

# PARKES HIGH SCHOOL



## YEAR 10 ASSESSMENT POLICY 2024

*- 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 2024**

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# **Parkes High School**

## **Year 10 Assessment Policy 2024**

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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>	Ms C Coates
<b>Deputy Principal</b>	Mrs J Wickham
<b>Year Advisor</b>	Mr J Dumas
<b>School Counsellor</b>	Ms E Kelly
<b>Careers Advisor</b>	Mrs J Morrissey

### **Head Teachers**

<b>English</b>	Ms H Back
<b>Mathematics</b>	Mr A Rogers (Acting.)
<b>Science</b>	Mr A Pigram
<b>HSIE</b>	Ms B James (Acting.)
<b>PDHPE</b>	Ms M Kempson & Ms J Welsh (Acting.)
<b>Technical &amp; Applied Studies</b>	Mr C Kopp (Acting.)
<b>Creative &amp; Performing Arts</b>	Mrs R Mills
<b>Special Education</b>	Mrs C Quigg
<b>Wellbeing</b>	Ms J Welsh

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

# Parkes High School

## Year 10 Assessment Policy 2024

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 NESAs. 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 2024 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 2024 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 NESAs'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 NESA, 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 NESAsyllabus 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 NESAs 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;
- 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; or
- Has been involved in extensive malpractice;

### **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/vape 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

### 2024 Term 1 Parkes High School Calendar

Week	Date	Assessment Tasks this week
1A	29 January 2024	
2B	5 February 2024	
3A	12 February 2024	
4B	19 February 2024	
5A	26 February 2024	
6B	4 March 2024	
7A	11 March 2024	

8B	18 March 2024	Music Photographic and digital Media Drama
9A	25 March 2024	English Mathematics 5.1, 5.2, 5.3 Agricultural Technology Food Technology
10B	1 April 2024	Science Dance PDHPE Geography
11B	8 April 2024	Child Studies

### 2024 Term 2 Parkes High School Calendar

Week	Date	Assessment Tasks this week
1A	29 April 2024	Careers
2B	6 May 2024	Careers PASS
3A	13 May 2024	
4B	20 May 2024	Geography (Examination) Photographic and Digital Media Drama
5A	27 May 2024	Mathematics 5.1, 5.2, 5.3 Industrial Technology Metals Industrial Technology Timber
6B	3 June 2024	Music Dance
7A	10 June 2024	
8B	17 June 2024	PDHPE
9A	24 June 2024	English Food Technology Industrial Technology Metals Agricultural Technology Industrial Technology Timber Child Studies Careers
10B	1 July 2024	Science PDHPE PASS Careers

### 2024 Term 3 Parkes High School Calendar

Week	Date	Assessment Tasks this week
1A	22 July 2024	
2B	29 July 2024	
3A	5 August 2024	
4B	12 August 2024	Music
5A	19 August 2024	
6B	26 August 2024	Science Photographic and Digital Media

		Drama Dance
7A	2 September 2024	Mathematics 5.1, 5.2, 5.3
8B	9 September 2024	Work Experience
9A	16 September 2024	English Food Technology Agricultural Technology Child Studies
10B	23 September 2024	History PDHPE

### 2024 Term 4 Parkes High School Calendar

Week	Date	Assessment Tasks this week
1A	14 October 2024	
2B	21 October 2024	Careers Music Drama PASS
3A	28 October 2024	<b>Examination (E)/Assessment (A) Week</b> English (E) Mathematics 5.1, 5.2, 5.3 (E) Science (E) PDHPE (E) Agricultural Technology (E) Industrial Technology Metals (A) Industrial Technology Timber (A) Child Studies (E)
4B	4 November 2024	<b>Examination (E)/Assessment (A) Week</b> History (E) Photographic and Digital Media (A) Dance (A)
5A	11 November 2024	Careers
6B	18 November 2024	Careers
7A	25 November 2024	
8B	2 December 2024	
9A	9 December 2024	
10B	16 December 2024	



## 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 (e.g. 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: \_\_\_\_\_

<u>Recommendation and Decision</u>	
<input type="checkbox"/> Extension granted – <b>new date</b> _____	
<input type="checkbox"/> Penalty applied <input type="checkbox"/> No penalty	
Signatures: _____	_____
<i>Head Teacher</i>	<i>Class Teacher</i>
Principal's Signature: _____	
Head Teacher Informs student of Decision	Date _____
Signatures: _____	_____
<i>Head Teacher</i>	<i>Student</i>
<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;



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

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

Details of your appeal:

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

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*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)

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English

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

**Outcomes:**

**EN5-1A:** Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

**EN5-2A:** Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies

**EN5-3B:** Selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning

**EN5-4B:** Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

**EN5-5C:** Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

**EN5-6C:** Investigates the relationships between and among texts

**EN5-7D:** Understands and evaluates the diverse ways texts can represent personal and public worlds

**EN5-8D:** Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

**EN5-9E:** Purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

## 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 7	DUE: Term 4, Week 3
Outcomes		MA5.3-13MG, MA5.3-14MG, MA5.3-6NA, MA5.3-1WM, MA5.3-2WM	MA5.3-5NA, MA5.3-7NA, MA5.3-1WM, MA5.3- 2WM	MA5.2-17SP, MA5.3- 18SP, MA5.3- 19SP, MA5.3-1WM, MA5.3-3WM	MA5.3-15MG, MA5.3- 1WM, 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>

**Outcomes:**

- MA5.3-4NA** Draws, interprets and analyses graphs of physical phenomena.
- MA5.3-5NA** Selects and applies appropriate algebraic techniques to operate with algebraic expressions.
- MA5.3-6NA** Performs operations with surds and indices.
- MA5.3-7NA** Solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations.
- MA5.3-8NA** Uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line.
- MA5.3-9NA** Sketches and interprets a variety of non-linear relationships.
- MA5.3-10NA** Recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems.
- MA5.3-11NA** Uses the definition of a logarithm to establish and apply the laws of logarithms.
- MA5.3-12NA** Uses function notation to describe and sketch functions.

- MA5.3-13MG** Applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids.
- MA5.3-14MG** Applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids.
- MA5.3-15MG** Applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions.
- MA5.3-16MG** Proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals.
- MA5.3-18SP** Uses standard deviation to analyse data.
- MA5.3-19SP** Investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes.
- MA5.3-1WM** Uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures.
- MA5.3-2WM** Generalises mathematical ideas and techniques to analyse and solve problems efficiently.
- MA5.3-3WM** Uses deductive reasoning in presenting arguments and formal proofs.

## 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 7	DUE: Term 4, Week 3
Outcomes		MA5.2-11MG, MA5.2-12MG, MA5.2-7NA, MA5.2- 1WM, MA5.2-2WM	MA5.26NA, MS5.2-8NA, MA5.2-1WM, MA5.2-2WM	MA5.2-15SP, MA5.2-16SP, MA5.2- 17SP, MA5.2-1WM, MA5.2-3WM	MA5.2- 13MG, MA5.2-1WM, 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>

**Outcomes:**

- MA5.2-4NA** Solves financial problems involving compound interest.
- MA5.2-5NA** Recognises direct and indirect proportion, and solves problems involving direct proportion.
- MA5.2-6NA** Simplifies algebraic fractions, and expands and factorises quadratic expressions.
- MA5.2-7NA** Applies index laws to operate with algebraic expressions involving integer indices.
- MA5.2-8NA** Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques.
- MA5.2-9NA** Uses the gradient-intercept form to interpret and graph linear relationships.
- MA5.2-10NA** Connects algebraic and graphical representations of simple non-linear relationships.
- MA5.2-11MG** Calculates the surface areas of right prisms, cylinders and related composite solids.
- MA5.2-12MG** Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders.
- MA5.2-13MG** Applies trigonometry to solve problems, including problems involving bearings.
- MA5.2-14MG** Calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar.
- MA5.2-15SP** Uses quartiles and box plots to compare sets of data, and evaluates sources of data.
- MA5.2-16SP** Investigates relationships between two statistical variables, including their relationship over time.
- MA5.2-17SP** Describes and calculates probabilities in multi-step chance experiments.
- MA5.2-1WM** Selects appropriate notations and conventions to communicate mathematical ideas and solutions.
- MA5.2-2WM** Interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems.
- MA5.2-3WM** Constructs arguments to prove and justify results.

# 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 7	DUE: Term 4, Week 3
Outcomes		MA5.1-8MG, MA5.1-9MG, MA5.1-5NA, MA5.1- 1WM, MA5.1-2WM	MA4-8NA, MA5.1-10NA, MA5.1-1WM, MA5.1-2WM	MA5.1-12SP, MA5.1-13SP, MA5.1-1WM, MA5.1-3WM	MA4-16MG, MA5.1-10MG, MA5.1-1WM, 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>

**Outcomes:**

- MA4-8NA** Generalises number properties to operate with algebraic expressions.
- MA4-10NA** Uses algebraic techniques to solve simple linear and quadratic equations.
- MA5.1-4NA** Solves financial problems involving earning, spending and investing money.
- MA5.1-5NA** Operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases.
- MA5.1-6NA** Determines the midpoint, gradient and length of an interval, and graphs linear relationships.
- MA5.1-7NA** Graphs simple non-linear relationships.
- MA4-16MG** Applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves related problems.
- MA5.1-8MG** Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms.
- MA5.1-9MG** Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures.
- MA5.1-10MG** Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression.
- MA5.1-11MG** Describes and applies the properties of similar figures and scale drawings.
- MA5.1-12SP** Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media.
- MA5.1-13SP** Calculates relative frequencies to estimate probabilities of simple and compound events.
- MA5.1-1WM** Uses appropriate terminology, diagrams and symbols in mathematical contexts.
- MA5.1-2WM** Selects and uses appropriate strategies to solve problems.
- MA5.1-3WM** Provides reasoning to support conclusions that are appropriate to the context.

		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
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Areas for Assessment	Weighting	Disease Research	Individual Research Project	Mining Practical Report	Stage 5 Examination
		DUE: Term 1, Week 10	DUE: Term 2, Week 10	DUE: Term 3, Week 6	DUE: Term 4, As per junior examination timetable
<b>Outcomes</b>		SC5-14LW, SC5-15LW, SC5-7WS, SC5-9WS	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	SC5-4WS SC5-6WS SC5-9WS SC5-13ES C5-17CW	SW5-10PW, SC5-12 ES, SC5-13ES, SCW-14LW, SC5-15LW, SC5-16CW
Knowing and understanding	35%	10%		5%	20%
Questioning and Predicting	10%		5%	5%	
Planning and Conducting Investigations	15%		10%	5%	
Processing and Analysing Data and Information	25%	10%	5%	5%	5%
Communicating	15%	5%	5%	5%	
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## SCIENCE

### Outcomes:

**SC5-4WS** develops questions or hypotheses to be investigated scientifically

**SC5-5WS** produces a plan to investigate identified question, hypotheses or problems, individually and collaboratively

**SC5-6WS** undertakes first-hand investigation to collect valid and reliable data and information, individually and collaboratively

**SC5-7WS** processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions

**SC5-8WS** applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems

**SC5-9WS** presents science ideas and evidence for a particular purpose and to a specific language, conventions and representations

**SC5-10PW** applies models, theories and laws to explain situations involving energy, force and motion

**SC5-11PW** explains how scientific understanding about energy conservation, transfers and transformations is applied in systems

**SC5-12ES** describes changing ideas about the structure of the earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community

**SC5-13ES** explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues

**SC5-14LW** analyses interactions between components and processes within biological systems

**SC5-15LW** explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society

**SC5-16CW** explains how models, theories and laws about matter have been refined as new scientific evidence becomes available

**SC5-17CW** discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

## HSIE – History and Geography

Areas for Assessment	Weighting	SEMESTER 1- Geography		SEMESTER 2- History	
		Task 1 Environmental Change and Management Investigation	Task 2 End of Semester Examination	Task 3 In-depth Study Investigation	Task 4 End of Semester Examination
		Due: Week 10 Term 1	Due: Week 4 Term 2	Due: Week 10 Term 3	Due: Week 4 Term 4
Outcomes	GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8	GE5-1, GE5-2, GE5-4, GE5-6, GE5-8	HT5-2, HT5-3, HT5-7, HT5-9	HT5-2, HT5-3, HT5-6, HT5-8, HT 5-9, HT5-10	
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>

#### Geography Outcomes

**GE5.1** Explains the diverse features and characteristics of a range of places and environments

**GE5.2** Explains processes and influences that form and transform places and environments

**GE5.3** Analyses the effects of interactions and connections between people, places, and environments

**GE5.4** Accounts for perspectives of people and organisations on a range of geographical issues

**GE5.5** Assesses management strategies for places and environments for their sustainability

**GE5.6** Analyses differences in human wellbeing and ways to improve human wellbeing

**GE5.8** Communicates geographical information to a range of audiences using a variety of strategies

#### History Outcomes

**HT5.1** Explains and assesses the historical forces and factors that shaped the modern world and Australia

**HT5.2** Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

**HT5.3** Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

**HT5.5** Identifies and evaluates the usefulness of sources in the historical inquiry process

**HT5.6** Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

**HT5.7** Explains different contexts, perspectives and interpretations of the modern world and Australia

**HT5.8** Selects and analyses a range of historical sources to locate information relevant to an historical inquiry

**HT5.9** Applies a range of relevant historical terms and concepts when communicating an understanding of the past

**HT5.10** Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

# Music



Area of Assessment	Weighting	Task 1	Task 2	Task 3	Task 4
		Composition Task	Aural Task	Performance Task	Final Performance Task
		Term 1, Week 8	Term 2, Week 6	Term 3, Week 4	Term 4, Week 2
	<b>Outcomes</b>	5.4, 5.5, 5.6, 5.10	5.7, 5.8, 5.9, 5.11	5.1, 5.2, 5.3	5.1, 5.2, 5.3, 5.12
Aural	30%		30%		
Composition	30%	30%			
Performance	40%			15%	25%
<b>%Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>15%</b>	<b>25%</b>

**Outcomes:**

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 5.5 notates own compositions, applying forms of notation appropriate to the music selected for study
- 5.6 uses different forms of technology in the composition process
- 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
- 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
- 5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology and the interpretation and analysis of scores used in the music selected for study
- 5.10 demonstrates an understanding of the influence and impact of technology on music
- 5.11 A student demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 5.12 A student demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

## Photographic and Digital Media

		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
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Areas for Assessment	Weighting	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 6	DUE: Term 4, Week 4
	<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>

**Outcomes:**

5.1 A student develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works

5.2 A student makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience

5.3 A student makes photographic and digital works informed by an understanding of how the frames affect meaning

5.4 A student investigates the world as a source of ideas, concepts and subject matter for photographic and digital works

5.5 A student makes informed choices to develop and extend concepts and different meanings in their photographic and digital works

5.6 A student selects appropriate procedures and techniques to make and refine photographic and digital works

5.7 A student applies their understanding of aspects of practice to critically and historically interpret photographic and digital works

5.8 A student uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works

5.9 A student uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works

5.10 A student constructs different critical and historical accounts of photographic and digital work

## Drama

Area of Assessment	Weighting	Task 1	Task 2	Task 3	Task 4
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		Making: Group Performance and Logbook	Appreciation: Research Task – Style of Theatre Logbook and Performance in style	Improvisation: Character profile/ performance Appreciation: Scriptwriting and Logbook	Scripted Performance, character analysis and Logbook
		Term 1, Week 8	Term 2, Week 4	Term 3, Week 6	Term 4, Week 2
	<b>Outcomes</b>	5.1.1, 5.1.2, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.3	5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2	5.1.4, 5.2.1, 5.2.3, 5.3.1, 5.3.3	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.3.1, 5.3.2
Making	30%	15%		10%	5%
Performing	40%	10%	10%	10%	10%
Appreciating	30%	5%	20%	5%	
<b>% Total:</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>25%</b>	<b>15%</b>

**Outcomes:**

- 5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
- 5.1.2 contributes, selects, develops and structures ideas in improvisation and playbuilding
- 5.1.3 devises, interprets and enacts drama using scripted and unscripted material or text
- 5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
- 5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
- 5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
- 5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
- 5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
- 5.3.2 analyses the contemporary and historical contexts of drama
- 5.3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology

# Dance

Area of Assessment	Weighting	Task 1	Task 2	Task 3	Task 4
		Performance of routine and class exercises	Composition: Creation of dance/ICT Logbook Performance of routine	Appreciation: Research and Comprehension Performance of famous work	Composition: Form and Motif/ Film Logbook Performance of routine
		Term 1, Week 10	Term 2, Week 6	Term 3, Week 6	Term 4, Week 4
	<b>Outcomes</b>				
Appreciation	<b>25%</b>		5%	20%	
Composition	<b>25%</b>		15%		10%
Performance	<b>50%</b>	25%	10%	5%	10%
<b>%Total</b>	<b>100%</b>	<b>25%</b>	<b>30%</b>	<b>25%</b>	<b>20%</b>

**Outcomes:**

- 5.1.1 Demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances
- 5.1.2. Demonstrates enhanced dance technique by manipulating aspects of the elements of dance
- 5.1.3 Demonstrates an understanding and application of aspects of performance quality and interpretation through performance
- 5.2.1 Explores the elements of dance as the basis of the communication of ideas
- 5.2.2 Composes and structures dance movement that communicates an idea
- 5.3.1 Describes and analyses dance as the communication of ideas within a context
- 5.3.2 Identifies and analyses the link between their performances and compositions and dance works of art
- 5.3.3 Applies understandings and experiences drawn from their own work and dance works of art

## PDHPE

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

**Outcomes:**

**PD5-1** A student assesses their own and others' capacity to reflect on and respond positively to challenges

**PD5-2** A student researches and appraises the effectiveness of health information and support services available in the community

**PD5-3** A student analyses factors and strategies that enhance inclusivity, equality and respectful relationships

**PD5-4** A student adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts

**PD5-5** A student appraises and justifies choices of actions when solving complex movement challenges

**PD5-6** A student critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

**PD5-7** A student plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities

**PD5-8** A student designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity

**PD5-9** A student assesses and applies self-management skills to effectively manage complex situations

**PD5-10** A student critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of group of contexts

**PD5-11** A student refines and applies movement skills and concepts to compose and perform innovative movement sequences

## Physical Activity and Sports Studies

Areas for Assessment	Weighting	Task 1	Task 2	Task 4
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		Coaching	Body Systems	Australia's Sporting Identity
		Due: Term 2, Week 2	Due: Term 2, Week 10	Due: Term 4, Week 2
	<b>Outcomes</b>	PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9	PASS5-1, PASS5-2, PASS5-9, PASS5-10	PASS5-3, PASS5-4, PASS5-10
Foundations of physical activity	30%		30%	
Physical activity and sport in society	30%			30%
Enhancing participation and performance	40%	40%		
<b>Total</b>	<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>

**Outcomes:**

**PASS5-1** A student discusses factors that limit and enhance the capacity to move and perform

**PASS5-2** A student analyses the benefits of participation and performance in physical activity and sport

**PASS5-3** A student discusses the nature and impact of historical and contemporary issues in physical activity and sport

**PASS5-4** A student analyses physical activity and sport from personal, social and cultural perspectives

**PASS5-5** A student demonstrates actions and strategies that contribute to active participation and skilful performance

**PASS5-6** A student evaluates the characteristics of participation and quality performance in physical activity and sport

**PASS5-7** A student works collaboratively with others to enhance participation, enjoyment and performance

**PASS5-8** A student displays management and planning skills to achieve personal and group goals

**PASS5-9** A student performs movement skills with increasing proficiency

**PASS5-10** A student analyses and appraises information, opinions and observations to inform physical activity and sport decisions

## Agricultural Technology

Areas for Assessment	Weighting	Task 1	Task 2	Task 3	Task 4
		Lamb Feed Experiment	Soils Practical Task	Winter Crops Research Task	Final Examination

		DUE: Term 1, Week 9	DUE: Term 2, Week 9	DUE: Term 3, Week 9	DUE: Term 4, Week 3
	<b>Outcomes</b>	AG5-1, AG5-7, AG5-10, AG5-11, AG5-14	AG5-2, AG5-6, AG5-8, AG5-11, AG5-12	AG5-3, AG5-4, AG5-5, AG5-9, AG5-13	AG5-1, AG5-2, AG5-8, AG5-9
Knowledge and understanding of course content	25%	5%	5%	5%	10%
Practical application and skills	50%	15%	25%	5%	5%
Communication of understanding in appropriate forms	25%	5%	5%	10%	5%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>20%</b>	<b>20%</b>

**Outcomes:**

**AG5-1** A student explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets

**AG5-2** A student explains the interactions within and between agricultural enterprises and systems

**AG5-3** A student explains the interactions within and between the agricultural sector and Australia's economy, culture and society

**AG5-4** A student investigates and implements responsible production systems for plant and animal enterprises

**AG5-5** A student investigates and applies responsible marketing principles and processes

**AG5-6** A student explains and evaluates the impact of management decisions on plant production enterprises

**AG5-7** A student explains and evaluates the impact of management decisions on plant production enterprises

**AG5-8** A student evaluates the impact of past and current agricultural sustainability

**AG5-9** A student evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics

**AG5-10** A student implements and justifies the application of animal welfare guidelines to agricultural practices

**AG5-11** A student designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts

**AG5-12** A student collects and analyses agricultural data and communicates results using a range of technologies

**AG5-13** A student applies work health and safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery

**AG5-14** A student demonstrates plant and/or animal management practices safely and in collaboration with others

## Food Technology

Areas for Assessment	Weighting	Task 1	Task 2	Task 3
		Food Service and Catering	Food for Special Occasions	Food Trends
		DUE: Term 1,Week 9	DUE: Term 2,Week 9	DUE: Term 3,Week 9

Outcomes		FT5-1, FT5-2, FT5-5, FT5-10	FT5-1, FT5-9, FT5-10, FT5-11	FT5-1, FT5-9 ,FT5-12
Food properties and preparation	20%		10%	10%
Food hygiene and safety	30%		15%	15%
Researching and communicating	25%	15%	5%	5%
Designing, producing and evaluating	25%	5%	10%	10%
<b>Total</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>

### Outcomes:

**FT5-1** A student demonstrates hygienic handling of food to ensure a safe and appealing product

**FT5-2** A student identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food

**FT5-3** A student describes the physical and chemical properties of a variety of foods

**FT5-4** A student accounts for changes to the properties of food which occur during food processing, preparation and storage

**FT5-5** A student applies appropriate methods of food processing, preparation and storage

**FT5-6** A student describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities

**FT5-7** A student justifies food choices by analysing the factors that influence eating habits

**FT5-8** A student collects, evaluates and applies information from a variety of sources

**FT5-9** A student communicates ideas and information using a range of media and appropriate terminology

**FT5-10** A student selects and employs appropriate techniques and equipment for a variety of food-specific purposes

**FT5-11** A student plans, prepares, presents and evaluates food solutions for specific purposes

**FT5-12** A student examines the relationship between food, technology and society

**FT5-13** A Student evaluates the impact of activities related to food on the individual, society and the environment

## Industrial Technology – Timber

Areas for Assessment	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 9	DUE: Term 4 Week 3
Outcomes	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>

**Outcomes:**

**IND5-1** A student identifies assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

**IND5-2** A student applies design principles in the modification, development and production of projects

**IND5-3** A student identifies, selects, and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

**IND5-4** A student selects, justifies and uses a range of relevant and associated materials for specific applications

**IND5-5** A student selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

**IND5-6** A student identifies and participates in collaborative work practices in the learning environment

**IND5-7** A student applies and transfers skills, processes and materials to a variety of contexts and projects

**IND5-8** A student evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

**IND5-9** A student describes, analyses and uses a range of current, new and emerging technologies and their various applications

**IND5-10** A student describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

# Industrial Technology – Metals

Areas for Assessment	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 9	DUE: Term 4 Week 3
Outcomes	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>

**Outcomes:**

**IND5-1** A student identifies assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

**IND5-2** A student applies design principles in the modification, development and production of projects

**IND5-3** A student identifies, selects, and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

**IND5-4** A student selects, justifies and uses a range of relevant and associated materials for specific applications

**IND5-5** A student selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

**IND5-6** A student identifies and participates in collaborative work practices in the learning environment

**IND5-7** A student applies and transfers skills, processes and materials to a variety of contexts and projects

**IND5-8** A student evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

**IND5-9** A student describes, analyses and uses a range of current, new and emerging technologies and their various applications

**IND5-10** A student describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

# Child Studies

Areas for Assessment	Weighting	Task 1	Task 2	Task 3	Task 4
		Media Task	Safety Task	Cultural Task	Yearly Examination
		DUE: Term 1, Week 11	DUE: Term 2, Week 9	DUE: Term 3, Week 9	DUE: Term 4, Week 3 (per examination schedule)
Outcomes	CS5-4, CS5-5, CS5-9	CS5-6, CS5-10, CS5-11	CS5-2, CS5-8	CS5-7, CS5-9, CS5-10	
Media and technology in childhood	30%	25%			5%
Health and safety in childhood	30%		25%		5%
Children and culture	30%			25%	5%
Childcare and services and career options	10%				10%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## Outcomes:

**CS5-1** A student identifies the characteristics of a child at each stage of growth and development

**CS5-2** A student describes the factors that affect the health and wellbeing of the child

**CS5-3** A student analyses the evolution of childhood experiences and parenting roles over time

**CS5-4** A student plans and implements engaging activities when educating and caring for young children within a safe environment

**CS5-5** A student evaluates strategies that promote the growth and development of children

**CS5-6** A student describes a range of parenting practices for optimal growth and development

**CS5-7** A student discusses the importance of positive relationships for the growth and development of children

**CS5-8** A student evaluates the role of community resources that promote and support the wellbeing of children and families

**CS5-9** A student analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing

**CS5-10** A student demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts

**CS5-11** A student analyses and compares information from a variety of sources to develop an understanding of child growth and development

**CS5-12** A student applies evaluation techniques when creating, discussing and assessing information related to child growth and development

# 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 2/3
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 2</b>	Term 2 Week 10	Term 3 Week 8
<b>Session 3</b>	Term 3 Week 10	Term 4 Week 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 paperwork by **Week 8 the term before their intended session.**

All students are encouraged to do at least 1 session during 2024.

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 3 & 4

## **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

- Working Mathematically - develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques and reasoning
- Number and Algebra- develop efficient strategies for numerical calculation, recognize patterns, describe relationships and apply algebraic techniques and generalisation
- Measurement and Geometry- 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
- Statistics and Probability- collect, represent, analyse, interpret, and evaluate data, assign and use probabilities, and make sound judgements

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 – Geography

Areas for Assessment

**Geographical knowledge**  
**Geographical concepts, tools, and 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 some knowledge of places and environments and identifies some geographical processes that form and transform them</li> <li>demonstrates elementary knowledge and understanding of some interactions and connections between people, places and environments</li> <li>recognises some different perspectives of geographical issues</li> <li>identifies some aspects of human wellbeing and the management of places and environments</li> <li>exhibits elementary skills to select and apply geographical concepts and tools to the investigation</li> <li>displays elementary skills to select, acquire, process and communicate geographical information using a limited range of strategies.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>demonstrates a basic knowledge of places and environments and some understanding of the geographical processes that form and transform them</li> <li>demonstrates basic knowledge and understanding of the interactions and connections between people, places and environments</li> <li>outlines different perspectives of geographical issues</li> <li>displays some knowledge of human wellbeing and the management of places and environments for their sustainability</li> <li>exhibits some skills to select and apply geographical concepts and tools appropriate to the investigation</li> <li>displays basic skills to select, acquire, process and communicate geographical information using a range of strategies.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>demonstrates a sound knowledge and understanding of places and environments, and the geographical processes that form and transform them</li> <li>demonstrates sound knowledge and understanding of the interactions and connections between people, places and environments</li> <li>describes different perspectives of geographical issues</li> <li>displays broad knowledge and understanding of human wellbeing and the management of places and environments for their sustainability</li> <li>exhibits sound skills to select and apply geographical concepts and tools appropriate to the investigation</li> <li>displays sound skills to select, acquire, process and communicate geographical information using a range of strategies.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>demonstrates a thorough knowledge and understanding of places and environments, and the geographical processes that form and transform them</li> <li>demonstrates thorough knowledge and understanding of the interactions and connections between people, places and environments</li> <li>explains different perspectives of geographical issues across a range of scales</li> <li>displays thorough knowledge and understanding of human wellbeing and the management of places and environments for their sustainability in relation to geographical issues</li> <li>exhibits high level skills to select and apply geographical concepts and tools appropriate and relevant to the investigation</li> <li>displays high level skills to select, acquire, process and communicate complex geographical information using a broad range of strategies.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>demonstrates an extensive knowledge and understanding of places and environments, and the geographical processes that form and transform them</li> <li>demonstrates extensive knowledge and understanding of the interactions and connections between people, places and environments</li> <li>explains and analyses different perspectives of geographical issues across a range of scales</li> <li>displays extensive knowledge and understanding of human wellbeing and the management of places and environments for their sustainability in relation to geographical issues across a range of scales</li> <li>exhibits extensive skills to select and proficiently apply geographical concepts and tools appropriate and relevant to the investigation</li> <li>displays sophisticated skills to select, acquire and process complex geographical information and uses an extensive range of strategies to communicate effectively.</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**

<b>Grade E</b>	<b>Grade D</b>	<b>Grade C</b>	<b>Grade B</b>	<b>Grade A</b>
<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 the 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 – Drama

Areas for Assessment

**Making  
Performing  
Appreciating**

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>• participates, with teacher support, in the practices of making, performing and appreciating drama.</li> <li>• has an elementary understanding of some elements of drama and performance skills required to create drama for an audience.</li> <li>• demonstrates very limited skills in improvisation, playbuilding and other dramatic forms.</li> <li>• uses some aspects of performance spaces and elements of production.</li> <li>• with guidance, conducts basic research.</li> <li>• recognises the contribution of some groups and individuals.</li> <li>• recognises aspects of the relationship between performer and audience.</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 the elements of drama through the practices of making, performing and appreciating drama within the context of playbuilding and some other dramatic contexts.</li> <li>• develops their work using basic dramatic forms and performance techniques to create drama for an audience.</li> <li>• demonstrates limited skills in improvisation, playbuilding and other dramatic forms.</li> <li>• uses aspects of performance spaces, technologies and elements of production.</li> <li>• conducts basic research and describes some contexts of drama.</li> <li>• recognises the contribution of groups and individuals, using limited drama terminology.</li> <li>• recognises the relationship between performer and audience.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• demonstrates a sound understanding of the elements of drama through the practices of making, performing and appreciating drama within the context of playbuilding and other dramatic contexts.</li> <li>• develops their work, individually and collaboratively, using dramatic forms, structures, devices, acting and performance techniques to create engaging works with an intended meaning for an audience.</li> <li>• improvises, playbuilds, and enacts scripts, texts and other dramatic forms and performance styles.</li> <li>• uses performance spaces, technologies and elements of production to communicate a dramatic intention.</li> <li>• researches and describes the contemporary and historical contexts of drama.</li> <li>• describes the contribution of groups and individuals using drama terminology.</li> <li>• describes the relationship between performer and audience.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• demonstrates a thorough understanding of the elements of drama in the integrated practices of making, performing and appreciating drama within playbuilding and other dramatic contexts.</li> <li>• capably develops their work, individually and collaboratively, using dramatic forms, structures, devices, acting and performance techniques to create effective and engaging works with an intended meaning for an audience.</li> <li>• competently improvises, playbuilds, enacts and interprets scripts, texts and other dramatic forms and performance styles.</li> <li>• confidently uses performance spaces, technologies and elements of production to communicate dramatic intentions.</li> <li>• researches and analyses the contemporary and historical contexts of drama.</li> <li>• assesses the contributions of groups and individuals using appropriate drama terminology.</li> <li>• analyses drama with an awareness of the relationship between performer and audience.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>• communicates a sophisticated understanding of the elements of drama in the integrated practices of making, performing and appreciating drama within playbuilding and other dramatic contexts.</li> <li>• perceptively develops and refines their work, individually and collaboratively, using a range of dramatic forms, structures, devices, acting and performance techniques to create dynamic and engaging works with an intended meaning for an audience.</li> <li>• demonstrates excellence in improvisation, playbuilding, the enactment and interpretation of scripts, texts and other dramatic forms and performance styles.</li> <li>• selects and manipulates performance spaces, technologies and elements of production to communicate different dramatic intentions.</li> <li>• researches and critically assesses the contemporary and historical contexts of drama.</li> <li>• evaluates the contribution of groups and individuals, using appropriate drama terminology.</li> <li>• analyses and synthesises drama with a sophisticated awareness of the unique relationship between performer and audience.</li> </ul>

## Stage 5 Course Performance Descriptors – Dance

Areas for Assessment

Performing  
Composing  
Appreciation

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 appreciation of dance as an artform through limited engagement in the practices of performing, composing and appreciating dance.</li> <li>performs dances with an elementary dance technique and with some evidence of safe dance practice and performance quality.</li> <li>with guidance, applies aspects of the elements of dance to perform a limited range of dance styles.</li> <li>with guidance, uses the elements of dance to create simple dance compositions that communicate ideas.</li> <li>describes their own and others' dances, through some aspects of the elements of dance.</li> <li>identifies some characteristics of dance styles, performance quality and interpretation.</li> <li>with teacher support, participates in the practical and theoretical aspects of dance and makes elementary connections between the making and performing of the movement and the appreciation of its meaning.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>demonstrates some appreciation of dance as an artform through their engagement in the interrelated practices of performing, composing and appreciating dance.</li> <li>performs dances with a basic dance technique and the application of safe dance practice and performance quality.</li> <li>applies aspects of the elements of dance as they perform dance styles.</li> <li>uses some elements of dance to structure movement to create basic dance compositions that communicate ideas.</li> <li>describes their own and others' dances, through the elements of dance.</li> <li>identifies characteristics of dance styles, performance quality and interpretation.</li> <li>participates in the practical and theoretical aspects of dance and makes some connections between the making and performing of the movement and the appreciation of its meaning.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>demonstrates an appreciation of dance as an artform through their active engagement in the interrelated practices of performing, composing and appreciating dance.</li> <li>performs dances with a sound dance technique and the application of safe dance practice and performance quality.</li> <li>applies the elements of dance as they perform a variety of dance styles.</li> <li>manipulates the elements of dance as they structure movement to create dance compositions that communicate ideas.</li> <li>discusses their own and others' dances, through the elements of dance.</li> <li>describes the characteristics of dance styles, performance quality and interpretation.</li> <li>engages in the practical and theoretical aspects of dance and makes connections between the making and performing of the movement and the appreciation of its meaning.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>clearly communicates an appreciation of dance as an artform through their high level of engagement in the interrelated practices of performing, composing and appreciating dance.</li> <li>performs dances with a proficient dance technique and a proficient application of safe dance practice and performance quality.</li> <li>combines and applies the elements of dance to competently interpret a variety of dance styles.</li> <li>structures appropriate movement to create dance compositions that communicate ideas.</li> <li>analyses their own and others' dances, through the elements of dance.</li> <li>discusses the characteristics of dance styles, performance quality and interpretation.</li> <li>perceptively engages in the practical and theoretical aspects of dance and makes informed connections between the making and performing of the movement and the appreciation of its meaning.</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 appreciation of dance as an artform through their very high level of engagement in the interrelated practices of performing, composing and appreciating dance.</li> <li>capably performs dances with an accomplished dance technique and a sustained application of safe dance practice and performance quality.</li> <li>effectively manipulates the elements of dance to interpret a wide variety of dance styles with a high level of competence</li> <li>consistently structures complex movement to create dance compositions that communicate ideas.</li> <li>critically analyses their own and others' dances, through the elements of dance.</li> <li>critically discusses the characteristics of dance styles, performance quality and interpretation.</li> <li>insightfully applies their knowledge of the practical and theoretical aspects of dance and makes perceptive connections between the making and performing of the movement and the appreciation of its meaning.</li> </ul>



## Stage 5 Course Performance Descriptors – PDHPE

Areas for Assessment

Healthy, Safe and Active Lifestyle  
Health, Wellbeing and Relationships

Movement, Skill, and Performance

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 strategies and/or skills that assist them and others to respond to challenges and manage situations</li> <li>demonstrates very limited skills to inquire into and/or recalls health information and support services in the community</li> <li>uses elementary knowledge and understanding of contextual factors to identify interpersonal skills for interacting effectively with others to build and maintain respectful relationships</li> <li>demonstrates very limited movement skills in physical activity contexts</li> <li>identifies very limited solutions to movement challenges to enhance their health and participation in a lifetime of physical activity</li> <li>demonstrates elementary knowledge and understanding of contextual factors to enact strategies to strengthen health, safety, wellbeing and participation in physical activity for themselves and/or others.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>describes strategies and/or skills that assist them and others to respond positively to challenges and manage situations</li> <li>demonstrates limited skills to inquire into and/or outlines health information and support services in the community</li> <li>uses basic knowledge and understanding of contextual factors to demonstrate and describe interpersonal skills for interacting effectively with others to build and maintain respectful relationships</li> <li>demonstrates limited movement skills in physical activity contexts</li> <li>applies and/or describes solutions to movement challenges to enhance their health and participation in a lifetime of physical activity</li> <li>uses basic knowledge and understanding of contextual factors to plan and/or enact strategies to strengthen health, safety, wellbeing and participation in physical activity for themselves and others.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>applies and explains strategies and skills that assist them and others to respond positively to challenges and manage situations</li> <li>demonstrates adequate skills to inquire into and evaluate health information and support services in the community</li> <li>uses sound knowledge and understanding of contextual factors to demonstrate and explain interpersonal skills for interacting effectively with others to build and maintain respectful relationships</li> <li>plans, refines and applies adequate movement skills in physical activity contexts</li> <li>applies and justifies solutions to movement challenges to enhance their health and participation in a lifetime of physical activity</li> <li>uses sound knowledge and understanding of contextual factors to plan, enact and explain strategies to strengthen health, safety, wellbeing and participation in physical activity for themselves and others.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>applies and discusses strategies and skills that assist them and others to respond positively to challenges and effectively manage complex situations</li> <li>demonstrates high level skills to inquire into and evaluate health information and support services in the community</li> <li>uses thorough knowledge and understanding of contextual factors to demonstrate and assess interpersonal skills for interacting effectively with others to build and maintain respectful relationships</li> <li>plans, refines and applies proficient movement skills across a range of physical activity contexts</li> <li>applies and discusses well developed solutions to movement challenges to enhance their health and participation in a lifetime of physical activity</li> <li>uses thorough knowledge and understanding of contextual factors to plan, enact and assess strategies to strengthen health, safety, wellbeing and participation in physical activity for themselves and others.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>applies and assesses strategies and skills that assist them and others to respond positively to challenges and effectively manage complex situations</li> <li>demonstrates sophisticated skills to inquire into and evaluate health information and support services in the community</li> <li>uses extensive knowledge and understanding of contextual factors to demonstrate and evaluate interpersonal skills for interacting effectively with others to build and maintain respectful relationships</li> <li>plans, refines and applies highly developed creative movement skills across a range of physical activity contexts</li> <li>applies and justifies sophisticated solutions to movement challenges to enhance their health and participation in a lifetime of physical activity</li> <li>uses extensive knowledge and understanding of contextual factors to plan, enact and critique strategies to strengthen health, safety, wellbeing and participation in physical activity for themselves and others.</li> </ul>

**Stage 5 Course Performance Descriptors – Physical Activity and Sport Studies**  
**The Common Grade Scale**

Areas for Assessment    **Foundations of Physical Activity**  
**Enhancing Participation and Performance**  
**Physical Activity and Sport in Society**

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

## 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

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 very limited chemical and/or physical properties of foods, and identifies few changes that take place in food during preparation, processing or storage</li> <li>• identifies and uses very limited techniques and few items of appropriate equipment for food-specific purposes</li> <li>• demonstrates very limited skills in designing and/or producing solutions for specific food purposes</li> <li>• demonstrates elementary understanding of how food-related activities or tasks impact on the individual, society or the environment</li> <li>• demonstrates elementary understanding of the influence that technology has on food supply</li> <li>• demonstrates a very limited understanding of the factors that influence food choices and/or eating habits</li> <li>• demonstrates an elementary understanding of the relationship between consumption and the nutritional value of foods and health</li> <li>• displays very limited research and communication skills.</li> </ul>	<p><b>A student performing at this grade typically:</b></p> <ul style="list-style-type: none"> <li>▪ outlines some chemical and/or physical properties of foods, and describes some changes that take place in food during preparation, processing and/or storage</li> <li>▪ identifies and uses basic techniques and some appropriate equipment for food-specific purposes</li> <li>▪ demonstrates a limited level of competence in identifying and managing 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 some impacts of food-related activities or tasks on the individual, society and environment</li> <li>▪ outlines some influences that technology has on food supply</li> <li>▪ describes some factors that influence food choices and eating habits</li> <li>▪ demonstrates a basic understanding of the relationship between consumption, the nutritional value of foods and individual and/or community health</li> <li>▪ displays basic research skills, and communicates information using a limited range of techniques.</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 explains the changes that take place in food during preparation, processing and storage</li> <li>▪ identifies and uses techniques and equipment for a variety of food-specific purposes</li> <li>▪ demonstrates an adequate level of competence in 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>▪ explains the impact of food-related activities or tasks on the individual, society and environment</li> <li>▪ describes the influences that technology has on food supply</li> <li>▪ discusses 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 techniques.</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 appropriate equipment for a range of food-specific purposes</li> <li>▪ demonstrates a high level of competence in 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 solutions for specific food purposes</li> <li>▪ analyses the impact of food-related activities or tasks on the individual, society and environment</li> <li>▪ analyses the influences that technology has 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 techniques.</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>• identifies and uses advanced techniques and appropriate equipment for a broad range of food-specific purposes</li> <li>• demonstrates a very high level of competence in 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 high quality for specific food purposes</li> <li>• evaluates the impact of food-related activities or tasks on the individual, society and environment</li> <li>• evaluates the influences that technology has 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 very high-level research skills, and communicates complex information effectively using a range of techniques.</li> </ul>

**Stage 5 Course Performance Descriptors – Child Studies**  
**The Common Grade Scale**

<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 – 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 and understanding of at least one technology in the field of study</li> <li>• identifies a very limited range of social, cultural and/or environmental impacts</li> <li>• displays elementary skills in identifying and using appropriate materials and hand and machine tools to produce practical projects</li> <li>• demonstrates a very limited level of competence in identifying and managing risks, and applying safe work practices</li> <li>• identifies some properties of materials that make them suitable for specific applications, and identifies very limited aspects of products and commercial products</li> <li>• produces very limited sketches related to practical projects</li> <li>• uses elementary terms to describe production processes</li> <li>• applies very limited skills 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 and understanding of technologies in the field of study</li> <li>• outlines some social, cultural and/or environmental impacts of technology</li> <li>• displays basic technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects</li> <li>• demonstrates a limited level of competence in identifying and managing 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/or economic aspects of products and commercial products</li> <li>• produces basic drawings for practical projects</li> <li>• uses general terms to describe production processes to an audience</li> <li>• applies limited skills and design principles to the development, 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 and understanding of traditional, current, new and emerging technologies in the field of study</li> <li>• explains the social, cultural and environmental impacts of different technologies</li> <li>• displays adequate skills in identifying and using appropriate materials and hand and machine tools to produce practical projects of sound quality</li> <li>• demonstrates an adequate level of competence in 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 adequate drawings to illustrate practical projects</li> <li>• uses accurate technical terms to describe production processes to a range of audiences</li> <li>• applies sound 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 and understanding of traditional, current, new and emerging technologies in the field of study</li> <li>• analyses the social, cultural and environmental impacts of a range of technologies</li> <li>• displays high-level skills in identifying and using appropriate materials and hand and machine tools to produce high-quality practical projects</li> <li>• demonstrates a high level of competence in 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 technologies to illustrate practical projects</li> <li>• uses technical terminology to discuss production processes with a range of audiences</li> <li>• consistently applies high level skills and design principles to the development, modification and production of projects.</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 traditional, current, new and emerging technologies in the field of study</li> <li>• evaluates the social, cultural and environmental impacts of a wide range of technologies</li> <li>• displays advanced skills in identifying and using appropriate materials and hand and machine tools to produce practical projects of excellent quality</li> <li>• demonstrates a very high level of competence in 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>• selects and uses a wide range of appropriate technologies to illustrate practical projects</li> <li>• confidently uses technical terminology to communicate production processes with a range of audiences</li> <li>• consistently applies very high level skills and design principles to the development, modification and production of projects.</li> </ul>

