b>The student typically:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>solves simple word problems in trigonometry; applies results related to the angle sum for polygons to solve simple numerical problems</li> <li>identifies simple relationships between two statistical variables; calculates probabilities for multi-step chance experiments</li> </ul>	<p><i>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.</i></p> <p><b>The student typically:</b></p> <ul style="list-style-type: none"> <li>expands and factorises simple algebraic expressions and simplifies algebraic expressions involving fractions and positive, negative and zero indices; solves simple quadratic equations</li> <li>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</li> <li>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</li> </ul>

Grade B7	Grade B8	Grade A9	Grade A10
<p><i>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.</i></p> <p><b>The student typically:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>	<p><i>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.</i></p> <p><b>The student typically:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• calculates and uses standard deviation to analyse data; interprets the relationship between numerical variables using lines of best fit</li> </ul>	<p><i>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.</i></p> <p><b>The student typically:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• uses trigonometry to solve practical problems involving non-right-angled triangles; constructs geometrical arguments and formal proofs of geometrical relationships</li> <li>• uses the mean and standard deviation to make comparisons between data sets; evaluates the use of data to inform decision-making processes.</li> </ul>	<p><i>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; synthesizes mathematical techniques, results and ideas across the course.</i></p> <p><b>The student typically:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>

## Stage 5 Course Performance Descriptors – Science

Areas for Assessment

Knowing and understanding  
 Questioning and predicting  
 Planning and conducting investigations  
 Processing and analysing data and information  
 Problem-solving  
 Communicating

Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates elementary knowledge and understanding of some scientific principles, and about some uses of science</li> <li>• Asks questions and attempts prediction</li> <li>• Performs safe, ethical first-hand scientific investigations with guidance</li> <li>• Recounts conclusions</li> <li>• Uses information provided and, with assistance, participates in problem-solving activities</li> <li>• With guidance, communicates elementary scientific information to an audience</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates basic knowledge and understanding of scientific models, theories and laws, and about the use and influence of science</li> <li>• Asks questions and makes some predictions</li> <li>• Performs safe, ethical first-hand scientific investigations</li> <li>• Describes trends, patterns and draws some conclusions</li> <li>• Uses first-hand and secondary sourced data and information, and appropriate digital technologies, to assist in the problem-solving process</li> <li>• Communicates basic scientific understanding to an audience</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates sound knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of science</li> <li>• Identifies and proposes related hypotheses, asks questions and makes predictions</li> <li>• Plans and performs safe, ethical first-hand scientific investigations</li> <li>• Explains trends, patterns and relationships to draw scientific conclusions</li> <li>• Gathers and selects first-hand and secondary sourced data and information to identify issues and participate in problem-solving using appropriate digital technologies</li> <li>• Communicates sound understanding of scientific ideas to an audience</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• Applies thorough knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of science.</li> <li>• Identifies and proposes coherent hypotheses, asks questions and makes logical predictions</li> <li>• Plans and organises appropriate, risk-assessed, safe, and ethical first-hand scientific investigations</li> <li>• Uses critical thinking skills to explain trends, patterns and relationships to draw scientific conclusions</li> <li>• Systematically gathers, selects, organises and processes first-hand and secondary sourced data and information to explain issues and inform problem-solving using appropriate digital technologies</li> <li>• Communicates a well-developed understanding of scientific ideas to an audience using scientific units and language conventions</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• Applies extensive knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of science.</li> <li>• Identifies and proposes valid scientific hypotheses, asks questions and makes evidence based predictions</li> <li>• Creates, plans and organises appropriate risk-assessed, safe, and ethical first-hand scientific investigations both individually and collaboratively</li> <li>• Uses critical thinking skills to evaluate trends, patterns and relationships to draw evidence-based scientific conclusions</li> <li>• Effectively gathers, selects, organises and processes first-hand and secondary sources data and information to evaluate issues and inform creative solutions using appropriate digital technologies</li> <li>• Communicates comprehensive understanding of scientific ideas, and related evidence for a particular purpose and audience using scientific units, language conventions and text types</li> </ul>

## Stage 5 Course Performance Descriptors – Australian Geography

Areas for Assessment    **Communication**  
**Geographical tools and skills**  
**Geographical knowledge**

Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• displays very limited skills to select, gather, organise and communicate geographical information using a limited range of written, oral and graphic forms.</li> <li>• exhibits very limited skills to select and apply geographical tools to some spatial and ecological dimensions of Australia.</li> <li>• demonstrates some sense of place of Australian environments and identifies some geographical processes that form and transform them.</li> <li>• recognises some different perspectives of geographical issues.</li> <li>• demonstrates elementary knowledge and understanding of Australian environments and communities, some interactions of people with the environment and some factors that shape communities.</li> <li>• identifies some aspects of civics and recognises some links between civics and citizenship.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• displays basic skills to select, gather, organise and communicate geographical information using a range of written, oral and graphic forms.</li> <li>• exhibits some skills to select and apply geographical tools appropriate to a range of spatial and ecological dimensions of Australia.</li> <li>• demonstrates a basic sense of place of Australian environments and some understanding of the geographical processes that form and transform them.</li> <li>• outlines different perspectives of Australian geographical issues.</li> <li>• demonstrates basic knowledge and understanding of Australian environments and communities, a range of interactions of people with the environment and a range of factors that shape communities.</li> <li>• displays some knowledge of civics and identifies links between civics and citizenship.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• displays sound skills to select, gather, organise and communicate geographical information using a range of written, oral and graphic forms.</li> <li>• exhibits sound skills to select and apply geographical tools appropriate to the spatial and ecological dimensions of Australia.</li> <li>• demonstrates a sound sense of place of Australian environments and adequate understanding of the geographical processes that form and transform them.</li> <li>• describes different perspectives of geographical issues.</li> <li>• demonstrates sound knowledge and understanding of Australian environments and communities, the interactions of people with the environment and the factors that shape communities.</li> <li>• displays broad knowledge of civics and describes links between civics and informed and active citizenship.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• displays high level skills to select, gather, organise and communicate complex geographical information in a broad range of written, oral and graphic forms.</li> <li>• exhibits high level skills to select and apply geographical tools appropriate to the spatial and ecological dimensions of Australia.</li> <li>• demonstrates a thorough sense of place of Australian environments and a thorough understanding of the geographical processes that form and transform them.</li> <li>• explains different perspectives of geographical issues at a range of scales.</li> <li>• demonstrates thorough knowledge and understanding of Australian environments and communities, the interactions of people with the environment and the factors that shape communities.</li> <li>• displays thorough knowledge of civics and explains links between civics and informed and active citizenship in relation to geographical issues.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• displays sophisticated skills to select, gather and organise complex geographical information and uses an extensive range of written, oral and graphic forms to communicate it effectively.</li> <li>• exhibits extensive skills to select and proficiently apply geographical tools appropriate to the spatial and ecological dimensions of Australia.</li> <li>• demonstrates an extensive sense of place of Australian environments and an extensive understanding of the geographical processes that form and transform them.</li> <li>• explains and analyses different perspectives of geographical issues at a range of scales.</li> <li>• demonstrates extensive knowledge and understanding of Australian environments and communities, the interactions of people with the environment and the factors that shape communities.</li> <li>• displays extensive knowledge of civics and analyses links between civics and informed and active citizenship in relation to geographical issues at a range of scales.</li> </ul>

## Stage 5 Course Performance Descriptors – History

Areas for Assessment

**Historical knowledge  
Research and historical inquiry skills  
Communication**

Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• demonstrates elementary knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia</li> <li>• 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</li> <li>• recounts some historical events in chronological order and identifies significant changes</li> <li>• with guidance, locates information from sources to answer historical questions</li> <li>• identifies some causes and effects of historical events</li> <li>• recognises different perspectives within historical accounts</li> <li>• 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</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• demonstrates basic knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia</li> <li>• 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</li> <li>• sequences some historical events and identifies factors contributing to continuity and change</li> <li>• selects and organises relevant information from sources and summarises the main ideas to answer historical questions</li> <li>• describes some causes and effects of historical events and developments</li> <li>• identifies different perspectives and interpretations of the past</li> <li>• 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</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• demonstrates sound knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia</li> <li>• 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</li> <li>• sequences historical events and describes significant patterns of continuity and change</li> <li>• selects and organises sources to locate relevant information to support an historical inquiry</li> <li>• explains causes and effects of historical events and developments</li> <li>• explains different perspectives and interpretations of the past</li> <li>• communicates an understanding of the past through explanations and arguments in appropriate oral, written, visual and digital forms, using relevant historical terms and concepts</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• demonstrates thorough knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia</li> <li>• 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</li> <li>• explains historical events based on an understanding of chronology, continuity and change</li> <li>• selects and analyses a range of sources and draws conclusions about their usefulness for an historical inquiry</li> <li>• explains and analyses causes and effects of historical events and developments</li> <li>• explains and compares different perspectives and interpretations of the past</li> <li>• 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</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• demonstrates extensive knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia</li> <li>• 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</li> <li>• draws historical conclusions based on an understanding of chronology, continuity and change</li> <li>• evaluates a range of sources for their usefulness and synthesises evidence from them to support an historical inquiry</li> <li>• analyses and assesses the importance of the causes and effects of historical events and developments</li> <li>• analyses and accounts for different perspectives and interpretations of the past</li> <li>• 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</li> </ul>

## Stage 5 Course Performance Descriptors – Music

Areas for Assessment

**Performing  
Composing  
Listening**

Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• demonstrates elementary understanding of music as an artform in a limited range of styles, periods and genres.</li> <li>• with support, engages in some musical experiences demonstrating an elementary understanding of the concepts of music.</li> <li>• with assistance, is able to perform a limited range of repertoire and engage in group music-making.</li> <li>• with support, constructs limited musical compositions.</li> <li>• with support, explores the capabilities of some instruments.</li> <li>• with support, uses limited notational forms in their own work.</li> <li>• describes aspects of style, demonstrating a limited awareness of the social, cultural and historical contexts of the music studied.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• demonstrates a basic understanding of music as an artform in a range of styles, periods and genres and with guidance, makes some connections across a range of music.</li> <li>• engages in a range of musical experiences demonstrating a basic understanding of the concepts of music.</li> <li>• engages in group music-making and may perform some solo repertoire.</li> <li>• with support, explores, improvises, and constructs basic musical compositions.</li> <li>• with guidance, explores the capabilities of some instruments to create effects.</li> <li>• with support, notates their own work demonstrating some understanding of notational conventions.</li> <li>• describes aspects of style, demonstrating some awareness of the social, cultural and historical contexts of the music studied.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• communicates an understanding of music as an artform in a range of styles, periods and genres and makes connections across a range of music.</li> <li>• engages in a range of musical experiences demonstrating a sound understanding of the concepts of music.</li> <li>• performs a range of repertoire in solo and group situations.</li> <li>• explores, improvises, and constructs musical compositions.</li> <li>• explores the capabilities of some instruments and how musical concepts can be manipulated for various effects.</li> <li>• notates their own work, demonstrating understanding of notational conventions.</li> <li>• discusses style and interpretation, demonstrating some awareness of the social, cultural and historical contexts of the music studied.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• clearly communicates an understanding of music as an artform in a range of styles, periods and genres and makes connections across a range of repertoire.</li> <li>• confidently engages in a range of musical experiences, demonstrating understanding of the concepts of music within a range of repertoire.</li> <li>• performs a range of repertoire as a solo performer, and/or takes prominent roles within group performances.</li> <li>• explores, improvises, and constructs coherent musical works.</li> <li>• explores the capabilities of a range of instruments and how musical concepts can be manipulated for a range of effects.</li> <li>• notates their own work, choosing notational forms and conventions appropriate to the style, period or genre being explored.</li> <li>• critically discusses style and interpretation, demonstrating an awareness of the social, cultural and historical contexts of the music studied.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• clearly and perceptively communicates an understanding of music as an artform in a comprehensive range of styles, periods and genres and is able to make connections across a range of repertoire.</li> <li>• confidently engages in a range of sophisticated musical experiences demonstrating a perceptive understanding of the concepts of music within a broad range of repertoire.</li> <li>• confidently performs a range of repertoire as a solo performer, and/or takes prominent roles within group performances.</li> <li>• explores, improvises, and constructs coherent and stylistic musical works.</li> <li>• explores the capabilities of a range of instruments and understands how musical concepts can be manipulated for a range of effects.</li> <li>• confidently notates their own work, choosing notational forms and conventions appropriate to the style, period or genre being explored.</li> <li>• analyses and critically discusses style and interpretation, demonstrating a clear awareness of the social, cultural and historical contexts of the music studied.</li> </ul>

## Stage 5 Course Performance Descriptors – Photographic and Digital Media

Areas for Assessment

**Making  
Critical and Historical Interpretations**

Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• makes simple photographic and digital works with an elementary understanding of the frames and the conceptual framework</li>   <li>• 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</li>   <li>• makes simple interpretations about photographic and digital media, with some reference to practice, the frames and conceptual framework</li>   <li>• 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</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• 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</li>   <li>• represents their artistic intentions in photographic and digital works in still, interactive and/or moving forms, demonstrating some technical accomplishment</li>   <li>• 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</li>   <li>• 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</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• 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</li>   <li>• 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</li>   <li>• Interprets, explains and makes judgements about photographic and digital media, by engaging with aspects of practice, the conceptual framework and some of the frames</li>   <li>• 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</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• 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</li>   <li>• 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</li>   <li>• Interprets, explains and makes judgements about photographic and digital media, applying an understanding of practice, the conceptual framework and the frames</li>   <li>• 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</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• 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</li>   <li>• 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</li>   <li>• synthesises their understanding of practice, the conceptual framework and the frames to confidently interpret, explain and make judgements about photographic and digital media</li>   <li>• 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</li> </ul>

## Stage 5 Course Performance Descriptors – PDHPE

Areas for Assessment

**Self and relationships  
Movement skill and performance**

**Individual and community health  
Lifelong physical activity**

Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>shows elementary knowledge, skills and understanding in relation to Stage 5 content.</li> <li>identifies actions that enhance well-being and their capacity to respond positively to challenges.</li> <li>identifies some factors and behaviours that contribute to positive, safe and inclusive relationships.</li> <li>recognises some of the various influences on health decision-making and predicts some consequences.</li> <li>identifies some appropriate strategies, information, products and services to promote health and safety.</li> <li>identifies some influences and barriers to engaging in physical activity and selects strategies to enhance participation and enjoyment.</li> <li>demonstrates some movement skills and concepts to improve performance in predictable movement situations.</li> <li>identifies some elements and features of composition when composing, performing and appraising movement.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>shows basic knowledge, skills and understanding in relation to Stage 5 content.</li> <li>describes actions that enhance well-being and their capacity to respond positively to challenges.</li> <li>describes factors and behaviours that contribute to positive, safe and inclusive relationships.</li> <li>describes the influences on and consequences of health decision-making and displays a basic understanding of the links between them.</li> <li>describes appropriate strategies and accesses information, products and services to promote health and safety.</li> <li>describes influences and barriers to engaging in physical activity and identifies strategies to enhance participation and enjoyment.</li> <li>demonstrates movement skills and concepts to improve performance in a choice of movement situations.</li> <li>displays a basic understanding of the elements and features of composition when composing, performing and appraising movement.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>shows sound knowledge, skills and understanding in relation to Stage 5 content.</li> <li>explains actions that enhance well-being and formulates plans that promote their capacity to respond positively to challenges.</li> <li>explains factors and behaviours that contribute to positive, safe and inclusive relationships.</li> <li>explains the influences on and consequences of health decision-making and displays a sound understanding of the links between them.</li> <li>explains appropriate strategies and accesses information, products and services to promote health and safety.</li> <li>explains influences and barriers to engaging in physical activity and applies strategies to enhance participation and enjoyment.</li> <li>demonstrates sound movement skills in a range of contexts and the capacity to transfer skills to a variety of movement situations.</li> <li>displays a sound understanding of the elements and features of composition when composing, performing and appraising movement.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>shows thorough knowledge, skills and understanding in relation to Stage 5 content.</li> <li>analyses actions that enhance well-being and formulates plans that promote their capacity to respond positively to challenges.</li> <li>analyses factors and behaviours that contribute to positive, safe and inclusive relationships.</li> <li>analyses the influences on and consequences of health decision-making and displays a thorough understanding of the links between them.</li> <li>analyses strategies and accesses and prioritises information, products and services to promote health and safety.</li> <li>analyses influences and barriers to engaging in physical activity and applies strategies to enhance participation and enjoyment.</li> <li>demonstrates proficient movement skills in a range of contexts and the capacity to transfer skills to a variety of challenging movement situations.</li> <li>displays a thorough understanding of the elements and features of composition when composing, performing and appraising movement.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>shows extensive knowledge, skills and understanding in relation to Stage 5 content.</li> <li>evaluates actions that enhance well-being and evaluates plans that promote their capacity to respond positively to challenges.</li> <li>evaluates factors and behaviours that contribute to positive, safe and inclusive relationships.</li> <li>evaluates the influences on and consequences of health decision-making and displays an extensive understanding of the links between them.</li> <li>evaluates strategies and accesses and appraises information, products and services to promote health and safety.</li> <li>evaluates influences and barriers to engaging in physical activity and applies effective strategies to enhance participation and enjoyment.</li> <li>demonstrates highly developed movement skills in a range of contexts and the capacity to transfer skills to a variety of challenging movement situations.</li> <li>displays an extensive understanding of the elements and features of composition when creatively composing, performing and appraising movement.</li> </ul>

## Stage 5 Course Performance Descriptors – Physical Activity and Sport Studies

### Areas for Assessment

- Being Active and Healthy**
- Fundamentals of movement and Skill Development**
- Australia’s Sporting Identity**
- Physical activities for Health**
- Physical Fitness**
- Historical Perspectives**
- Participating with Skill**

<b>Grade E</b>	<b>Grade D</b>	<b>Grade C</b>	<b>Grade B</b>	<b>Grade A</b>
<p>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.</p>	<p>The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

## Stage 5 Course Performance Descriptors – Agricultural Technology

Areas for Assessment    **Agricultural enterprises and systems**  
**Interaction of agriculture and society**  
**Production and marketing**  
**Safe, ethical and sustainable practices**  
**Problem-solving and communicating**

Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• identifies some local and global interactions within and between the agricultural sector and the Australian economy, culture and society.</li> <li>• 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.</li> <li>• identifies some impacts of ethical management and marketing practices on productive, profitable and sustainable agriculture.</li> <li>• displays very limited research skills and, with guidance, uses communication technologies to investigate, collect, interpret and present simple agricultural data.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• outlines local and global interactions within and between the agricultural sector and the Australian economy, culture and society.</li> <li>• 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.</li> <li>• outlines the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture.</li> <li>• displays basic research skills and uses communication technologies to investigate, collect, interpret and present simple agricultural data.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• describes the local and global interactions within and between the agricultural sector and the Australian economy, culture and society.</li> <li>• 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.</li> <li>• discusses the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture.</li> <li>• displays sound research skills and uses a variety of communication technologies to investigate, collect, analyse and present agricultural data.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• analyses the local and global interactions within and between the agricultural sector and the Australian economy, culture and society.</li> <li>• 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.</li> <li>• analyses the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture.</li> <li>• displays well-developed research skills and uses a variety of communication technologies to effectively investigate, collect, analyse and present agricultural data.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• assesses the local and global interactions within and between the agricultural sector and the Australian economy, culture and society.</li> <li>• 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.</li> <li>• evaluates the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture.</li> <li>• displays highly developed research skills and independently uses a variety of communication technologies to effectively investigate, collect, analyse and present agricultural data.</li> </ul>

## Stage 5 Course Performance Descriptors – Food Technology

Areas for Assessment

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

Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>identifies some chemical and physical properties of foods and, with assistance, identifies some changes that take place in food during preparation, processing and storage.</li> <li>with guidance, identifies and uses some appropriate techniques and equipment for a limited range of food-specific purposes.</li> <li>with guidance, demonstrates very limited technical skills in designing and producing solutions for specific food purposes.</li> <li>identifies some ways that food-related activities impact on the individual, society or the environment, and some influences that technology has had on food supply.</li> <li>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.</li> <li>displays very limited research skills and, with guidance, communicates simple information using a limited range of media.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>demonstrates basic technical skills in designing, producing and evaluating solutions for specific food purposes.</li> <li>outlines the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply.</li> <li>identifies factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health.</li> <li>displays basic research skills, and communicates information using a limited range of media.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>describes the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.</li> <li>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.</li> <li>demonstrates adequate technical skills in designing, producing and evaluating solutions of sound quality for specific food purposes.</li> <li>describes the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply.</li> <li>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.</li> <li>displays sound research skills, and communicates information using a range of media.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>analyses the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.</li> <li>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.</li> <li>demonstrates high-level technical skills in designing, producing and evaluating high quality solutions for specific food purposes.</li> <li>analyses the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply.</li> <li>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.</li> <li>displays well-developed research skills, and communicates complex information using a range of media.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>evaluates the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.</li> <li>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.</li> <li>demonstrates advanced technical skills in designing, producing and evaluating solutions of excellent quality for specific food purposes.</li> <li>evaluates the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply.</li> <li>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.</li> <li>displays highly developed research skills, and communicates complex information effectively using a range of media.</li> </ul>

## Stage 5 Course Performance Descriptors – Industrial Technology (Wood and Metal)

Areas for Assessment    OHS and risk management  
 Properties and applications of materials  
 Industrial Technology and society  
 Designing, communicating and evaluating  
 Producing quality projects

Grade E	Grade D	Grade C	Grade B	Grade A
<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• demonstrates elementary knowledge of some technologies in their field of study, and recognises some social, cultural and environmental impacts of these technologies.</li> <li>• with guidance, displays very limited technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects.</li> <li>• identifies some properties of materials that make them suitable for specific applications, and identifies some aspects of products and commercial products.</li> <li>• produces elementary sketches related to practical projects, and uses simple terms to describe production processes.</li> <li>• with assistance, applies elementary skills and design principles to the production or modification of projects.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• demonstrates basic knowledge of technologies in their field of study, and outlines social, cultural and environmental impacts of these technologies.</li> <li>• 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.</li> <li>• outlines properties of materials that make them suitable for specific applications, and identifies functional, aesthetic, environmental and economic aspects of products and commercial products.</li> <li>• produces simple drawings for practical projects, and uses general terms to describe production processes to an audience.</li> <li>• applies basic skills and design principles to the development and production or modification of projects.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• describes the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products.</li> <li>• produces competent drawings to illustrate practical projects, and uses accurate technical terms to describe production processes to a range of audiences.</li> <li>• applies skills and design principles to the development and production or modification of projects.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• analyses the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products.</li> <li>• uses a range of media to illustrate practical projects, and uses technical terminology to discuss production processes with a range of audiences.</li> <li>• consistently applies skills and design principles to the development and production of new projects.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• evaluates the suitability of materials for specific applications and the functional, aesthetic, environmental and economic aspects of projects and commercial products.</li> <li>• 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.</li> <li>• independently and consistently applies skills and design principles to the development and production of new projects.</li> </ul>