

2022 Year 10 Course
Task Schedules
&
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

Grades are awarded on how well a student matches a particular course performance descriptor. See over page for these.

The following tasks have been designed to assess students across the range of outcomes covered in a course. These tasks represent the primary method of determining assessment grades. Other assessment information gathered throughout the year may be used if required to make a more accurate determination.

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Task No	Timing	Type	Weighting
1	Week 9 Term 1	Viewing and Listening Task	20%
2	Week 9 Term 2	Multimodal Task	20%
3	Week 10 Term 3	Essay	20%
4	Week 2 Term 4	Yearly Exam	20%
5	On-going	Formative Assessment	20%

Stage 5 Course Performance Descriptors – English

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> demonstrates some evidence of the ability to respond to a limited range of texts. with teacher support, discusses the context and perspective of texts and the relationships between and among them. with teacher support, discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts. responds in a rudimentary way to verbal and visual imagery. with teacher support, composes written, oral and visual texts using various technologies for a limited range of purposes, audiences and contexts. is able to generalise at times from engaging with texts to present a limited view of the world. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> demonstrates some ability to respond to a range of texts. discusses the context and perspective of texts and the relationships between and among them. discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts. responds to verbal and visual imagery. composes written, oral and visual texts using various technologies for different purposes, audiences and contexts. is able to generalise at times from engaging with texts to present some differing views of the world. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> through close and wide study, responds to a range of imaginative, factual and critical texts. investigates the context and perspective of texts and the relationships between and among them. analyses and discusses texts by selecting, identifying and explaining appropriate language forms and features and structures of those texts. responds imaginatively to verbal and visual imagery. displays a developing personal style, composes written, oral and visual texts using various technologies for a variety of purposes, audiences and contexts. is able to generalise from engaging with texts to present differing views of the world. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> through close and wide study, responds to demanding, imaginative, factual and critical texts. investigates with some insight the context and perspective of texts and the relationships between and among them. closely and critically analyses and evaluates texts of increasing complexity by selecting, describing and explaining appropriate language forms and features and structures of those texts. responds imaginatively and critically in an effective way to verbal and visual imagery. displays a developing personal style, composes with confidence written, oral and visual texts using various technologies for a variety of purposes, audiences and contexts. is able to generalise from engaging with texts to present a range of views of the world. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> through close and wide study, responds to a comprehensive range of demanding, imaginative, factual and critical texts. perceptively investigates the context and perspective of texts and the relationships between and among them. constructively and critically analyses and evaluates complex texts by selecting, describing and explaining significant language forms and features and structures of those texts. responds imaginatively and critically in a highly effective way to verbal and visual imagery. displays a distinct personal style, composes with confidence written, oral and visual texts, using various technologies for a wide variety of purposes, audiences and contexts. is able to generalise confidently from engaging with texts to present a wide variety of views of the world.
<ul style="list-style-type: none"> with teacher support, is developing an understanding of the processes of composition, as they are able to interpret ideas and apply these to new contexts. is able to identify some obvious expectations of an audience. with teacher support, is able to reflect on some aspects of their individual and collaborative skills for learning. 	<ul style="list-style-type: none"> with guidance, is developing a personal style and an understanding of the processes of composition as they are able to make some obvious inferences and interpretations, extend their imaginations in making meaning and apply ideas to new contexts. is able to identify and discuss some obvious preconceptions and expectations of an audience. with guidance, is able to reflect on their individual and collaborative skills for learning. 	<ul style="list-style-type: none"> demonstrates an understanding of the processes of composition as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts. conforms to or challenges an audience's preconceptions and expectations. with increasing independence, reflects on and uses, assesses and adapts their individual and collaborative skills for learning. 	<ul style="list-style-type: none"> clearly demonstrates an understanding of the processes of composition, as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts. with increasing confidence, is able to conform to, or challenge, an audience's preconceptions and expectations. independently reflects on and uses, assesses and adapts their individual and collaborative skills for learning. 	<ul style="list-style-type: none"> consistently demonstrates an understanding of the processes of composition, as they are able to infer logically, interpret clearly, extend their imaginations in composing texts and adapt ideas into new and different contexts. with confidence, is able to conform to, or challenge, an audience's preconceptions and expectations. independently reflects on and confidently uses, assesses and adapts their individual and collaborative skills for learning.

Mathematics

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Mathematics 5.1

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Description	Linear Investigation Task	Practical activity such as ‘Measure the inaccessible’, ‘Foil prank’, ‘Racing yachts’, or ‘Design a playhouse’	Online Quizzes	Formal exam (with reference sheet and calculator)	
When	Term 1, Week 9	Term 2, Week 4	Term 3, Weeks 4, 7, 10	Term 4, Week 4	
Outcomes	<p>MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context</p> <p>MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression</p>	<p>MA4-MG applies Pythagoras’ theorem to calculate side lengths in right angled triangles and solves related problems</p> <p>or</p> <p>MA5.1-8MG calculates the area of composite shapes, and the surface areas of rectangular and triangular prisms</p> <p>or</p> <p>MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression</p> <p>or</p> <p>MA5.1-11MG describes and applies the properties of similar figures and scale drawings</p>	<p><u>Quiz 1: Data Analysis</u> MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media</p> <p><u>Quiz 2: Probability</u> MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events</p> <p><u>Quiz 3: Financial Mathematics</u> MA5.1-4NA solves financial problems involving earning, spending and investing money</p>	All stage 5 outcomes	
Concepts, skills and techniques	0	10	20	20	50
Reasoning and communication	20	20	0	10	50
Marks	20	30	20	30	100

Mathematics 5.2

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Description	Investigation Task	In-class test	Assignment	Formal exam (with reference sheet and calculator)	
When	Term 1, Week 9	Term 2, Week 4	Term 3, Week 9	Term 4, Week 4	
Outcomes	<p>MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships</p> <p>MA5.2-3WM constructs arguments to prove and justify results</p>	<p>MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings</p> <p>MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions</p> <p>MA5.2-10NA connects algebraic and graphical representations of simple non-linear relationships</p>	<p>MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques</p> <p>MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time</p> <p>MA5.2-17SP describes and calculates probabilities in multi-step chance experiments</p>	All stage 5 outcomes	
Concepts, skills and techniques	10	10	10	20	50
Reasoning and communication	10	10	20	10	50
Marks	20	20	30	30	100

Mathematics 5.3

Component	Task 1	Task 2	Task 3	Task 4	Weighting
Description	Investigation – ‘From here to there’	Online Quizzes	Practical activity – ‘Representing Functions of Everyday Situations’	Formal exam (with reference sheet and calculator)	
When	Term 1, Weeks 4, 7, 10	Term 2, Week 7	Term 3, Week 9	Term 4, Week 3	
Outcomes	<p>MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships</p> <p>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</p> <p>MA5.3-2WM generalises mathematical ideas and techniques to analyse and solve problems efficiently</p>	<p>Quiz 1: Algebraic techniques MA5.2-6NA MA5.3-5NA</p> <p>Quiz 2: Equations MA5.2-8NA MA5.3-7NA</p> <p>Quiz 3: Indices and Precision MA5.1-5NA MA5.2-7NA MA5.3-6NA</p>	<p>MA5.3-9NA sketches and interprets a variety of non-linear relationships</p> <p>MA5.2-10NA connects algebraic and graphical representations of simple non-linear relationships</p> <p>MA5.3-1WM uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures</p>	All stage 5 outcomes	
Concepts, skills and techniques	10	20	0	20	50
Reasoning and communication	10	0	30	10	50
Marks	20	20	30	30	100

Stage 5 Course Performance Descriptors – Mathematics

Areas for Assessment

Working mathematically
Number
Patterns and algebra
Data
Measurement
Space and geometry

Knowledge, skills and understanding:

- developed through inquiry, application of problem-solving strategies, communication, reasoning and reflection
- in mental and written computation and numerical reasoning
- in patterning, generalisation and algebraic reasoning
- in collecting, representing, analysing and evaluating information
- in identifying and quantifying attributes of shapes and objects and applying measurement strategies
- in spatial visualisation and geometric reasoning.

Grade E2	Grade D3	Grade D4	Grade C5	Grade C6
<p>A student performing at this grade uses, with guidance, standard procedures to solve simple familiar problems; identifies simple mathematical relationships.</p> <p><i>The student typically:</i></p> <ul style="list-style-type: none"> • uses given diagrams, graphs and formulae to solve simple problems involving perimeter, area and volume, and coordinate geometry • simplifies and substitutes into simple algebraic expressions and solves simple linear equations • determines properties of triangles and quadrilaterals • uses a calculator to find approximations of trigonometric ratios of given angles measured in degrees • constructs frequency tables for ungrouped data. 	<p>A student performing at this grade uses standard procedures to solve simple familiar problems; communicates mathematical ideas using some mathematical language; may identify the strength/weakness of a particular strategy.</p> <p><i>The student typically:</i></p> <ul style="list-style-type: none"> • solves simple consumer arithmetic problems involving earning and spending money and, given the formula, calculates simple interest • completes a table of values to graph simple linear relationships • applies geometrical properties to solve simple numerical problems • expresses trigonometric ratios for angles in right-angled triangles in terms of an unknown side and a given side • simplifies arithmetic and simple algebraic expressions involving positive integral indices. 	<p>A student performing at this grade selects and uses standard procedures to solve simple familiar problems; communicates mathematical ideas using some mathematical language, notations and diagrams; explains and verifies simple mathematical relationships.</p> <p><i>The student typically:</i></p> <ul style="list-style-type: none"> • uses diagrams to solve simple coordinate geometry problems • graphs simple linear and non-linear relationships by constructing a table of values and using an appropriate scale • calculates probabilities for simple events using the formula • finds the perimeter and area of simple composite figures and, given diagrams, uses trigonometry to find sides and angles in right-angled triangles • constructs tables and graphs for grouped data. 	<p>A student performing at this grade uses appropriate strategies, often with the assistance of given diagrams and formulae, to solve simple familiar problems; explains mathematical ideas using mathematical language, notations and diagrams; uses some mathematical arguments to reach conclusions.</p> <p><i>The student typically:</i></p> <ul style="list-style-type: none"> • uses given formulae to find midpoint, distance and gradient and uses given graphs to solve simple linear simultaneous equations • draws and interprets simple graphs of physical phenomena • calculates compound interest using repetition of the formula for simple interest • applies results related to the angle sum for polygons to solve simple numerical problems • solves simple word problems in trigonometry. 	<p>A student performing at this grade uses appropriate strategies to solve familiar multi-step problems; uses appropriate mathematical language, notations and diagrams; uses some appropriate mathematical arguments to reach and justify conclusions.</p> <p><i>The student typically:</i></p> <ul style="list-style-type: none"> • simplifies algebraic expressions involving fractions and indices • expands and factorises simple algebraic expressions and solves simple quadratic equations • uses formulae to calculate the volume of pyramids, cones and spheres, and the surface area of cylinders • uses simple deductive reasoning in solving numerical problems in different geometrical contexts, and applies tests for proving that triangles are congruent • determines the upper and lower quartiles of a set of scores and uses a calculator to find the standard deviation of a set of scores.

Grade B7	Grade B8	Grade A9	Grade A10
<p>A student performing at this grade selects and uses appropriate strategies to solve familiar multi-step problems; uses appropriate mathematical language and notations in written, oral and/or graphical form; uses appropriate mathematical arguments to reach and justify conclusions; often requires guidance to determine the most efficient methods.</p> <p><i>The student typically:</i></p> <ul style="list-style-type: none"> • applies compound interest and depreciation formulae to consumer situations, and calculates the result of successive discounts • draws and interprets graphs including simple parabolas and hyperbolas • calculates surface area and volume of simple composite solids, and solves trigonometry problems involving bearings and angles measured in degrees and minutes • solves linear inequalities and simple simultaneous linear equations using an analytical method • analyses data using the interquartile range and standard deviation. 	<p>A student performing at this grade selects and uses appropriate strategies to solve familiar and some unfamiliar multi-step problems; uses formal definitions when explaining solutions; uses some deductive reasoning in presenting mathematical arguments; may require some guidance to determine the most efficient methods.</p> <p><i>The student typically:</i></p> <ul style="list-style-type: none"> • solves simple probability problems involving two-stage events • calculates surface area of pyramids, cones and spheres • constructs geometrical arguments to prove a general geometrical result, giving reasons • graphs simple regions, draws and interprets a variety of graphs, and applies coordinate geometry techniques to solve problems • expands binomial products and factorises quadratic expressions. 	<p>A student performing at this grade selects and uses efficient strategies to solve unfamiliar multi-step problems; uses formal definitions and generalisations when explaining solutions; uses deductive reasoning in presenting mathematical arguments and formal proofs.</p> <p><i>The student typically:</i></p> <ul style="list-style-type: none"> • performs operations with both surds and indices in numerical and algebraic contexts • uses trigonometry to solve practical problems involving non-right-angled triangles • analyses and describes graphs of physical phenomena • constructs geometrical arguments and formal proofs of geometrical relationships • uses analytical methods to solve linear, quadratic and simultaneous equations, including simultaneous equations involving a first degree equation and a second degree equation. 	<p>A student performing at this grade consistently selects efficient strategies and uses them accurately to solve unfamiliar multi-step problems; uses and interprets formal definitions and generalisations when explaining solutions; uses deductive reasoning in presenting clear and concise mathematical arguments and formal proofs; synthesises mathematical techniques, results and ideas across the course.</p> <p><i>The student typically:</i></p> <ul style="list-style-type: none"> • interprets and solves probability problems involving compound events • solves problems involving surface area of pyramids, cones and spheres, and applies similarity relationships for area and volume • uses analytical and graphical techniques to solve problems involving quadratic equations, simultaneous equations or inequalities • manipulates algebraic expressions, equations and inequalities, with consideration given to restrictions on the values of variables • applies relevant theorems and properties to deduce further geometrical relationships involving triangles and quadrilaterals.

Science

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ASSESSMENT TASK	WEIGHTING	TASK 1	TASK 2	TASK 3
		Term 1 Week 8	Term 3 Week 9	Various Times of year
		Chemical Reactions Documentary	IRP**	Post Topic Tests
Chemical Reactions	25%	20%		5%
IRP SKILLS	35%		35%	
Electricity and Technology	10%			10%
Ecology	10%			10%
Waves and Communication	10%			10%
Health and Disease	10%			10%
Totals	100%	20%	35%	45%

** The IRP will be set in week 1 of Term 3 and students will work through with minimal classroom assistance

Stage 5 Course Performance Descriptors – Science

Areas for Assessment

Knowing and understanding Planning and conducting investigations Problem-solving Communicating

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> recalls some examples of the impact of scientific research on science, society, technology and the environment. identifies some scientific models, theories and laws, and recalls some processes that can be used to test them. identifies some systems and structures of the living and non-living world. with guidance, individually and in teams, plans and undertakes elementary first-hand investigations and draws simple conclusions from selected data. with guidance, locates information from provided resources to identify simple trends, patterns and relationships. with guidance, communicates information to an audience. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> outlines some impacts of scientific research on science, society, technology and the environment. recalls scientific models, theories and laws to outline scientific phenomena, and identifies the processes that are used to test them. recalls some interactions within systems and structures of the living and non-living world. individually and in teams, develops elementary plans, and undertakes first-hand investigations and, with guidance, draws relevant conclusions from selected data. locates and extracts information from provided resources to outline trends, patterns and relationships. communicates their scientific understanding to an audience. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> describes the impact of scientific research on science, society, technology and the environment. relates models, theories and laws to scientific phenomena, and outlines the processes that are used to test and validate them. outlines interactions within and between systems and structures of the living and non-living world. independently and in teams, uses identified strategies and problem-solving skills to plan and conduct first-hand investigations and draw relevant conclusions from the data collected. independently locates and summarises information from a variety of sources to describe trends, patterns and relationships. selects a suitable way to communicate their scientific understanding to an audience. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> explains the impact of scientific research on science, society, technology and the environment. describes scientific phenomena using models, theories and laws, and outlines the processes that are used to test and validate them. describes interactions within and between systems and structures of the living and non-living world. independently and in teams, selects strategies and problem-solving skills to plan and conduct first-hand investigations, gather and process data, and draw valid conclusions. independently locates and processes information from a variety of sources to explain trends, patterns and relationships. selects suitable ways to communicate their scientific understanding to an audience. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> evaluates the impact of scientific research on science, society, technology and the environment. explains scientific phenomena using models, theories and laws, and describes the processes that are used to test and validate them. explains interactions within and between systems and structures of the living and non-living world. engages, independently and in teams, in creative problem-solving processes to plan and conduct first-hand investigations, gather and process data, and draw valid conclusions. independently locates and processes information from a wide variety of sources to explain trends, patterns and relationships. communicates their scientific findings, understanding and viewpoints in a variety of ways to an audience.

Geography

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Semester 1 Cohort

Week	Task	Weighting	Outcomes
Term 1, Week 6	Topic: Changing Places Task Type: In class extended response	30 %	GE5-2, GE5-3, GE5-8
Term 2, Week 2	Topic: Environmental Change and Management Task Type: Research Type	40%	GE5-4, GE5-5, GE5-8
TBC	Final Examination	30%	

Semester 2 Cohort

Week	Task	Weighting	Outcomes
Term 3, Week 6	Topic: Changing Places Task Type: In class extended response	30 %	GE5-2, GE5-3, GE5-8
Term 4, Week 2	Topic: Environmental Change and Management Task Type: Research Type	40%	GE5-4, GE5-5, GE5-8
TBC	Final Examination	30%	

Stage 5 Course Performance Descriptors – Geography

Areas for Assessment

Communication Geographical tools and skills Geographical knowledge

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <p>demonstrates some knowledge of places and environments and identifies some geographical processes that form and transform them demonstrates elementary knowledge and understanding of some interactions and connections between people, places and environments recognises some different perspectives of geographical issues identifies some aspects of human wellbeing and the management of places and environments exhibits elementary skills to select and apply geographical concepts and tools to the investigation displays elementary skills to select, acquire, process and communicate geographical information using a limited range of strategies.</p>	<p><i>A student performing at this grade typically:</i></p> <p>demonstrates a basic knowledge of places and environments and some understanding of the geographical processes that form and transform them demonstrates basic knowledge and understanding of the interactions and connections between people, places and environments outlines different perspectives of geographical issues displays some knowledge of human wellbeing and the management of places and environments for their sustainability exhibits some skills to select and apply geographical concepts and tools appropriate to the investigation displays basic skills to select, acquire, process and communicate geographical information using a range of strategies.</p>	<p><i>A student performing at this grade typically:</i></p> <p>demonstrates a sound knowledge and understanding of places and environments, and the geographical processes that form and transform them demonstrates sound knowledge and understanding of the interactions and connections between people, places and environments describes different perspectives of geographical issues displays broad knowledge and understanding of human wellbeing and the management of places and environments for their sustainability exhibits sound skills to select and apply geographical concepts and tools appropriate to the investigation displays sound skills to select, acquire, process and communicate geographical information using a range of strategies.</p>	<p><i>A student performing at this grade typically:</i></p> <p>demonstrates a thorough knowledge and understanding of places and environments, and the geographical processes that form and transform them demonstrates thorough knowledge and understanding of the interactions and connections between people, places and environments explains different perspectives of geographical issues across a range of scales displays thorough knowledge and understanding of human wellbeing and the management of places and environments for their sustainability in relation to geographical issues exhibits high level skills to select and apply geographical concepts and tools appropriate and relevant to the investigation displays high level skills to select, acquire, process and communicate complex geographical information using a broad range of strategies.</p>	<p><i>A student performing at this grade typically:</i></p> <p>demonstrates an extensive knowledge and understanding of places and environments, and the geographical processes that form and transform them demonstrates extensive knowledge and understanding of the interactions and connections between people, places and environments explains and analyses different perspectives of geographical issues across a range of scales displays extensive knowledge and understanding of human wellbeing and the management of places and environments for their sustainability in relation to geographical issues across a range of scales exhibits extensive skills to select and proficiently apply geographical concepts and tools appropriate and relevant to the investigation displays sophisticated skills to select, acquire and process complex geographical information and uses an extensive range of strategies to communicate effectively.</p>

History

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Semester 1 Cohort

Topic	Description	Week	Outcomes	Weightings
Changing Rights and Freedoms	In Class Essay	Term 1 Week 7	HT5-2, HT5-3, HT5-6, HT5-9	60%
Final Exam: The Holocaust & Changing Rights and Freedoms	In Class Extended Response	Week 3 Term 2	HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-8, HT5-10	40%

Semester 2 Cohort

Topic	Description	Week	Outcomes	Weightings
Changing Rights and Freedoms	In Class Essay	Term 3 Week 7	HT5-2, HT5-3, HT5-6, HT5-9	60%
Final Exam: The Holocaust & Changing Rights and Freedoms	Exam	Week 3 Term 4	HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-8, HT5-10	40%

Stage 5 Course Performance Descriptors – History

Areas for Assessment

Historical knowledge
 Changing rights and freedoms
 Research and historical inquiry skills
 Communication

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <p>demonstrates elementary knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia demonstrates elementary knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia</p> <p>recounts some historical events in chronological order and identifies significant changes</p> <p>with guidance, locates information from sources to answer historical questions</p> <p>identifies some causes and effects of historical events</p> <p>recognises different perspectives within historical accounts</p> <p>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.</p>	<p><i>A student performing at this grade typically:</i></p> <p>demonstrates basic knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia demonstrates basic knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia</p> <p>sequences some historical events and identifies factors contributing to continuity and change</p> <p>selects and organises relevant information from sources and summarises the main ideas to answer historical questions</p> <p>describes some causes and effects of historical events and developments</p> <p>identifies different perspectives and interpretations of the past</p> <p>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.</p>	<p><i>A student performing at this grade typically:</i></p> <p>demonstrates sound knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia demonstrates sound knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia</p> <p>sequences historical events and describes significant patterns of continuity and change</p> <p>selects and organise sources to locate relevant information to support an historical inquiry</p> <p>explains causes and effects of historical events and developments</p> <p>explains different perspectives and interpretations of the past</p> <p>communicates an understanding of the past through explanations and arguments in appropriate oral, written, visual and digital forms, using relevant historical terms and concepts.</p>	<p><i>A student performing at this grade typically:</i></p> <p>demonstrates thorough knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia demonstrates thorough knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia</p> <p>explains historical events based on an understanding of chronology, continuity and change</p> <p>selects and analyses a range of sources and draws conclusions about their usefulness for an historical inquiry</p> <p>explains and analyses causes and effects of historical events and developments</p> <p>explains and compares different perspectives and interpretations of the past</p> <p>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.</p>	<p><i>A student performing at this grade typically:</i></p> <p>demonstrates extensive knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia demonstrates extensive knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia</p> <p>draws historical conclusions based on an understanding of chronology, continuity and change</p> <p>evaluates a range of sources for their usefulness and synthesises evidence from them to support an historical inquiry</p> <p>analyses and assesses the importance of the causes and effects of historical events and developments</p> <p>analyses and accounts for different perspectives and interpretations of the past</p> <p>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.</p>

Personal Development, Health & Physical Education

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Task	1. “Eye of a Tiger” Peer Teach	2. “Health Promotion”	3. Yearly Exam
Task description	Sport in a box. Students will be required to create a game or sport from the equipment in their crate and teach the class. Students will be marked on their involvement in each lesson, skills at teaching the class and evaluation of their game.		Multiple choice, short answers and extended response questions based on all topics covered throughout the year.
Date	<u>Term 1</u> - Theory: Week 3 Prac: Throughout the term	<u>Term 3</u> : Week 9	<u>Term 4</u> : Week 4
Weighting	30%	30%	40%
Outcomes	PD 5.4, PD5.5, PD5.7, PD5.8, PD5.11	PD5.1, PD5.2, PD5.3, PD5.9, PD5.10	PD5.2, PD5.6, PD5.7, PD5.8, PD5.9

Stage 5 Course Performance Descriptors – Personal Development, Health and Physical Education

Areas for Assessment

Self and relationships Movement skill and performance

Individual and community health Lifelong physical activity

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

Building and Construction

Syllabus Components/ Topics	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Theory Related Task	Practical Task 1	Theory Related Task	Practical Task 2
		<i>Due: Week 8 Term 1</i>	<i>Due: Week 2 Term 2</i>	<i>Due: Week 8 Term 2</i>	<i>Due: Week 4 Term 4</i>
OHS Risk Management		X	X		X
<i>Materials/ Equipment Tools & Machines</i>		X	X		X
<i>Techniques/ Design</i>		X	X	X	X
<i>Links to Industry</i>				X	X
<i>Workplace Communication Skills</i>		X	X	X	X
<i>Societal & Environmental Impact</i>			X	X	
	Task Value 100%	10%	30% Practical 10% Management folio	10%	30% Practical 10% Management folio
Outcomes to be assessed		IND5-2, IND5-3, IND5-4, IND5-6, IND5-7	IND5-1, IND5-2, IND5-3,IND5-4, IND5-7	IND5-2, IND5-5, IND5-7, IND5-8, IND5-9, IND5-10	IND5-1, IND5-2, IND5-3,IND5-4, IND5-7

Stage 5 Course Performance Descriptors – Building and Construction

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

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

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

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

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

Child Studies

Task	EXPLORING PLAY	EATING WELL	SAFE KIDZ
Task Description	Students will be developing and making a toy that will be displayed and shown at a school exhibition. The toy will be targeted at one of the six stages of play. Students will present the toy and marketing document at the exhibition.	Students will create a Party Menu for a birthday party. The birthday will be based around a theme and include, invitation, menu, dietary table of contents and presentation of one of the party foods to be in the Child's Party. This task will be done in a group.	Students will be creating a safety campaign aimed at promoting Child Safety. The campaign will be selected from the following Areas Water, Car, Home, playground. The task will be presented in the form of a Video presentation.
Date	Term 1, Week 9	Term 2, Week 8	Term 3, Week 8
Weighing	35%	30%	35%
Outcomes	CS5-5, CS5-4	CS5-11, CS 5-12	CS5-2, CS5-8

Stage 5 Course Performance Descriptors – Child Studies

The Common Grade Scale is to be used to assign Assessment grades for students in Stage 5 courses that do not have subject-specific course performance descriptors. These include Board Endorsed Courses and Content Endorsed Courses such as Child Studies.

The general performance descriptors describe performance at each of five grade levels.

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Dance

Task	PERFORMANCE <i>Dancing Longer, Dancing Stronger</i>	COMPOSITION <i>Dance Tech Film</i> APPRECIATION <i>Aboriginal Dance</i>	PERFORMANCE <i>Learn the Repertoire</i>	COMPOSITION <i>Partner Up</i> APPRECIATION <i>Viva Voce</i>
Task Description	Students will be learning a class performance piece that will be performed at the Central Coast Dance Festival. This performance piece will be assessed on the dancers ability to demonstrates an understanding and application of aspects of performance quality and interpretation through performance Students will also present a Safe Dance Research project.	Students will be creating and composing a dance film based on manipulating the elements of dance. The film will be presented at the short, Sharp Dance Festival in Sydney. Students will also be devising an Aboriginal Dance Speech that will be delivered in Class to the teacher.	Students will select a piece of repertoire to learn and perform for the Assessment. The performance piece can be performed as a solo, duet or Trio. Students will analyse the use of the elements of dance that are performed and manipulated during their own performance. The Performance will be accompanied with a Self analysis report.	Students will create a duet based on Identifying and developing motifs to communicate an idea. Students will structure their dance based on the ideas explored. Students will perform their duet and answer a Viva Voce question based on motif and Intent.
Date	Term 1, Week 6 - Safe Dance Task Term 1, Week 9 - Performance Task	Term 2, Week 5 - Appreciation Task Term 2, Week 9 Composition Task	Term 3, Week 8 Performance Task	Term 4, Week 5 - Composition and Appreciation Task
Weighting	Performance 25%	Composition 15% Appreciation 15%	Performance 25%	Composition 10% Appreciation 10%
Outcomes	5.1.3, 5.1.1	5.2.1, 5.3.1	5.1.2	5.2.2, 5.3.3

Stage 5 Course Performance Descriptors – Child Studies

Grade A

A student at this grade typically:

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

Grade B

A student at this grade typically:

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

Grade C

A student at this grade typically:

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

Grade D

A student at this grade typically:

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

Grade E

A student at this grade typically:

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

Design and Technology

Syllabus Components/ Topics	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Research Task 1	Design Task 2 Project & Folio	Design Task 3	Design Task 4 Project & Folio
		<i>Due: Week 8 Term 1</i>	<i>Due: Week 6 Term 2</i>	<i>Due: Week 6 Term 3</i>	<i>Due: Week 6 Term 4</i>
knowledge and understanding of design concepts and processes		X	X	X	X
impact of past, current and emerging technologies		X			
the work of designers and the related issues and trends			X	X	X
skills in innovation, creativity and enterprise		X	X	X	X
communicating design ideas and solutions		X	X	X	X
managing resources and producing quality design solutions			X	X	X
	Task Value 100%	10%	Project 30% Folio 10%	10%	Project 25% Folio 15%
Outcomes to be assessed		DT5-1, DT5-5, DT5-7	DT5-2, DT-5-3, DT5-6, DT5-8, DT5-9, DT5-10	DT5-1, DT5-4, DT5-5, DT5-7	DT5-2, DT-5-3, DT5-6, DT5-8, DT5-9, DT5-10

Stage 5 Course Performance Descriptors – Design and Technology

Areas for Assessment

**Design concepts and processes Creativity, innovation and enterprise Communicating, managing and producing
Producing quality design solutions Designers and responsible designing Design, technology and society**

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates an elementary understanding of design when identifying concepts and processes and, with guidance, applies their learning in familiar contexts. • with guidance, applies and manages a simple design process to develop design ideas and solutions. • identifies some impacts of technologies on the individual, society and environments. • identifies some factors that affect the work and responsibilities of designers when evaluating designed solutions. • with direction, develops design ideas and solutions. • uses a limited range of techniques to communicate designed solutions. • with guidance, applies risk management practices when using a limited range of technologies to produce simple designed solutions. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates a basic knowledge and understanding of design when describing concepts and processes, and is able to apply their learning in familiar contexts. • applies and manages a design process to develop design ideas and solutions. • describes the impacts of past, current and emerging technologies on the individual, society and environments. • evaluates designed solutions, choosing appropriate factors that affect the work and responsibilities of designers. • with guidance, develops and describes design ideas and solutions that are innovative, enterprising and creative. • uses a range of techniques to communicate design ideas and solutions to audiences. • applies basic risk management practices when selecting and safely using a limited range of technologies to produce designed solutions. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates a sound knowledge and understanding of design when analysing concepts and processes, and is able to apply their learning in new contexts. • applies, justifies and manages a design process to develop design ideas and solutions. • explains the impact of past, current and emerging technologies on the individual, society and environments. • evaluates designed solutions, taking into account a range of factors affecting the work and responsibilities of designers. • explains innovative, enterprising and creative design ideas and solutions. • selects and uses a range of techniques to communicate design ideas and solutions to a range of audiences. • applies risk management practices when selecting and safely using a range of technologies to produce designed solutions of sound quality. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates a thorough knowledge and understanding of design when analysing concepts and processes, and is able to apply their learning in new contexts. • consistently applies, justifies and manages design processes to develop design ideas and solutions. • analyses and explains the impacts of past, current and emerging technologies on the individual, society and environments. • evaluates designed solutions, considering a variety of factors affecting the work and responsibilities of designers. • confidently develops and evaluates innovative, enterprising and creative design ideas and solutions. • selects and uses a wide range of appropriate techniques to effectively communicate design ideas and solutions to a range of audiences. • consistently applies risk management practices when selecting and safely using a range of technologies to produce high-quality designed solutions. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • integrates their extensive knowledge and understanding of design in critically analysing concepts and processes, and is able to apply their learning in new contexts. • consistently applies, justifies and manages complex design processes to develop design ideas and solutions. • evaluates and coherently explains the impacts of past, current and emerging technologies on the individual, society and environments. • evaluates designed solutions, independently considering a comprehensive range of factors affecting the work and responsibilities of designers. • independently develops and critically evaluates innovative, enterprising and creative design ideas and solutions. • is discriminating in their selection and use of a wide range of appropriate techniques to communicate design ideas and solutions effectively to a wide variety of audiences. • applies risk management practices when independently selecting and safely using a wide range of technologies to produce outstanding designed solutions.

Food Technology

Grades are awarded on how well a student matches a particular course performance descriptor. See over page for these.

The following tasks have been designed to assess students across the range of outcomes covered in a course. These tasks represent the primary method of determining assessment grades. Other assessment information gathered throughout the year may be used if required to make a more accurate determination.

There will be common assessment tasks throughout the year. Other coursework (which is preparing you for these tasks) must be completed satisfactorily to demonstrate diligence and sustained effort.

Syllabus Components/ Topics	Syllabus Weighting	Task 1 Part A & B	Task 2 Part A & B	Task 3	Task 4
		Multicultural Task	Food For Special Needs	Practical Work	Book Work
		<i>Due: Week 7 Term 2</i>	<i>Due: Week 9 Term 3</i>	<i>Semester 1 & 2</i>	<i>Marked each term</i>
<i>Food for specific needs</i>	NA		X		X
<i>Food product development Food Selection and Health Food service catering</i>	NA			X X X	X X X
<i>Food special occasions Food Equity Food in Australia</i>	NA	X X X			X X X
	Task Value 100%	25%	25%	30%	20%
Outcomes to be assessed		TBC	TBC	TBC	TBC

Stage 5 Course Performance Descriptors – Food Technology

Areas for Assessment

Food properties and preparation Food, nutrition and society

Researching and communicating Designing, producing and evaluating

Food hygiene and safety

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

Forensics

ASSESSMENT TASK	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Term 1 Week 10	Term 3 Week 2	Term 3 Week 5	Term 4 Week 1
		Arson Report	Project Progress 1	Project Progress 2	Project - Final
ARSON	30%	30%			
Crime Scene design Project Progress 1	15%		15%		
Crime Scene design Project Progress 2	15%			15%	
Crime Scene design Project - Final	40%				40%
Totals	100%	30%	15%	15%	40%

Industrial Technology – Timber

Syllabus Components/ Topics	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
		Theory Related Task	Practical Task 1	Theory Related Task	Practical Task 2
		<i>Due: Week 7 Term 1</i>	<i>Due: Week 2 Term 2</i>	<i>Due: Week 8 Term 2</i>	<i>Due: Week 3 Term 4</i>
<i>OHS Risk Management</i>		X	X		X
<i>Materials/ Equipment Tools & Machines</i>		X	X		X
<i>Techniques/ Design</i>				X	X
<i>Links to Industry</i>				X	X
<i>Workplace Communication Skills</i>		X	X	X	X
<i>Societal & Environmental Impact</i>		X		X	
	Task Value 100%	10%	20% Practical 10% Management folio	10%	40% Practical 10% Management folio
Outcomes to be assessed		IND5-2, IND5-3, IND5-4, IND5-6, IND5-7	IND5-1, IND5-2, IND5-3,IND5-4, IND5-7	IND5-2, IND5-5, IND5-7, IND5-8, IND5-9, IND5-10	IND5-1, IND5-2, IND5-3,IND5-4, IND5-7

Stage 5 Course Performance Descriptors – Industrial Technology - Timber

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><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> demonstrates elementary knowledge of some technologies in their field of study, and recognises some social, cultural and environmental impacts of these technologies. with guidance, displays very limited technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects. identifies some properties of materials that make them suitable for specific applications, and identifies some aspects of products and commercial products. produces elementary sketches related to practical projects, and uses simple terms to describe production processes. with assistance, applies elementary skills and design principles to the production or modification of projects. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> demonstrates basic knowledge of technologies in their field of study, and outlines social, cultural and environmental impacts of these technologies. displays basic technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects, identifying and managing some risks, and applying safe work practices. outlines properties of materials that make them suitable for specific applications, and identifies functional, aesthetic, environmental and economic aspects of products and commercial products. produces simple drawings for practical projects, and uses general terms to describe production processes to an audience. applies basic skills and design principles to the development and production or modification of projects. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> demonstrates sound knowledge of traditional, current, new and emerging technologies in their field of study, and explains the social, cultural and environmental impacts of these technologies. displays technical skills in identifying and using appropriate materials and hand and machine tools, to produce practical projects of sound quality, identifying and managing risks and applying safe work practices. describes the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products. produces competent drawings to illustrate practical projects, and uses accurate technical terms to describe production processes to a range of audiences. applies skills and design principles to the development and production or modification of projects. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> demonstrates thorough knowledge of traditional, current, new and emerging technologies in their field of study, and analyses the social, cultural and environmental impacts of these technologies. displays high-level technical skills in identifying and using appropriate materials and hand and machine tools to produce high quality practical projects, assessing and managing risks and applying safe work practices. analyses the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products. uses a range of media to illustrate practical projects, and uses technical terminology to discuss production processes with a range of audiences. consistently applies skills and design principles to the development and production of new projects. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> demonstrates extensive knowledge of traditional, current, new and emerging technologies in their field of study, and evaluates the social, cultural and environmental impacts of these technologies. displays advanced technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects of excellent quality, independently assessing and managing risks and consistently applying safe work practices. evaluates the suitability of materials for specific applications and the functional, aesthetic, environmental and economic aspects of projects and commercial products. independently selects and uses a range of media to illustrate practical projects, and confidently uses technical terminology to discuss production processes with a range of audiences. independently and consistently applies skills and design principles to the development and production of new projects.

Marine Studies

TASK	COMPONENT	TYPE	TIMING	WEIGHTING
1	CORE MODULE 1	Practical assessment and theory exam	Practical - TBA Exam - Week 10 TERM 1	30%
2	Dangerous Marine Creatures	Research poster	Week 5 Term 2	25%
3	Aquarium Design	Design and construction	Week 8 Term 2	25%
4	Shipwrecks and Salvage	Interest project	Week 5 Term 4	15%

Stage 5 Course Performance Descriptors – Marine Studies

Areas for Assessment

**Design concepts and processes Creativity, innovation and enterprise Communicating, managing and producing
Producing quality design solutions Designers and responsible designing Design, technology and society**

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates an elementary understanding of design when identifying concepts and processes and, with guidance, applies their learning in familiar contexts. • with guidance, applies and manages a simple design process to develop design ideas and solutions. • identifies some impacts of technologies on the individual, society and environments. • identifies some factors that affect the work and responsibilities of designers when evaluating designed solutions. • with direction, develops design ideas and solutions. • uses a limited range of techniques to communicate designed solutions. • with guidance, applies risk management practices when using a limited range of technologies to produce simple designed solutions. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates a basic knowledge and understanding of design when describing concepts and processes, and is able to apply their learning in familiar contexts. • applies and manages a design process to develop design ideas and solutions. • describes the impacts of past, current and emerging technologies on the individual, society and environments. • evaluates designed solutions, choosing appropriate factors that affect the work and responsibilities of designers. • with guidance, develops and describes design ideas and solutions that are innovative, enterprising and creative. • uses a range of techniques to communicate design ideas and solutions to audiences. • applies basic risk management practices when selecting and safely using a limited range of technologies to produce designed solutions. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates a sound knowledge and understanding of design when analysing concepts and processes, and is able to apply their learning in new contexts. • applies, justifies and manages a design process to develop design ideas and solutions. • explains the impact of past, current and emerging technologies on the individual, society and environments. • evaluates designed solutions, taking into account a range of factors affecting the work and responsibilities of designers. • explains innovative, enterprising and creative design ideas and solutions. • selects and uses a range of techniques to communicate design ideas and solutions to a range of audiences. • applies risk management practices when selecting and safely using a range of technologies to produce designed solutions of sound quality. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates a thorough knowledge and understanding of design when analysing concepts and processes, and is able to apply their learning in new contexts. • consistently applies, justifies and manages design processes to develop design ideas and solutions. • analyses and explains the impacts of past, current and emerging technologies on the individual, society and environments. • evaluates designed solutions, considering a variety of factors affecting the work and responsibilities of designers. • confidently develops and evaluates innovative, enterprising and creative design ideas and solutions. • selects and uses a wide range of appropriate techniques to effectively communicate design ideas and solutions to a range of audiences. • consistently applies risk management practices when selecting and safely using a range of technologies to produce high-quality designed solutions. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • integrates their extensive knowledge and understanding of design in critically analysing concepts and processes, and is able to apply their learning in new contexts. • consistently applies, justifies and manages complex design processes to develop design ideas and solutions. • evaluates and coherently explains the impacts of past, current and emerging technologies on the individual, society and environments. • evaluates designed solutions, independently considering a comprehensive range of factors affecting the work and responsibilities of designers. • independently develops and critically evaluates innovative, enterprising and creative design ideas and solutions. • is discriminating in their selection and use of a wide range of appropriate techniques to communicate design ideas and solutions effectively to a wide variety of audiences. • applies risk management practices when independently selecting and safely using a wide range of technologies to produce outstanding designed solutions.

Music

Grades are awarded on how well a student matches a particular course descriptor. See next page for these.

The following tasks have been designed to assess students across the range of outcomes covered in a course. These tasks represent the primary method of determining assessment grades. Other assessment information gathered throughout the year may be used if required to make a more accurate determination.

There will be common assessment tasks throughout the year. Other coursework (which is preparing you for these tasks) must be completed satisfactorily to demonstrate diligence and sustained effort.

Task Number	Topic	Task Information/ type	Due Date	Weighting	Outcomes
1	Rock Music	Performance	Term 1 Week 8	30%	5.1 and 5.3
2	Australian Music	Like a Version PBL task	Term 2 Week 10	40%	5.1, 5.3, 5.4, 5.7, 5.8
3	Classical Music	Composition	Term 3, Week 10	30%	5.4, 5.5, 5.6

Bookwork: manuscript and written work will be marked regularly. Inadequate bookwork may result in an “N” determination on the grounds of not meeting the BOSTES requirement of a student demonstrating “diligence and sustained effort”.

Areas for Assessment

Performing Composing Listening

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

Outdoor Recreation

Task	Timing	Topic	Description	Outcomes	Weighting
1	Term 1 Week 10	Kayak Certification	Learning Booklet and Exam	1.1, 3.1, 3.2	25%
2	Term 2 Week 5	Camping	Learning booklet and camp plan	2.1, 4.1, 4.2, 4.4	25%
3	Term 3 Week 9	Employment and event management	PBaL Obstacle Course Design	2.2, 4.2, 4.4	25%
4	Term 4 Week 6	Fishing	Practical demonstration	ALL	25%

Stage 5 Course Performance Descriptors – Outdoor Recreation

The Common Grade Scale is to be used to assign Assessment grades for students in Stage 5 courses that do not have subject-specific course performance descriptors. These include Board Endorsed Courses and Content Endorsed Courses such as PASS.

The Common Grade Scale describes performance at each of five grade levels.

- A** The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
- B** The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
- C** The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
- D** The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
- E** The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Photographic and Digital Media

Term	Task no	Topic	Task Type/Description	Outcomes	%	Due Date (Week)
1	1	Light in the dark/snapshot	Practical	5.1, 5.3, 5.4,	20	Week 10
2	2	Light in the dark/snapshot	Critical and Historical Study	5.8, 5.9	15	Week 2
3	3	Edit it	Practical	5.2, 5.4 5.6	25	Week 8
4	4	Body of Work	Critical and Historical Study – Artists study Artmaking – Body of Work	5.7, 5.10 5.1, 5.5, 5.6	15 25	Week 5

Stage 5 Course Performance Descriptors – Photographic and Digital Media

The Common Grade Scale is to be used to assign Assessment grades for students in Stage 5 courses that do not have subject-specific course performance descriptors. These include Board Endorsed Courses and Content Endorsed Courses such as Photographic and Digital Media.

The Common Grade Scale describes performance at each of five grade levels.

- A** The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
- B** The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
- C** The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
- D** The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
- E** The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Physical Activities and Sports Studies (PASS)

Grades are awarded on how well a student matches a particular course performance descriptor. See over page for these.

The following tasks have been designed to assess students across the range of outcomes covered in a course. These tasks represent the primary method of determining assessment grades. Other assessment information gathered throughout the year may be used if required to make a more accurate determination.

There will be common assessment tasks throughout the year. Other coursework (which is preparing you for these tasks) must be completed satisfactorily to demonstrate diligence and sustained effort.

Task	Timing	Topic	Description	Outcomes	Weighting
1	Term 1 Week 9	Coaching	Coaching Session	PASS5-5 PASS5-6 PASS5-7 PASS5-8 PASS5-9	20%
2	Term 2 Week 5	Body Systems	Topic Test	PASS5-1 PASS5-6 PASS5-5 PASS5-9 PASS5-10	20%
3	Term 3 Week 8	Event management	Case Study: Tokyo Olympics	PASS5-5 PASS5-7 PASS5-8 PASS5-10	30%
4	Term 4 Week 4	Yearly Exam	Exam	PASS5-1 PASS5-5 PASS5-7 PASS5-6 PASS5-8 PASS5-9 PASS5-10	30%

Stage 5 Course Performance Descriptors – PASS

The Common Grade Scale is to be used to assign Assessment grades for students in Stage 5 courses that do not have subject-specific course performance descriptors. These include Board Endorsed Courses and Content Endorsed Courses such as PASS.

The Common Grade Scale describes performance at each of five grade levels.

- A** The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
- B** The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
- C** The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
- D** The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
- E** The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Rugby Skills

Task	Timing	Description	Outcomes	Weighting
1	Term 1 Week 10	Research Task- Aspects of Rugby	PASS5-5	40%
2	Term 2 Week 5	Nutrition Assignment	PASS5-1	20%
3	Term 3 Week 8	Kicking Demonstration	PASS5-8, PASS5-9	20%
4	Term 4 Week 5	First aid Exam	PASS5-10	20%

Stage 5 Course Performance Descriptors – Rugby Skills

The Common Grade Scale is to be used to assign Assessment grades for students in Stage 5 courses that do not have subject-specific course performance descriptors. These include Board Endorsed Courses and Content Endorsed Courses such as PASS.

The Common Grade Scale describes performance at each of five grade levels.

- A** The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
- B** The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
- C** The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
- D** The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
- E** The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

STEM

Component	Semester 1:Task 1 In-class tasks	Semester 1:Task 2	Semester 2: Task 3 Assignment	Weighting
Due Date	Term 1 Week 10	Term 2 Week 7	Term 4 Week 3	
	Microprocessor Programming	Physical device Programming	Minecraft world creation	
Weighting	25	25	50	100

Stage 5 Course Performance Descriptors – STEM

The Common Grade Scale is to be used to assign Assessment grades for students in Stage 5 courses that do not have subject-specific course performance descriptors.

The Common Grade Scale describes performance at each of five grade levels.

- A** The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
- B** The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
- C** The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
- D** The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
- E** The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Visual Arts

Grades are awarded on how well a student matches a particular course descriptor. See next page for these.

The following tasks have been designed to assess students across the range of outcomes covered in a course. These tasks represent the primary method of determining assessment grades. Other assessment information gathered throughout the year may be used if required to make a more accurate determination.

There will be common assessment tasks throughout the year. Other coursework (which is preparing you for these tasks) must be completed satisfactorily to demonstrate diligence and sustained effort.

Term	Task no	Topic	Task Type/Description	Outcomes	%	Due Date (Week)
1	1	Art in the 2D (Abstract Expressionism)	Critical and Historical Study – visual/ verbal poster/ research task	5.8, 5.9	20	Week 10
2	2	Art in the 2D (Abstract Expressionism)	Artmaking 2D – 2 large abstract paintings	5.3, 5.6	15	Week 3
3	3	Art in 2D and/or 3D	Posthumanism: Ethics in Art	5.2, 5.6	20	Week 10
4	4	Body of Work	Critical and Historical Study – Artists study Artmaking – Body of Work	5.7 5.1, 5.6	20 25	Week 5

Stage 5 Course Performance Descriptors – Visual Arts

Areas for Assessment

Artmaking Critical and Historical Studies

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • makes simple artworks with an elementary understanding of the frames and the conceptual framework. • recognises that ideas, interests in the world and artistic intentions can be represented in 2D, 3D and/or 4D forms, and demonstrates limited technical accomplishment. • makes simple interpretations about art, with some reference to practice, the frames and conceptual framework. • with teacher support, recognises some function of and relationships between some agencies of the conceptual framework, and that the frames can be used to represent a point of view. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • makes artworks, and identifies how some of the frames and agencies of the conceptual framework can be used to explore ideas and interests in the world. • represents their artistic intentions in 2D, 3D and/or 4D artworks, demonstrating some technical accomplishment. • makes limited interpretations and judgements about art involving a foundational understanding of practice and the conceptual framework, and some of the frames. • recognises the function of, and relationships between, some agencies of the conceptual framework, and how some of the frames can be used to represent a point of view. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • makes a variety of artworks with an understanding of how the frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world. • demonstrates sound technical accomplishment in making artworks in 2D, 3D and/or 4D forms that represent their actions, judgements and artistic intentions. • interprets, explains and makes judgements about art by engaging with aspects of practice, the conceptual framework and some of the frames. • demonstrates understanding of the function of and relationships between some agencies of the conceptual framework, and how some of the frames can be used to represent a point of view. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • makes accomplished artworks with a clear understanding of how the four frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world. • demonstrates well-developed technical accomplishment and refinement to make artworks in 2D, 3D and/or 4D forms. They experiment and reflect on their actions, judgements and artistic intentions to make artworks. • interprets, explains and makes judgements about art applying an understanding of practice, the conceptual framework and the frames. • demonstrates a clear understanding of the function of and relationships between the agencies of the conceptual framework, and how the frames can be used to represent a point of view. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • makes sophisticated artworks with a perceptive understanding of how the four frames and conceptual framework can be used to develop meaning and represent ideas and interests in the world. • demonstrates highly developed technical accomplishment and refinement in making and resolving sophisticated artworks in 2D, 3D and/or 4D forms. They experiment, work with autonomy, and reflect on their actions, judgements and artistic intentions to make informed choices about their artworks. • synthesises their understanding of practice, the conceptual framework and the frames to confidently interpret, explain and make judgements about art. • demonstrates a perceptive understanding of the function of and relationships between the agencies of the conceptual framework, and how the frames can be used to represent a point of view.

Assessment Calendar for 2022

	Term 1	Term 2	Term 3	Term 4
Week 1				Forensics
Week 2		Geography Building & Construction IT Timber Photography	Forensics	English Geography
Week 3		Visual Arts		Maths 5.3 IT Timber STEM
Week 4	Maths 5.3	Maths 5.1 Maths 5.2	Maths 5.1	Maths 5.1 Maths 5.2 PDHPE Building & Construction Photography PASS
Week 5		Marine Studies Outdoor Recreation PASS Rugby	Forensics	Marine Studies Rugby Visual Arts
Week 6	Geography	Design & Technology	Geography Design & Technology	Design & Technology Outdoor Recreation
Week 7	Maths 5.3 IT Timber	Maths 5.3 History Food Technology STEM	Maths 5.1	History
Week 8	Science PDHPE Building & Construction Design & Technology Music	Building & Construction Child Studies IT Timber Marine Studies	Child Studies Photography PASS Rugby	
Week 9	English Maths 5.1 Maths 5.2 Child Studies PASS	English	Maths 5.2 Maths 5.3 Science PDHPE Food Technology	
Week 10	Maths 5.3 Forensics Marine Studies Outdoor Recreation Photography Rugby STEM Visual Arts	Music	English Maths 5.1 Music Outdoor Recreation Visual Arts	