



KARIONG MOUNTAINS
HIGH SCHOOL
UNITY ✓ KNOWLEDGE ✓ RESPECT

2024

**Year 10 Course
Assessment Schedule**

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KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Child Studies

Year 10 Course 2024

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Exploring Play: Childcare Centre Design	Eating Well: Children's Party Plan / Menu	Safe Kidz: Safety Campaign	
Timing:	Term 1, Week 9	Term 2, Week 7	Term 3, Week 7	
Outcomes Assessed:	CS5-5, CS5-4	CS5-11, CS 5-12	CS5-6, CS5-8	
Components:				Weighting %
Research	X	X	X	
Design	X	X	X	
TOTAL WEIGHTING %	35	30	35	100

Stage 5 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.

Grade A	Grade B	Grade C	Grade D	Grade E
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
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.	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.	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.



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Commerce					Year 10 Course 2024
TASK Number:	TASK 1	TASK 2	TASK 3	TASK 4	
Nature of Task:	Research Task	In Class Task	Project / Research Task	Examination	
Timing:	Term 1, Week 9	Term 2, Week 10	Term 3, Week 9	Term 4, Week 4	
Outcomes Assessed:	COM5.2, COM5.3, COM5.5, COM5.7, COM5.8	COM5.1, COM5.4, COM5.5, COM5.8	COM5.5, COM5.6, COM5.7, COM5.8, COM5.9	All Outcomes	
Components:					Weighting %
Law in Society / Political Involvement	X				
The Economic and Business Environments		X			
Travel			X		
All Topics				X	
TOTAL WEIGHTING %	20	25	25	30	100

Stage 5 Performance Descriptors –Commerce

Areas for Assessment	Financial, economic, business, legal, political and employment concepts			
Grade A	Grade B	Grade C	Grade D	Grade E
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
Demonstrates extensive knowledge and understanding of a range of consumer, financial, economic, business, legal, political and employment concepts and issues	Demonstrates thorough knowledge and understanding of consumer, financial, economic, business, legal, political and employment concepts and issues	Demonstrates sound knowledge and understanding of consumer, financial, economic, business, legal, political and employment concepts and issues	Demonstrates basic knowledge and understanding of some consumer, financial, economic, business, legal, political and employment concepts and issues	Demonstrates elementary knowledge and understanding of aspects of consumer, financial, economic, business, legal, political and employment concepts and issues
Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts	Explains the rights and responsibilities of consumers in a range of consumer, financial, economic, business, legal, political and employment contexts	Describes the rights and responsibilities of consumers in a range of consumer, financial, economic, business, legal, political and employment contexts	Outlines rights and responsibilities of consumers in consumer, financial, economic, business, legal, political and employment contexts	Identifies some rights and responsibilities of consumers in some consumer, financial, economic, business, legal, political and employment contexts
Applies very high-level decision-making and problem-solving skills in a range of consumer, financial, economic, business, legal, political and employment contexts	Applies high-level decision-making and problem-solving skills in consumer, financial, economic, business, legal, political and employment contexts	Applies sound decision-making and problem-solving skills in consumer, financial, economic, business, legal, political and employment contexts	Exhibits some decision-making and problem-solving skills in some consumer, financial, economic, business, legal, political and employment contexts	Demonstrates very limited decision-making and problem-solving skills in consumer, financial, economic, business, legal, political and employment contexts
Evaluates complex information using a range of sources	Researches and assesses information using a variety of sources	Undertakes research, and interprets information using a variety of sources	Undertakes some research and interpretation of basic information using a limited range of sources	Displays very limited research skills and attempts to interpret information
Exhibits sophisticated skills to research and communicate complex ideas and concepts in appropriate forms	Exhibits high-level skills to communicate ideas and concepts in appropriate forms	Exhibits sound skills to communicate ideas and concepts in appropriate forms	Exhibits limited skills to communicate ideas and concepts in appropriate forms	Communicates elementary information using a very limited range of forms
Demonstrates a very high level of planning and organising skills when working independently and collaboratively.	Demonstrates high-level planning and organising skills when working independently and collaboratively.	Demonstrates sound planning and organising skills when working independently and/or collaboratively.	Demonstrates some planning and organising skills when working independently and/or collaboratively	Demonstrates very limited planning and organising skills when working independently and/or collaboratively.



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Dance					Year 10 Course 2024
TASK Number:	TASK 1	TASK 2	TASK 3	TASK 4	
Nature of Task:	Safe Dance Presentation & Performance Practical	Dance Film Composition	Elements of Dance Report	Performance Appreciation	
Timing:	Term 1, Week 8 and 11	Term 2, Week 9	Term 3, Week 10	Term 4	
Outcomes Assessed:	5.1.1, 5.1.2	5.2.1, 5.2.2	5.3.1, 5.3.2		
Components:					Weighting %
Performance	X				35
Composition		X			30
Appreciation and Presentation			X	X	35
'Partner Up'				X	0
TOTAL WEIGHTING %	35	30	35	0	100

Stage 5 Performance Descriptors – Dance

Areas for Assessment	Performing	Composing	Appreciation	
Grade A	Grade B	Grade C	Grade D	Grade E
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
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.	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.	Demonstrates an appreciation of dance as an artform through their active engagement in the interrelated practices of performing, composing and appreciating dance.	Demonstrates some appreciation of dance as an artform through their engagement in the interrelated practices of performing, composing and appreciating dance.	Demonstrates elementary appreciation of dance as an artform through limited engagement in the 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.	Performs dances with a proficient dance technique and a proficient application of safe dance practice and performance quality.	Performs dances with a sound dance technique and the application of safe dance practice and performance quality.	Performs dances with a basic dance technique and the application of safe dance practice and performance quality.	Performs dances with an elementary dance technique and with some evidence 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.	Combines and applies the elements of dance to competently interpret a variety of dance styles.	Applies the elements of dance as they perform a variety of dance styles.	Applies aspects of the elements of dance as they perform dance styles.	With guidance, applies aspects of the elements of dance to perform a limited range of dance styles.
Consistently structures complex movement to create dance compositions that communicate ideas.	Structures appropriate movement to create dance compositions that communicate ideas.	Manipulates the elements of dance as they structure movement to create dance compositions that communicate ideas.	Uses some elements of dance to structure movement to create basic dance compositions that communicate ideas.	With guidance, uses the elements of dance to create simple dance compositions that communicate ideas.
Critically analyses their own and others' dances, through the elements of dance.	Analyses their own and others' dances, through the elements of dance.	Discusses their own and others' dances, through the elements of dance.	Describes their own and others' dances, through the elements of dance.	Describes their own and others' dances, through some aspects of the elements of dance.
Critically discusses the characteristics of dance styles, performance quality and interpretation.	Discusses the characteristics of dance styles, performance quality and interpretation.	Describes the characteristics of dance styles, performance quality and interpretation.	Identifies characteristics of dance styles, performance quality and interpretation.	Identifies some 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	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.	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.	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.	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.



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Engineering Studies

Year 10 Course 2024

TASK Number:	TASK 1 – Part A	TASK 1 – Part B	TASK 2 – Part A	TASK 2 – Part B	
Nature of Task:	Alternative Energy Design & Project Build	Engineering Report & Drawings	Transport Project Design & Project Build	Engineering Report & Drawings	
Timing:	Term 1, Week 5	Term 2, Week 9	Term 3, Week 10	Term 4, Week 3	
Outcomes Assessed:	IND 5- 1, IND 5-2, IND 5-3, IND 5-4, IND 5-5, IND 5-6, IND5- 7	IND 5- 5, IND 5-8, IND 5- 9, IND 5-10,	IND 5- 1, IND 5-2, IND 5- 3, IND 5-4, IND 5-5, IND 5- 6, IND5- 7	IND 5- 5, IND 5- 6, IND 5-8, IND 5- 9, IND 5-10,	
Components:					Weighting %
OHS Risk Management Materials/Equipment Tools & Machines	X		X		
Techniques / Design	X	X	X	X	
Links to Industry		X		X	
Workplace Communication Skills	X		X		
Society & Environmental Impact		X		X	
TOTAL WEIGHTING %	25	15	35	25	100%

Stage 5 Performance Descriptors – Engineering Studies

Areas for Assessment	Critical thinking	Problem-solving	Planning	Engineering tools, materials and techniques
Grade A	Grade B	Grade C	Grade D	Grade E
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
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.	Demonstrates thorough knowledge and understanding of traditional, current, new and emerging technologies in the field of study.	Demonstrates sound knowledge and understanding of traditional, current, new and emerging technologies in the field of study.	Demonstrates basic knowledge and understanding of technologies in the field of study outlines some social, cultural and/or environmental impacts of technology.	Demonstrates elementary knowledge and understanding of at least one technology in the field of study.
Displays advanced skills in identifying and using appropriate materials and hand and machine tools to produce practical projects of excellent quality.	Analyses the social, cultural and environmental impacts of a range of technologies.	Explains the social, cultural and environmental impacts of different technologies.	Displays basic technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects.	Identifies a very limited range of social, cultural and/or environmental impacts.
Demonstrates a very high level of competence in assessing and managing risks and consistently applying safe work practices.	Displays high-level skills in identifying and using appropriate materials and hand and machine tools to produce high-quality practical projects.	Displays adequate skills in identifying and using appropriate materials and hand and machine tools to produce practical projects of sound quality.	Demonstrates a limited level of competence in identifying and managing risks and applying safe work practices.	Displays elementary skills in identifying and using appropriate materials and hand and machine tools to produce practical projects.
Evaluates the suitability of materials for specific applications and the functional, aesthetic, environmental and economic aspects of projects and commercial products.	Demonstrates a high level of competence in assessing and managing risks and applying safe work practices.	Demonstrates an adequate 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.	Demonstrates a very limited level of competence in identifying and managing risks and applying safe work practices.
Selects and uses a wide range of appropriate technologies to illustrate practical projects.	Analyses the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products.	Describes the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products.	Produces basic drawings for practical projects.	Identifies some properties of materials that make them suitable for specific applications and identifies very limited aspects of products and commercial products.
Confidently uses technical terminology to communicate production processes with a range of audiences.	Uses a range of technologies to illustrate practical projects uses technical terminology to discuss production processes with a range of audiences.	Produces adequate drawings to illustrate practical projects uses accurate technical terms to describe production processes to a range of audiences.	Uses general terms to describe production processes to an audience.	Produces very limited sketches related to practical projects.
Consistently applies very high-level skills and design principles to the development, modification and production of projects.	Consistently applies high level skills and design principles to the development, modification and production of projects.	Applies sound skills and design principles to the development and production or modification of projects.	Demonstrates basic knowledge and understanding of technologies in the field of study outlines some social, cultural and/or environmental impacts of technology.	Uses elementary terms to describe production processes. Applies very limited skills to the production or modification of projects.



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

English					Year 10 Course 2024
TASK Number:	TASK 1	TASK 2	TASK 3	TASK 4	
Nature of Task:	Creative Writing Task	Multimodal Task	Reading & Listening Task	Yearly Exam	
Timing:	Term 1, Week 11	Term 2, Week 10	Term 3, Week 9	Term 4, Week 4	
Outcomes Assessed:	EN5-2A, EN5-3B, EN5-4C, EN5-8D	EN5-1A, EN5-3B, EN5-5C, EN5-9E	EN5-2A, EN5-3B, EN5-5C, EN5-9E	EN5-1A, EN5-4B, EN5-6C, EN5-9E	
Components:					Weighting %
Interpretive, Imaginative, Critical Thinking	20				20
Writing, Speaking, Representing		20			20
Reading, Listening, Viewing			20		20
Analysing Language				20	20
Summative Assessment	5	5	5	5	20
TOTAL WEIGHTING %	25	25	25	25	100

Stage 5 Performance Descriptors - English

Areas for Assessment	Reading, listening, viewing Writing, speaking, representing Communicating and context		Analysing language. Interpretive, imaginative and critical thinking.	
Grade A	Grade B	Grade C	Grade D	Grade E
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
Through close and wide study, responds to a comprehensive range of demanding, imaginative, factual and critical texts.	Through close and wide study, responds to demanding, imaginative, factual and critical texts.	Through close and wide study, responds to a range of imaginative, factual and critical texts.	Demonstrates some ability to respond to a range of texts.	Demonstrates some evidence of the ability to respond to a limited range of texts.
Perceptively investigates the context and perspective of texts and the relationships between and among them.	Investigates with some insight the context and perspective of texts and the relationships between and among them.	Investigates the context and perspective of texts and the relationships between and among them.	Discusses the context and perspective of texts and the relationships between and among them.	With teacher support, discusses 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.	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.	Analyses and discusses texts by selecting, identifying and explaining appropriate language forms and features and structures of those texts.	Discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts.	With teacher support, discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts.
Responds imaginatively and critically in a highly effective way to verbal and visual imagery.	Responds imaginatively and critically in an effective way to verbal and visual imagery.	Responds imaginatively to verbal and visual imagery.	Responds to verbal and visual imagery.	Responds in a rudimentary 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.	Displays a developing personal style, composes with confidence written, oral and visual texts using various technologies for a variety of purposes, audiences and contexts.	Displays a developing personal style, composes written, oral and visual texts using various technologies for a variety of purposes, audiences and contexts.	Composes written, oral and visual texts using various technologies for different purposes, audiences and contexts.	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 confidently from engaging with texts to present a wide variety of views of the world.	Is able to generalise from engaging with texts to present a range of views of the world.	Is able to generalise from engaging with texts to present differing views of the world.	Is able to generalise at times from engaging with texts to present some differing views of the world.	Is able to generalise at times from engaging with texts to present a limited view of the world.
Consistently demonstrates and 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.	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.	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 some 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.	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.
With confidence, is able to conform to, or challenge, and audience's preconceptions and expectations.	With increasing confidence, is able to conform to, or challenge, an audience's preconceptions and expectations.	Conforms to or challenges an audience's preconceptions and expectations.	Is able to identify and discuss some obvious preconceptions and expectations of an audience.	Is able to identify some obvious expectations from the audience.
Independently reflects on and confidently uses, assesses and adapts their individual and collaborative skills for learning.	Independently reflects on and uses, assesses and adapts their individual and collaborative skills for learning.	With increasing independence, reflects on and uses, assesses and adapts their individual and collaborative skills for learning.	With guidance, is able to reflect on their individual and collaborative skills for learning.	With teacher support, is able to reflect on some aspect of their individual and collaborative skills for learning.



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Food Technology					Year 10 Course 2024
TASK Number:	TASK 1	TASK 2	TASK 3	TASK 4	
Nature of Task:	Multicultural Task	Food For Special Needs	Practical Work	Book Work	
Timing:	Term 2, Week 7	Term 3, Week 9	Semester 1 and 2	Marked each Term	
Outcomes Assessed:	FT5-1, FT5-2, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-13	FT5-1, FT5-2, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-13	FT5-1, FT5-2, FT5-5, FT5-11	FT5-3, FT5-4, FT5-5, FT5-12	
Components:					Weighting %
Food for specific needs		X		X	
Food product development, food selection and health, food service catering			X	X	
Food special occasions, Food equity Food in Australia	X			X	
TOTAL WEIGHTING %	25	25	30	20	100

Stage 5 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 A	Grade B	Grade C	Grade D	Grade E
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
Evaluates the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.	Analyses the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.	Describes the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.	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 some chemical and physical properties of foods and, with assistance, identifies some 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.	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.	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.	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.	With guidance, identifies and uses some appropriate techniques and equipment for a limited range of food-specific purposes.
Demonstrates advanced technical skills in designing, producing and evaluating solutions of excellent quality for specific food purposes.	Demonstrates high-level technical skills in designing, producing and evaluating high quality solutions for specific food purposes.	Demonstrates adequate technical skills in designing, producing and evaluating solutions of sound quality for specific food purposes.	Demonstrates basic technical skills in designing, producing and evaluating solutions for specific food purposes.	With guidance, demonstrates very limited technical skills in designing and producing solutions 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 the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply.	Describes the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply.	Outlines the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply.	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.
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.	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.	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.	Identifies factors that influence food choices and eating habits and relates consumption and the nutritional value of foods to individual and community health.	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 highly developed research skills and communicates complex information effectively using a range of media.	Displays well-developed research skills and communicates complex information using a range of media.	Displays sound research skills and communicates information using a range of media.	Displays basic research skills and communicates information using a limited range of media.	Displays very limited research skills and, with guidance, communicates simple information using a limited range of media.



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Forensics				Year 10 Course 2024
TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Introduction to Forensics Research	Establishing Identity Research and presentation (NOT A SPEECH)	Crack the Code Critical thinking activity	
Timing:	Term 1, Week 10	Term 2, Week 6	Term 3, Week 8	
Outcomes Assessed:	5.6.3, 5.2.1, 5.3.1	5.1.1, 5.3.1, 5.5.1	5.5.1, 5.6.1	
Components:				Weighting %
TOTAL WEIGHTING %	30	30	40	100

Stage 5 Performance Descriptors – Forensics

Areas for Assessment	Design concepts and processes Producing quality design solutions	Creativity, innovation and enterprise Designers and responsible designing	Communicating, managing and producing Design, technology and society	
Grade A	Grade B	Grade C	Grade D	Grade E
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
Integrates their extensive knowledge and understanding of design in critically analysing concepts and processes and is able to apply their learning in new contexts.	Demonstrates a thorough knowledge and understanding of design when analysing concepts and processes and is able to apply their learning in new contexts.	Demonstrates a sound knowledge and understanding of design when analysing concepts and processes and is able to apply their learning in new contexts.	Demonstrates a basic knowledge and understanding of design when describing concepts and processes and is able to apply their learning in familiar contexts.	Demonstrates an elementary understanding of design when identifying concepts and processes and, with guidance, applies their learning in familiar contexts.
Consistently applies, justifies and manages complex design processes to develop design ideas and solutions.	Consistently applies, justifies and manages design processes to develop design ideas and solutions.	Applies, justifies and manages a design process to develop design ideas and solutions.	Applies and manages a design process to develop design ideas and solutions.	With guidance, applies and manages a simple design process to develop design ideas and solutions.
Evaluates and coherently explains the impacts of past, current and emerging technologies on the individual, society and environments.	Analyses and explains the impacts of past, current and emerging technologies on the individual, society and environments.	Explains the impact of past, current and emerging technologies on the individual, society and environments.	Describes the impacts of past, current and emerging technologies on the individual, society and environments.	Identifies some impacts of technologies on the individual, society and environments.
Evaluates designed solutions, independently considering a comprehensive range of factors affecting the work and responsibilities of designers.	Evaluates designed solutions, considering a variety of factors affecting the work and responsibilities of designers.	Evaluates designed solutions, taking into account a range of factors affecting the work and responsibilities of designers.	Evaluates designed solutions, choosing appropriate factors that affect the work and responsibilities of designers.	Identifies some factors that affect the work and responsibilities of designers when evaluating designed solutions.
Independently develops and critically evaluates innovative, enterprising and creative design ideas and solutions.	Confidently develops and evaluates innovative, enterprising and creative design ideas and solutions.	Explains innovative, enterprising and creative design ideas and solutions.	With guidance, develops and describes design ideas and solutions that are innovative, enterprising and creative.	With direction, develops 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.	Selects and uses a wide range of appropriate techniques to effectively communicate design ideas and solutions to a range of audiences.	Selects and uses a range of techniques to communicate design ideas and solutions to a range of audiences.	Uses a range of techniques to communicate design ideas and solutions to audiences.	Uses a limited range of techniques to communicate designed solutions.
Applies risk management practices when independently selecting and safely using a wide range of technologies to produce outstanding designed solutions.	Consistently applies risk management practices when selecting and safely using a range of technologies to produce high-quality designed solutions.	Applies risk management practices when selecting and safely using a range of technologies to produce designed solutions of sound quality.	Applies basic risk management practices when selecting and safely using a limited range of technologies to produce designed solutions.	With guidance, applies risk management practices when using a limited range of technologies to produce simple designed solutions.



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Geography			Year 10 Course 2024
TASK Number:	TASK 1	TASK 2	
Nature of Task:	Topic: Changing Places In class extended response / research task	Final Examination	
Timing:	Term 3, Week 8	Term 4, Week 4	
Outcomes Assessed:	GE5-2, GE5-3, GE5-8	All Outcomes	
Components:			Weighting %
TOTAL WEIGHTING %	50%	50%	100

Stage 5 Performance Descriptors - Geography

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



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

History			Year 10 Course 2024
TASK Number:	TASK 1	TASK 2	
Nature of Task:	Topic: Rights and Freedoms In class extended response / research task	Topic: The Holocaust Knowledge and Source based task	
Timing:	Term 1, Week 7	Term 2, Week 3	
Outcomes Assessed:	HT5-1, HT5-2, HT5-3	HT5-5, HT5-6, HT5-8	
Components:			Weighting %
TOTAL WEIGHTING %	50%	50%	100

Stage 5 Performance Descriptors - History

Areas for Assessment	Historical knowledge Changing rights and freedoms Research and historical inquiry skills Communication			
Grade A	Grade B	Grade C	Grade D	Grade E
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
Demonstrates extensive knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia.	Demonstrates thorough knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia.	Demonstrates a sound knowledge and understanding of places and environments, and the geographical processes that form and transform them.	Demonstrates basic knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia.	Demonstrates elementary 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.	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.	Demonstrates sound knowledge and understanding of the interactions and connections between people, places and environments.	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.	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.
Draws historical conclusions based on an understanding of chronology, continuity and change.	Explains historical events based on an understanding of chronology, continuity and change.	Describes different perspectives of geographical issues.	Sequences some historical events and identifies factors contributing to continuity and change.	Recounts some historical events in chronological order and identifies significant changes with guidance.
Evaluates a range of sources for their usefulness and synthesises evidence from them to support an historical inquiry.	Selects and analyses a range of sources and draws conclusions about their usefulness for an historical inquiry.		Selects and organises relevant information from sources and summarises the main ideas to answer historical questions.	Locates information from sources to answer historical questions.
Analyses and assesses the importance of the causes and effects of historical events and developments.	Explains and analyses causes and effects of historical events and developments.	Displays broad knowledge and understanding of human wellbeing and the management of places and environments for their sustainability.	Describes some causes and effects of historical events and developments.	Identifies some causes and effects of historical events.
Analyses and accounts for different perspectives and interpretations of the past.	Explains and compares different perspectives and interpretations of the past.	Exhibits sound skills to select and apply geographical concepts and tools appropriate to the investigation.	Identifies different perspectives and interpretations of the past.	Recognises different perspectives within historical accounts.
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.	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.	Displays sound skills to select, acquire, process and communicate geographical information using a range of strategies.	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.	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.



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Industrial Technology - Timber

Year 10 Course 2024

TASK Number:	TASK 1	TASK 2	TASK 3	TASK 4	
Nature of Task:	WHS Research Task	Cabinet Project & Management Folio	Research Task	Drawers, Doors, and Finishing Task & Management Folio	
Timing:	Term 1, Week 10	Term 2, Week 8	Term 3, Week 6	Term 4, Week 4	
Outcomes Assessed:	IND 5-1, IND 5- 9, IND 5- 10	IND 5- 1, IND 5-2, IND 5- 3, IND 5-4, IND 5-5, IND 5- 6, IND5- 7, IND 5- 9,	IND 5-8, IND 5- 9, IND 5-10,	IND 5- 1, IND 5-2, IND 5- 3, IND 5-4, IND 5- 5, IND 5- 6, IND 5-8, IND 5- 9, IND 5-10	
Components:					Weighting %
OHS Risk Management Materials/Equipment Tools & Machines	X	X		X	
Techniques / Design		X		X	
Links to Industry	X		X		
Workplace Communication Skills		X		X	
Society & Environmental Impact	X		X		
TOTAL WEIGHTING %	10%	35% 25% Cabinet 10% Management Folio Check Up	10%	45% 35% Drawers, Doors & Finishing 10% Management Folio	100

Stage 5 Performance Descriptors – Industrial Technology - Timber

Areas for Assessment	OHS and risk management Industrial Technology and society Producing quality projects	Properties and applications of materials Designing, communicating and evaluating		
Grade A	Grade B	Grade C	Grade D	Grade E
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
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.	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.	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.	Demonstrates basic knowledge of technologies in their field of study, and outlines social, cultural and environmental impacts of these technologies.	Demonstrates elementary knowledge of some technologies in their field of study, and recognises some 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.	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.	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.	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.	With guidance, displays very limited technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects.
Evaluates the suitability of materials for specific applications and the functional, aesthetic, environmental and economic aspects of projects and commercial products.	Analyses the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products.	Describes the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products.	Outlines properties of materials that make them suitable for specific applications, and identifies functional, aesthetic, environmental and economic aspects of products and commercial products.	Identifies some properties of materials that make them suitable for specific applications and identifies some aspects of products 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.	Uses a range of media to illustrate practical projects and uses technical terminology to discuss production processes with a range of audiences.	Produces competent drawings to illustrate practical projects and uses accurate technical terms to describe production processes to a range of audiences.	Produces simple drawings for practical projects and uses general terms to describe production processes to an audience.	Produces elementary sketches related to practical projects and uses simple terms to describe production processes.
Independently and consistently applies skills and design principles to the development and production of new projects.	Consistently applies skills and design principles to the development and production of new projects.	Applies skills and design principles to the development and production or modification of projects.	Applies basic skills and design principles to the development and production or modification of projects.	With assistance, applies elementary skills and design principles to the production or modification of projects.



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Marine Studies

Year 10 Course 2024

TASK Number:	TASK 1	TASK 2	TASK 3	TASK 4	
Nature of Task:	Practical assessment and theory examination	Research and community awareness campaign	Design and construction	Research task	
Timing:	Term 1, Week 9	Term 2, Week 4	Term 3, Week 3	Term 4, Week 1	
Outcomes Assessed:	MAR5-2, MAR5-10, MAR5-14	MAR5-7, MAR5-12, MAR5-14	MAR5-9, MAR5-10, MAR5-13	MAR5-1, MAR5-13, MAR5-14	
Components:					Weighting %
Core Module 1	30				30
Dangerous Marine Creatures		25			25
Aquarium Design			25		25
Shipwrecks and Salvage				20	20
TOTAL WEIGHTING %	30	25	25	20	100

Stage 5 Performance Descriptors – Marine 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 Marine Studies.

Grade A	Grade B	Grade C	Grade D	Grade E
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
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.	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.	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.



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Mathematics 5.1

Year 10 Course 2024

TASK Number:	TASK 1	TASK 2	TASK 3	TASK 4	
Nature of Task:	Non-Calculator Skills Test	Semester 1 in Class Exam	Assignment	Formal Exam (with reference sheet and calculator)	
Timing:	Term 1, Week 7	Term 2, Week 9	Term 3, Week 8	Term 4, Week 4	
Outcomes Assessed:	<p>MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts.</p> <p>MA5.1-2WM selects and uses appropriate strategies to solve problems.</p> <p>MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context.</p>	<p>MA5.1-4NA solves financial problems involving earning, spending and investing money.</p> <p>MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices and establishes the meaning of negative indices for numerical bases.</p> <p>MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships.</p> <p>MA5.1-7NA graphs simple non-linear relationships</p>	<p>MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression.</p> <p>MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms</p>	All Stage 5 outcomes	
Components:					Weighting %
Concepts, skills and techniques	15	20	10	20	50
Reasoning and communication	5	10	10	10	50
TOTAL WEIGHTING %	20	30	20	30	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Mathematics 5.2

Year 10 Course 2024

TASK Number:	TASK 1	TASK 2	TASK 3	TASK 4	
Nature of Task:	Non-Calculator Skills Test	Semester 1 in Class Exam	Assignment	Formal Exam (with reference sheet and calculator)	
Timing:	Term 1, Week 7	Term 2, Week 9	Term 3, Week 8	Term 4, Week 4	
Outcomes Assessed:	<p>MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions.</p> <p>MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems.</p> <p>MA5.2-3WM constructs arguments to prove and justify results.</p>	<p>MA5.1-4NA solves financial problems involving earning, spending and investing money.</p> <p>MA5.2-5NA recognises direct and indirect proportion and solves problems involving direct proportion.</p> <p>MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices.</p> <p>MA5.2-6NA simplifies algebraic fractions and expands and factorises simple quadratic expressions.</p> <p>MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques.</p> <p>MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships.</p> <p>MA5.2-10NA connects algebraic and graphical representations of simple non-linear relationships.</p>	<p>MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings.</p> <p>MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids.</p> <p>MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders.</p>	All Stage 5 outcomes	
Components:					Weighting %
Concepts, skills and techniques	10	15	10	15	50
Reasoning and communication	10	15	10	15	50
TOTAL WEIGHTING %	20	30	20	30	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Mathematics 5.3

Year 10 Course 2024

TASK Number:	TASK 1	TASK 2	TASK 3	TASK 4	
Nature of Task:	Non-Calculator Skills Test	Semester 1 in Class Exam	Assignment	Formal Exam (with reference sheet and calculator)	
Timing:	Term 1, Week 7	Term 2, Week 9	Term 3, Week 8	Term 4, Week 4	
Outcomes Assessed:	<p>MA5.3-1WM uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures.</p> <p>MA5.3-2WM generalises mathematical ideas and techniques to analyse and solve problems efficiently.</p> <p>MA5.3-3WM uses deductive reasoning in presenting arguments and formal proofs.</p>	<p>MA5.3-4NA draws, interprets and analyses graphs of physical phenomena.</p> <p>MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions.</p> <p>MA5.3-6NA performs operations with surds and indices.</p> <p>MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations.</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>MA5.3-9NA sketches and interprets a variety of non-linear relationships.</p>	<p>MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids</p> <p>MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids</p> <p>MA5.3-18SP uses standard deviation to analyse data</p> <p>MA5.3-19SP investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes</p>	All Stage 5 outcomes	
Components:					Weighting %
Concepts, skills and techniques	10	15	10	20	50
Reasoning and communication	10	15	10	10	50
TOTAL WEIGHTING %	20	30	20	30	100

Stage 5 Performance Descriptors - Mathematics

Areas for Assessment	Working mathematically Number patterns and Algebra Data Measurement Space and Geometry Knowledge, skills and understanding:	<ul style="list-style-type: none"> • 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 A10	Grade A9	Grade B8	Grade B7	Grade C6
<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>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>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>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>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>The student typically: Interprets and solves probability problems involving compound events.</p>	<p>The student typically: Performs operations with both surds and indices in numerical and algebraic contexts.</p>	<p>The student typically: Solves simple probability problems involving two-stage events.</p>	<p>The student typically: Applies compound interest and depreciation formulae to consumer situations and calculates the result of successive discounts.</p>	<p>The student typically: Simplifies algebraic expressions involving fractions and indices and expands and factorises simple algebraic expressions and solves simple quadratic equations.</p>
<p>Solves problems involving surface area of pyramids, cones and spheres, and applies similarity relationships for area and volume.</p>	<p>Uses trigonometry to solve practical problems involving non-right-angled triangles.</p>	<p>Calculates surface area of pyramids, cones and spheres.</p>	<p>Draws and interprets graphs including simple parabolas and hyperbolas.</p>	<p>Uses formulae to calculate the volume of pyramids, cones and spheres, and the surface area of cylinders.</p>
<p>Uses analytical and graphical techniques to solve problems involving quadratic equations, simultaneous equations or inequalities.</p>	<p>Analyses and describes graphs of physical phenomena.</p>	<p>Constructs geometrical arguments to prove a general geometrical result, giving reasons.</p>	<p>Calculates surface area and volume of simple composite solids and solves trigonometry problems involving bearings and angles measured in degrees and minutes.</p>	<p>Uses simple deductive reasoning in solving numerical problems in different geometrical contexts and applies tests for proving that triangles are congruent.</p>
<p>Manipulates algebraic expressions, equations and inequalities, with consideration given to restrictions on the values of variables.</p>	<p>Constructs geometrical arguments and formal proofs of geometrical relationships.</p>	<p>Graphs simple regions, draws and interprets a variety of graphs, and applies coordinate geometry techniques to solve problems.</p>	<p>Solves linear inequalities and simple simultaneous linear equations using an analytical method.</p>	<p>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.</p>

Stage 5 Performance Descriptors – Mathematics (continued)

Grade C5	Grade D4	Grade D3	Grade E2
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.	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.	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.	A student performing at this grade uses, with guidance, standard procedures to solve simple familiar problems; identifies simple mathematical relationships.
The student typically: Uses given formulae to find midpoint, distance and gradient and uses given graphs to solve simple linear simultaneous equations	The student typically: Uses diagrams to solve simple coordinate geometry problems.	The student typically: Solves simple consumer arithmetic problems involving earning and spending money and given the formula, calculates simple interest.	The student typically: Uses given diagrams, graphs and formulae to solve simple problems involving perimeter, area and volume, and coordinate geometry.
Draws and interprets simple graphs of physical phenomena.	Graphs simple linear and non-linear relationships by constructing a table of values and using an appropriate scale	Completes a table of values to graph simple linear relationships.	Simplifies and substitutes into simple algebraic expressions and solves simple linear equations.
Calculates compound interest using repetition of the formula for simple interest.	Calculates probabilities for simple events using the formula.	Applies geometrical properties to solve simple numerical problems.	Determines properties of triangles and quadrilaterals.
Applies results related to the angle sum for polygons to solve simple numerical problems.	Finds the perimeter and area of simple composite figures and given diagrams, uses trigonometry to find sides and angles in right-angled triangles	Expresses trigonometric ratios for angles in right-angled triangles in terms of an unknown side and a given side.	Uses a calculator to find approximations of trigonometric ratios of given angles measured in degrees.
Solves simple word problems in trigonometry.	Constructs tables and graphs for grouped data.	Simplifies arithmetic and simple algebraic expressions involving positive integral indices.	Constructs frequency tables for ungrouped data.



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Music				Year 10 Course 2024
TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Performance	Like a Version PBL	Composition	
Timing:	Term 1, Week 10	Term 2, Week 8	Term 3, Week 10	
Outcomes Assessed:	5.1, 5.3	5.1, 5.3, 5.4, 5.7, 5.8	5.4, 5.5, 5.6	
Components:				Weighting %
Rock Music	X			30
Australian Music		X		40
Classical Music			X	30
TOTAL WEIGHTING %	30	40	30	100

Stage 5 Performance Descriptors – Music

Areas for Assessment	Performing	Composing	Listening		
Grade A	Grade B	Grade C	Grade D	Grade E	
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	
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.	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.	Communicates an understanding of music as an artform in a range of styles, periods and genres and makes connections across a range of music.	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.	Demonstrates elementary understanding of music as an artform in a limited range of styles, periods and genres.	
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 engages in a range of musical experiences, demonstrating understanding of the concepts of music within a range of repertoire.	Engages in a range of musical experiences demonstrating a sound understanding of the concepts of music.	Engages in a range of musical experiences demonstrating a basic understanding of the concepts of music.	With support, engages in some musical experiences demonstrating an elementary understanding of the concepts of music.	
Confidently performs a range of repertoire as a solo performer, and/or takes prominent roles within group performances.	Performs a range of repertoire as a solo performer, and/or takes prominent roles within group performances.	Performs a range of repertoire in solo and group situations.	Engages in group music-making and may perform some solo repertoire.	With assistance, is able to perform a limited range of repertoire and engage in group music-making.	
Explores, improvises, and constructs coherent and stylistic musical works.	Explores, improvises, and constructs coherent musical works.	Explores, improvises, and constructs musical compositions.	With support, explores, improvises, and constructs basic musical compositions.	With support, constructs limited musical compositions.	
Explores the capabilities of a range of instruments and understands how musical concepts can be manipulated for a range of effects.	Explores the capabilities of a range of instruments and how musical concepts can be manipulated for a range of effects.	Explores the capabilities of some instruments and how musical concepts can be manipulated for various effects.	With guidance, explores the capabilities of some instruments to create effects.	With support, explores the capabilities of some instruments.	
Confidently notates their own work, choosing notational forms and conventions appropriate to the style, period or genre being explored.	Notates their own work, choosing notational forms and conventions appropriate to the style, period or genre being explored.	Notates their own work, demonstrating understanding of notational conventions.	With support, notates their own work demonstrating some understanding of notational conventions.	With support, uses limited notational forms in their own work.	
Analyses and critically discusses style and interpretation, demonstrating a clear awareness of the social, cultural and historical contexts of the music studied.	Critically discusses style and interpretation, demonstrating an awareness of the social, cultural and historical contexts of the music studied.	Discusses style and interpretation, demonstrating some awareness of the social, cultural and historical contexts of the music studied.	Describes aspects of style, demonstrating some awareness of the social, cultural and historical contexts of the music studied.	Describes aspects of style, demonstrating a limited awareness of the social, cultural and historical contexts of the music studied.	



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Outdoor Recreation

Year 10 Course 2024

TASK Number:	TASK 1	TASK 2	TASK 3		
Nature of Task:	Learning Booklet & Exam	Learning Booklet & Camp Plan	Sports Gala Day Event Organisation and Presentation		
Timing:	Term 1, Week 11	Term 2, Week 6	Term 3, Week 8		
Outcomes Assessed:	OE5.2, OE5.3, OE5.11, OE5.12	OE5.1, OE5.7, OE5.8, OE5.9, OE5.13	OE5.1, OE5.4, OE5.5, OE5.7, OE5.9		
Components:					Weighting %
Core 1 and Surf Survival	X				30
Camping		X			35
Employment and Event Management			X		35
TOTAL WEIGHTING %	30	35	35		100

Stage 5 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 Outdoor Recreation.

Grade A	Grade B	Grade C	Grade D	Grade E
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
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.	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.	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.



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

PDHPE				Year 10 Course 2024
TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Topic Test	Peer Teach	Project	
Timing:	Term 1, Week 6	Term 2, Week 4	Term 4, Week 4	
Outcomes Assessed:	PD5.6, PD5.9, PD5.10	PD5.4, PD5.5, PD5.7, PD5.8, PD5.11	PD5.1, PD5.5, PD5.7, PD5.8, PD5.11	
Components:				Weighting %
'Best of Me'	X			25
'Eye of a Tiger'		X		35
Health Promotion			X	40
TOTAL WEIGHTING %	25	35	40	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

PDHPE - CPC

Year 10 Course 2024

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Portfolio – Research Task	Peer Teach	Project	
Timing:	Term 1, Week 9	Term 2, Week 4	Term 4, Week 4	
Outcomes Assessed:	PD5.6, PD5.8, PD5.9, PD5.10	PD5.4, PD5.5, PD5.7, PD5.8, PD5.11	PD5.1, PD5.5, PD5.7, PD5.8, PD5.11	
Components:				Weighting %
‘The Next Chapter’	X			25
‘Eye of a Tiger’		X		35
Health Promotion			X	40
TOTAL WEIGHTING %	25	35	40	100

Stage 5 Performance Descriptors - PDHPE

Areas for Assessment	Self and relationships		Individual and community health	
	Movement skill and performance		Lifelong physical activity	
Grade A	Grade B	Grade C	Grade D	Grade E
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
Shows extensive knowledge, skills and understanding in relation to Stage 5 content.	Shows thorough knowledge, skills and understanding in relation to Stage 5 content.	Shows sound knowledge, skills and understanding in relation to Stage 5 content.	Shows basic knowledge, skills and understanding in relation to Stage 5 content.	Shows elementary 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.	Analyses actions that enhance well-being and formulates plans that promote their capacity to respond positively to challenges.	Explains actions that enhance well-being and formulates plans that promote their capacity to respond positively to challenges.	Describes actions that enhance well-being and their capacity to respond positively to challenges.	Identifies actions that enhance well-being and their capacity to respond positively to challenges.
Evaluates factors and behaviours that contribute to positive, safe and inclusive relationships.	Analyses factors and behaviours that contribute to positive, safe and inclusive relationships.	Explains factors and behaviours that contribute to positive, safe and inclusive relationships.	Describes factors and behaviours that contribute to positive, safe and inclusive relationships.	Identifies some 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.	Analyses the influences on and consequences of health decision-making and displays a thorough understanding of the links between them.	Explains the influences on and consequences of health decision-making and displays a sound understanding of the links between them.	Describes the influences on and consequences of health decision-making and displays a basic understanding of the links between them.	Recognises some of the various influences on health decision-making and predicts some consequences.
Evaluates strategies and accesses and appraises information, products and services to promote health and safety.	Analyses strategies and accesses and prioritises information, products and services to promote health and safety.	Explains appropriate strategies and accesses information, products and services to promote health and safety.	Describes appropriate strategies and accesses information, products and services to promote health and safety.	Identifies some appropriate strategies, 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.	Analyses influences and barriers to engaging in physical activity and applies strategies to enhance participation and enjoyment.	Explains influences and barriers to engaging in physical activity and applies strategies to enhance participation and enjoyment.	Describes influences and barriers to engaging in physical activity and identifies strategies to enhance participation and enjoyment.	Identifies some influences and barriers to engaging in physical activity and selects 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.	Demonstrates proficient movement skills in a range of contexts and the capacity to transfer skills to a variety of challenging movement situations.	Demonstrates sound movement skills in a range of contexts and the capacity to transfer skills to a variety of movement situations.	Demonstrates movement skills and concepts to improve performance in a choice of movement situations.	Demonstrates some movement skills and concepts to improve performance in predictable movement situations.
Displays an extensive understanding of the elements and features of composition when creatively composing, performing and appraising movement.	Displays a thorough understanding of the elements and features of composition when composing, performing and appraising movement.	Displays a sound understanding of the elements and features of composition when composing, performing and appraising movement.	Displays a basic understanding of the elements and features of composition when composing, performing and appraising movement.	Identifies some elements and features of composition when composing, performing and appraising movement.



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Photographic and Digital Media

Year 10 Course 2024

TASK Number:	TASK 1	TASK 2	TASK 3	TASK 4	
Nature of Task:	Practical Assessment	Critical and Historical Study	Practical Assessment	Critical and Historical Study – Artist’s study Artmaking – Mini Collection of Images	
Timing:	Term 1, Week 11	Term 2, Week 3	Term 3, Week 8	Term 4, Week 5	
Outcomes Assessed:	5.1, 5.2, 5.4	5.7, 5.8	5.3, 5.5, 5.6	5.7, 5.8, 5.1, 5.5, 5.6	
Components:					Weighting %
Practical	20		25	25	70
Critical and Historical Studies		15		15	30
TOTAL WEIGHTING %	20	15	25	40	100

Stage 5 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 PDM.

Grade A	Grade B	Grade C	Grade D	Grade E
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
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.	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.	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.



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Physical Activities and Sports Studies (PASS)

Year 10 Course 2024

TASK Number:	TASK 1	TASK 2	TASK 3	TASK 4	
Nature of Task:	Fitness Program	Topic Test & Practical Task	Australian Sporting Icon: Case Study	Yearly Topic Test	
Timing:	Term 1, Week 10	Term 2, Week 5	Term 3, Week 8	Term 4, Week 4	
Outcomes Assessed:	2.1, 2.2, 3.3	1.1, 3.2, 4.2, 4.3	1.2, 2.1, 3.2, 3.3	1.3, 2.2, 3.3	
Components:					Weighting %
Physical Fitness	X				20
Nutrition & Physical Activity		X			30
Australia's Sporting Identity			X		20
Technology, Participation & Performance				X	20
TOTAL WEIGHTING %	20	30	20	20	100

Stage 5 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.

Grade A	Grade B	Grade C	Grade D	Grade E
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
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.	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.	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.



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Science

Year 10 Course 2024

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Independent Research Task	Yearly Examination	Topic Tests	
Timing:	Term 2, Week 7	Term 4, Week 4	Terms 1-4	
Outcomes Assessed:	SC5-WS4, SC5-WS 5.2, SC5-WS5.3, SC5-WS6, SC5-WS7.1, SC5- WS7.2	SC5-7WS, SC5-8WS, SC5-9WS, SC5-10PW, SC5-11PW, SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW, SC5-16CW, SC5R-17CW	SC5-7WS, SC5-8WS, SC5-9WS, SC5-10PW, SC5-11PW, SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW, SC5-16CW, SC5R-17CW	
Components:				Weighting %
IRP	25			25
Yearly Examination		35		35
Genetics and Reproduction			5	5
Evolution			5	5
Chemical Reactions			10	10
The Universe			5	5
Materials			5	5
Electricity			5	5
Ecology			5	5
TOTAL WEIGHTING %	25	35	40	100

Stage 5 Performance Descriptors - Science

Areas for Assessment	Knowing and understanding Planning and conducting investigations Problem-solving Communicating			
Grade A	Grade B	Grade C	Grade D	Grade E
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
Evaluates the impact of scientific research on science, society, technology and the environment.	Explains the impact of scientific research on science, society, technology and the environment.	Describes the impact of scientific research on science, society, technology and the environment.	Outlines some impacts of scientific research on science, society, technology and the environment.	Recalls some examples of 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.	Describes scientific phenomena using models, theories and laws, and outlines the processes that are used to test and validate them.	Relates models, theories and laws to scientific phenomena, and outlines the processes that are used to test and validate them.	Recalls scientific models, theories and laws to outline scientific phenomena, and identifies the processes that are used to test them.	Identifies some scientific models, theories and laws, and recalls some processes that can be used to test them.
Explains interactions within and between systems and structures of the living and non-living world.	Describes interactions within and between systems and structures of the living and non-living world.	Outlines interactions within and between systems and structures of the living and non-living world.	Recalls some interactions within systems and structures of the living and non-living world.	Identifies some 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 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 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.	Individually and in teams, develops elementary plans, and undertakes first-hand investigations and, with guidance, draws relevant conclusions from selected data.	With guidance, individually and in teams, plans and undertakes elementary first-hand investigations and draws simple conclusions from selected data.
Independently locates and processes information from a wide variety of sources to explain trends, patterns and relationships.	Independently locates and processes information from a variety of sources to explain trends, patterns and relationships.	Independently locates and summarises information from a variety of sources to describe trends, patterns and relationships.	Locates and extracts information from provided resources to outline trends, patterns and relationships.	With guidance, locates information from provided resources to identify simple trends, patterns and relationships.
Communicates their scientific findings, understanding and viewpoints in a variety of ways to an audience.	Selects suitable ways to communicate their scientific understanding to an audience.	Selects a suitable way to communicate their scientific understanding to an audience.	Communicates their scientific understanding to an audience.	With guidance, communicates information to an audience.



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Visual Arts

Year 10 Course 2024

TASK Number:	TASK 1	TASK 2	TASK 3	TASK 4	
Nature of Task:	Artmaking 2D	Critical and Historical Study	Critical and Historical Study, Sculpture	Body of Work	
Timing:	Term 1, Week 9	Term 2, Week 4	Term 3, Week 6	Term 4, Week 2	
Outcomes Assessed:	5.1, 5.2	5.8, 5.9	5.2, 5.6, 5.7, 5.9	5.1, 5.4, 5.6	
Components:					Weighting %
Art in 2D (Surrealism)	X				20
Art in 2D		X			15
Art in 2D and/or 3D			X		40
Body of Work				X	25
TOTAL WEIGHTING %	20	15	40	25	100

Stage 5 Performance Descriptors – Visual Arts

Areas for Assessment	Artmaking Critical and Historical Studies			
Grade A	Grade B	Grade C	Grade D	Grade E
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
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.	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.	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.	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.	Makes simple artworks with an elementary understanding of the frames and the conceptual framework.
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.	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.	Demonstrates sound technical accomplishment in making artworks in 2D, 3D and/or 4D forms that represent their actions, judgements and artistic intentions.	Represents their artistic intentions in 2D, 3D and/or 4D artworks, demonstrating some technical accomplishment.	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.
Synthesises their understanding of practice, the conceptual framework and the frames to confidently interpret, explain and make judgements about art.	Interprets, explains and makes judgements about art applying an understanding of practice, the conceptual framework and the frames.	Interprets, explains and makes judgements about art by engaging with aspects of practice, the conceptual framework and some of the frames.	Makes limited interpretations and judgements about art involving a foundational understanding of practice and the conceptual framework, and some of the frames.	Makes simple interpretations about art, with some reference to practice, the frames and conceptual framework.
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.	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.	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.	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.	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.
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.	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.	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.	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.	Makes simple artworks with an elementary understanding of the frames and the conceptual framework.

ASSESSMENT CALENDAR FOR 2024 YEAR 10 COURSE

KARIONG MOUNTAINS HIGH SCHOOL



	TERM 1		TERM 2	TERM 3	TERM 4
Week 1					Marine Studies
Week 2					Visual Arts
Week 3			History Photography (PDM)	Marine Studies	Engineering
Week 4			Marine Studies PDHPE + PDHPE - CPC Visual Arts		IT - Timber PDHPE/PDHPE - CPC
Week 5	Engineering		PASS		Photography (PDM)
Week 6	PDHPE		Forensics Outdoor Recreation	IT - Timber Visual Arts	
Week 7	Mathematics 5.1, 5.2, 5.3 History		Child Studies Food Technology Science	Child Studies	
Week 8	Dance		Music IT - Timber	Geography Forensics Mathematics 5.1, 5.2, 5.3 Outdoor Recreation PASS Photography (PDM)	
Week 9	Child Studies Commerce	Marine Studies PDHPE - CPC Visual Arts	Dance Engineering Mathematics 5.1, 5.2, 5.3	Commerce English Food Technology	
Week 10	Forensics Music	PASS IT - Timber	Commerce English	Dance Engineering Music	
Week 11	Dance English Outdoor Recreation Photography (PDM)				

EXAMINATIONS