KARIONG MOUNTAINS HIGH SCHOOL

UNITY KNOWLEDGE RESPECT

2021

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Information for Year 10 Students About the RoSA

From 2012, eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA).

The RoSA is a **cumulative credential** in that it allows students to accumulate their academic results until they leave school.

The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses.

Introduction

By the end of Year 10, the NSW Educational Standards Authority (NESA) requires that all students complete a number of school based assessment tasks designed to measure performance across a wide range of learning outcomes and the grades from these assessments are submitted to NESA, indicating satisfactory completion of course. A standards referenced approach is used for assessing and reporting student achievement.

Satisfactory Completion of a Course

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

(a) followed the course developed or endorsed by NESA
(b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
(c) achieved some or all of the outcomes.

Students are also required to 'make a genuine attempt' at assessment tasks in each course. The Principal may determine that, as a result of absences, the course outcomes may not be met.

What is Meant by Diligence and Sustained Effort?

Students display these qualities when they:

- work consistently, to the best of their ability on class activities;
- make a genuine attempt to complete all assignments, homework and other activities associated with achieving outcomes;
- participate actively in the range of activities that are part of the learning cycle (discussions, practicals, displays etc);
- are able to provide evidence of having achieved outcomes through the production of workbooks, portfolios or other applicable pieces of work;
- attend classes regularly in order to meet the above criteria.

The Grading System

The grading system, developed by NESA will be used by all schools to ensure state wide comparability. Students will receive a grade from A to E in each subject.

A. The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

B. The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

C. The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

D. The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

E. The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills

N Determination	Where 'N' appears in place of an A to E grade opposite a course, the student has failed to meet the course requirements as determined by NESA criteria.

Results in all courses are determined by the student's level of achievement on a set of Performance Descriptors. These descriptors have been developed to describe what a student in a specific course could be expected to be able to do at the end of a course of study.

To allow teachers to have a guide to a student's achievement within the range of Performance Descriptors, a series of assessment tasks are given to all students in each course. Each subject has an assessment schedule to help determine the student's level of achievement in each course.

The School's Responsibilities

The school has developed an assessment program for each course. This means the school will:

- Set tasks that will be used to measure student performance in each
- component of a course.
- Specify the relative values of each of these tasks.
- Inform students in writing of:
- the components and their weightings for each course
- when assessment tasks will take place (at least two weeks notice)
- the mark value of each task in relation to the total number of marks for the course
- the nature of each assessment task e.g. assignment, test, oral presentation.
- Require the student to sign a register of attendance for class tasks. For all other tasks students will use an acknowledgement slip.
- Provide criteria prior to the task being issued that indicate how the task will be graded.
- Provide the student with meaningful feedback after the task has been marked.
- Ensure that tasks and feedback on these tasks occurs in a realistic timeframe.
- Keep records of student performance in each task.
- Provide the student with information on their progress.
- Give special consideration to students who have submitted an Illness/Misadventure/Variation Application form that has been upheld.
- Develop an assessment schedule that equitably spreads the timing of assessment tasks.
- Inform students in writing when there are course achievement and/or attendance concerns.
- Plan N Award notifications per term to inform students when they are in danger of not receiving a grade in a course.
- Carry out faculty audits to ensure that there is compliance with school and NESA requirements.

NOTE: The school may vary the assessment procedure schedule. However, in this case, students must be informed in writing at least two weeks prior to the scheduled time of the task.

Student Responsibilities

Students are required to:

- Ensure that they are aware of the requirements for their course.
- Ensure they have a copy of the school assessment program for each course they are studying.
- Perform all tasks required and sit for all tests and exams scheduled to be part of this assessment.
- Submit tasks by the due date.
- Demonstrate that through effort and achievement, they have met the requirements of the course to the best of their ability.
- Ensure that all tasks submitted are their own work.
- Sign a register of attendance for all class tasks and use an acknowledgement slip for all other assessment tasks.

- Following any absence, complete work which is missed and obtain information given about future assessment tasks.
- If an assessment task is not going to be done or can not be handed in at the scheduled time, it is the student's responsibility to obtain and submit an Illness/Misadventure/Variation Application form on their FIRST DAY BACK AT SCHOOL. Applications must be signed by the Head Teacher before being sent to the Deputy Principal for review.
- Make an application for alternative arrangements to complete an assessment task if they know ahead of time that they cannot be there on the set date. This application must be made at least one week ahead of time unless there are special circumstances.
- Inform their teacher if there are any circumstances that may have affected their performance in completing the task and submit an Illness/Misadventure/Variation Application form within three days if specific consideration is sought.
- Inform their teacher, prior to the due date, if they are experiencing any difficulties in completing the assessment task.

Late Submission / Non completion

Students are expected to complete all tasks by the allotted time. Where this does not happen, an Illness/Misadventure/Variation Application form must be completed immediately on return to school, but no later than three days after the scheduled due date. If this is not possible the student must notify the school.

Failure to submit a Misadventure Form will be interpreted as an admission that the student can offer no valid reason for late assessment (or non-attendance) and therefore a penalty of 25% will be applied for 1day late, 50% for 2 days late and zero marks thereafter, when numerical values are used. Where alternative grading systems are applied a comparative penalty will apply.

Where an acceptable reason is given and supported, the student may be:

(a) granted an extension without penalty
(b) granted an extension with penalty
(c) set a substitute task with or without penalty
(d) given an estimate based on other evidence.

These penalties will affect a student's report grades and comments on work ethic. If too many tasks are not attempted, or submitted in a reasonable time of the due date then the student is putting their assessment grades at risk because they are not demonstrating diligence and sustained effort.

Head Teachers' Areas of Responsibility

Mr Cartner:	Science, Marine Studies, Zoology
Ms Jeffrey	Music, Photography, Visual Arts
Mr Crum	English, Drama
Ms Huey	Mathematics
Ms Smith	PDHPE, PASS, Child Studies, Outdoor Rec., Rugby
Mr Bath	TAS, Japanese,
Mr Tagg	HSIE
Mr Riley	STEM

Illness / Misadventure / Variation

Students must submit an Illness/Misadventure/Variation Application form to the Head Teacher for signing and provide independent evidence of their claim.

The documentation provided must be current, specific to the date and time of the task(s) and submitted with the Illness/Misadventure/Variation Application form. Generally, independent evidence cannot be supplied by a person related to the student.

Independent evidence can be obtained from:

- a Doctor (Doctor's Certificate)
- a health professional (e.g. Physiotherapist)
- a J.P. witnessing a statutory declaration
- a Police Officer (in the case of misadventure)
- a School Counsellor.

Zero marks may be given if there is no genuine case or correct procedure has not been followed.

Disability Provisions

The Learning Support Team will consider whether students would benefit from disability provisions associated with assessment tasks. This occurs on a case-by-case basis and parents are invited to contact the school for more information.

Malpractice i.e. Copying, Cheating and Plagiarism

Any student found cheating, copying or plagiarising will be awarded zero marks for any task. Any student who lends material for copying will be similarly penalised.

Students are expected to behave in such a way that their actions do not interfere with the learning of others. Students who disrupt the learning of others during assessment tasks are likely to have their tasks awarded a zero grade as this is considered to be malpractice.

Computer / Printer Failure

If a computer or printer failure occurs when an assignment is due, the student should submit draft work or backup disks as a "work in progress". Otherwise if no evidence is produced a zero mark or late penalty will apply.

Students are strongly advised to always backup on disk their work on a regular and frequent basis.

Appeal

Students have the right to appeal in writing to the Deputy Principal the decision of the Head Teacher. An appeal panel will then be formed.

Unsatisfactory (N) Determination

If a student fails to meet the requirements for satisfactorily completion of a course, that is, school warning procedures have not brought about a change in work ethic, the following procedures apply:

(a) An official NESA Warning letter will be sent home outlining work to be completed and indicating a reasonable time for the work to be completed and submitted.

(b) It is the student's responsibility to present the work to the relevant class teacher or Head Teacher. If the work is completed by the required date the warning letter is cancelled. If the work is not completed the student is in danger of receiving an N Determination for that course.

(c) If a student has one outstanding notification/one unresolved N Award notification and continues to fail to meet the requirements, a second warning letter will be sent. Again, it is the student's responsibility to present the work to the relevant class teacher or Head Teacher. If the work is completed by the required date the second warning letter is cancelled.

(d) Students with outstanding N award notifications cannot represent the school.

(e) If a student has two warning letters outstanding, a school letter will be sent informing the student that they are now in danger of receiving a final N Determination.

(f) If a student has two warning letters outstanding and continues to fail to meet the requirements, he/she will receive an official notification of a Final N Determination being made for the course.

(g) The N Determination letter informs students of their rights of appeal.

Appeals Relating to Final Grade

These will be heard by a committee consisting of Principal/Deputy Principal, the Year Advisor and the Head Teacher of the subject concerned.

In examining an appeal, the committee will scrutinise only the following:

(a) Does the weighting specified by the faculty assessment policy conform to the NESA requirements as detailed in the subject guidelines?

(b) Do the procedures used by the faculty for determining the final assessment mark conform to the stated faculty assessment?

(c) Are there any arithmetic or clerical errors in determining the assessment mark?

If the above are found to be in order, the appeal will not be upheld.

Sample Letter 1: N Award Warning

Kariong Mountains High School
10 Festival Drive
Kariong NSW 2250
Ph: 02 4340 0246
Fax: 02 4340 0259
Email: kariongmtn-h.school@det.nsw.edu.au

Mr and Mrs X
1 Yy Drive
Zz NSW 2250

Monday, 3rd July 2020

OFFICIAL WARNING – Non-completion of a Stage 5 (Years 9 – 10) Course

I am writing to advise you that your son, X, is in danger of not meeting the requirements for satisfactory completion of the Stage 5 course in Year 10 Xxx.

This course is mandatory for the award of the Record of School Achievement.

Where the non-completion is in a mandatory course, the student will not be eligible for the award of the Record of School Achievement and may not be eligible to enter Preliminary (Year 11) courses. Any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed'. Any elective course not satisfactorily completed will not appear on the student's Record of School Achievement.

Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:
(a) followed the course developed or endorsed by NESA; and
(b) applied himself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
(c) achieved some or all of the course outcomes.

Where students have not met one or more of these requirements by the end of the course, the Principal is required to inform NESA that the student has not satisfactorily completed the course.

To date, X has not satisfactorily met **c** of the Course Completion Criteria. Official warning

NESA requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem.

This is official warning number 1 we have issued notifying you that X is at risk of not completing the above course.

Yours sincerely,

Class Teacher

Principal

Opportunity to correct the problem

The following tasks or requirements need to be completed by X to correct the problem.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Complete d by
Assessment Task 3	25%	13//2019	Complete Quiz	18/07/2020

To support X in meeting the course requirements, we request that you discuss this matter with him, and encourage and support him to carry out the required actions. If you have any questions about this matter, please contact the school on 02 4340 0246.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Acknowledgement of Official Warning

I have received the letter dated 03/07/20 advising me that X is in danger of not meeting the course requirements for Year 10 Xx and am aware that this is official warning number 1.

I am aware that this is a mandatory course. I am aware that any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed', and that the student will not be eligible for the award of the Record of School Achievement, and may not be eligible to enter Preliminary (Year 11) courses.

Parent/Guardian's signature:_____ Date: _____

Student's signature:_____ Date: _____

Illness/Misadventure/Variation Application

This form is to be used when circumstances beyond your control occur immediately before or during an assessment task to diminish your performance.

Student's name: _____ Application Date: _____

Subject: _____ Teacher: _____

Task No: _____ Task Type: _____ Task Date: _____

NATURE OF APPLICATION (Illness, Misadventure or Variation):

_____

Provide sufficient details to support your case for consideration to sit the task or a substitute task, or to gain an extension of time.

SUPPORTING EVIDENCE ATTACHED: YES NO

Signature Student: _____ Date:_____

Signature Parent: _____ Date: _____

Please submit the application to the relevant **Head Teacher** within TWO DAYS of your return to school. When your absence/late submission is known before the date of the task, this form must be submitted to the relevant Head Teacher at least one week BEFOREHAND.

Head Teacher Recommendation:

Head Teacher Signature: _____ Date: _____

Appeal Panel Decision (where applicable):

Deputy Principal Signature: _____

HT Signature: _____ HT Signature: _____

Task Schedules

&

Course Performance Descriptors

English

Areas for Assessment

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

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

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

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

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

Stage 5 Course Performance Descriptors – English

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	*A student performing at this grade typically:*	*A student performing at this grade typically:*	*A student performing at this grade typically:*	*A student performing at this grade typically:*
• demonstrates some evidence of the ability to respond to a limited range of texts.	• demonstrates some ability to respond to a range of texts.	• through close and wide study, responds to a range of 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 comprehensive range of demanding, imaginative, factual and critical texts.
• with teacher support, discusses 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.	• 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.	• perceptively investigates the context and perspective of texts and the relationships between and among them.
• with teacher support, discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts.	• discusses texts by selecting, identifying and explaining some 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.	• 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.	• constructively and critically analyses and evaluates complex texts by selecting, describing and explaining significant language forms and features and structures of those texts.
• responds in a rudimentary way to verbal and visual imagery.	• responds to verbal and visual imagery.	• responds imaginatively to verbal and visual imagery.	• responds imaginatively and critically in an effective way to verbal and visual imagery.	• responds imaginatively and critically in a highly effective way to verbal and visual imagery.
• with teacher support, composes written, oral and visual texts using various technologies for a limited range of purposes, audiences and contexts.	• composes written, oral and visual texts using various technologies for different 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.	• 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 distinct personal style, composes with confidence written, oral and visual texts, using various technologies for a wide variety of purposes, audiences and contexts.
• is able to generalise at times from engaging with texts to present a limited view 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 from engaging with texts to present differing 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 confidently from engaging with texts to present a wide variety of views of the world.
• with teacher support, is developing an understanding of the processes of composition, as they are able to interpret ideas and apply these to new contexts.	• with guidance, is developing a personal style and an understanding of the processes of composition as they are able to make some obvious inferences and interpretations, extend their imaginations in making meaning and apply ideas to new contexts.	• 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.	• 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.	• consistently demonstrates an understanding of the processes of composition, as they are able to infer logically, interpret clearly, extend their imaginations in composing texts and adapt ideas into new and different contexts.
• is able to identify some obvious expectations of an audience.	• is able to identify and discuss some obvious preconceptions and expectations of an audience.	• conforms to or challenges an audience's preconceptions and expectations.	• with increasing confidence, is able to conform to, or challenge, an audience's preconceptions and expectations.	• with confidence, is able to conform to, or challenge, an audience's preconceptions and expectations.
• with teacher support, is able to reflect on some aspects of their individual and collaborative skills for learning.	• with guidance, is able to reflect on their individual and collaborative skills for learning.	• with increasing independence, reflects on and 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.	• independently reflects on and confidently uses, assesses and adapts their individual and collaborative skills for learning.

Mathematics

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

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

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

Mathematics 5.1

Component	Task 1	Task 2	Task 3	Task 4	**Weighting**
Description	**Online Quizzes**	**'Formula for your future' research and poster presentation**	**Practical activity such as 'Measure the inaccessible', 'Foil prank', 'Racing yachts', or 'Design a playhouse'**	**Formal exam** (with reference sheet and calculator)	
When	Term 1, Weeks 4, 7, 10	Term 2, Week 4	Term 3, Week 9	Term 4, Week 4	
Outcomes	**Quiz 1**: Percentages & Measurement (Stage 4 outcomes) **Quiz 2**: Data Analysis (5.1 outcomes) **Quiz 3**: Probability (5.1 & 5.2 outcomes)	**MA4-2WM** applies appropriate mathematical techniques to solve problems **MA4-8NA** generalises number properties to operate with algebraic expressions	**MA4-16MG** Pythagoras' theorem **or** **MA5.1-8MG** surface areas of rectangular and triangular prisms **or** **MA5.1-10MG** trigonometry to solve problems **or** **MA5.1-11MG** similar figures and scale drawings	All stage 5 outcomes	
Concepts, skills and techniques	20	0	10	20	50
Reasoning and communication	0	20	20	10	50
Marks	**20**	**20**	**30**	**30**	**100**

Mathematics 5.2

Component	Task 1	Task 2	Task 3	Task 4	**Weighting**
Description	**Investigation Task**	**In-class test**	**Assignment**	**Formal exam** (with reference sheet and calculator)	
When	Term 1, Week 9	Term 2, Week 4	Term 3, Week 9	Term 4, Week 4	
Outcomes	**MA5.2-9NA** uses the gradient-intercept form to interpret and graph linear relationships	**MA5.2-9NA** uses the gradient-intercept form to interpret and graph linear relationships **MA5.2-10NA** connects algebraic and graphical representations of simple non-linear relationships **MA5.2-13MG** applies trigonometry to solve problems, including problems involving bearings **MA5.2-8NA** solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques	**MA5.2-15SP** uses quartiles and box plots to compare sets of data, and evaluates sources of data **MA5.2-16SP** investigates relationships between two statistical variables, including their relationship over time **MA5.2-17SP** describes and calculates probabilities in multi-step chance experiments	All stage 5 outcomes	
Concepts, skills and techniques	10	10	10	20	50
Reasoning and communication	10	10	20	10	50
Marks	**20**	**20**	**30**	**30**	**100**

Mathematics 5.3

Component	Task 1	Task 2	Task 3	Task 4	**Weighting**
Description	**Stage 5.1, 5.2 & 5.3 self-marking Google Forms X 3, in-class tasks**	**Investigation – 'From here to there'**	**Practical activity – 'Representing Functions of Everyday Situations'**	**Formal exam** (with reference sheet and calculator)	
When	Term 1, Weeks 4, 7, 10	Term 2, Week 10	Term 3, Week 9	Term 4, Week 3	
Outcomes	**Quiz 1**: Substitution and Equations (5.1, 5.2 & 5.3 outcome) **Quiz 2**: Equations and Indices (5.1, 5.2 & 5.3 outcome) **Quiz 3**: Indices and Precision (5.1, 5.2 & 5.3 outcome)	**MA5.2-9NA** uses the gradient-intercept form to interpret and graph linear relationships **MA5.3-8NA** uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line **MA5.3-2WM** generalises mathematical ideas and techniques to analyse and solve problems efficiently	**MA5.3-9NA** sketches and interprets a variety of non-linear relationships **MA5.2-10NA** connects algebraic and graphical representations of simple non-linear relationships **MA5.3-1WM** uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures	All stage 5 outcomes	
Concepts, skills and techniques	20	10	0	20	50
Reasoning and communication	0	10	30	10	50
Marks	**20**	**20**	**30**	**30**	**100**

Stage 5 Course Performance Descriptors – Mathematics

Areas for Assessment

Knowledge, skills and understanding:

Working mathematically	• developed through inquiry, application of problem-solving strategies, communication, reasoning and reflection
Number	• in mental and written computation and numerical reasoning
Patterns and algebra	• in patterning, generalisation and algebraic reasoning
Data	• in collecting, representing, analysing and evaluating information
Measurement	• in identifying and quantifying attributes of shapes and objects and applying measurement strategies
Space and geometry	• in spatial visualisation and geometric reasoning.

Grade E2	Grade D3	Grade D4	Grade C5	Grade C6
A student performing at this grade uses, with guidance, standard procedures to solve simple familiar problems; identifies 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 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 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 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.
The student typically:	*The student typically:*	*The student typically:*	*The student typically:*	*The student typically:*
• uses given diagrams, graphs and formulae to solve simple problems involving perimeter, area and volume, and coordinate geometry	• solves simple consumer arithmetic problems involving earning and spending money and, given the formula, calculates simple interest	• uses diagrams to solve simple coordinate geometry problems	• uses given formulae to find midpoint, distance and gradient and uses given graphs to solve simple linear simultaneous equations	• simplifies algebraic expressions involving fractions and indices
• simplifies and substitutes into simple algebraic expressions and solves simple linear equations	• completes a table of values to graph simple linear relationships	• graphs simple linear and non-linear relationships by constructing a table of values and using an appropriate scale	• draws and interprets simple graphs of physical phenomena	• expands and factorises simple algebraic expressions and solves simple quadratic equations
• determines properties of triangles and quadrilaterals	• applies geometrical properties to solve simple numerical problems	• calculates probabilities for simple events using the formula	• calculates compound interest using repetition of the formula for simple interest	• uses formulae to calculate the volume of pyramids, cones and spheres, and the surface area of cylinders
• uses a calculator to find approximations of trigonometric ratios of given angles measured in degrees	• expresses trigonometric ratios for angles in right-angled triangles in terms of an unknown side and a given side	• finds the perimeter and area of simple composite figures and, given diagrams, uses trigonometry to find sides and angles in right-angled triangles	• applies results related to the angle sum for polygons to solve simple numerical problems	• uses simple deductive reasoning in solving numerical problems in different geometrical contexts, and applies tests for proving that triangles are congruent
• constructs frequency tables for ungrouped data.	• simplifies arithmetic and simple algebraic expressions involving positive integral indices.	• constructs tables and graphs for grouped data.	• solves simple word problems in trigonometry.	• determines the upper and lower quartiles of a set of scores and uses a calculator to find the standard deviation of a set of scores.

Grade B7	Grade B8	Grade A9	Grade A10
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.	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.	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.	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.
The student typically: • applies compound interest and depreciation formulae to consumer situations, and calculates the result of successive discounts	*The student typically:* • solves simple probability problems involving two-stage events	*The student typically:* • performs operations with both surds and indices in numerical and algebraic contexts	*The student typically:* • interprets and solves probability problems involving compound events
• draws and interprets graphs including simple parabolas and hyperbolas	• calculates surface area of pyramids, cones and spheres	• uses trigonometry to solve practical problems involving non-right-angled triangles	• solves problems involving surface area of pyramids, cones and spheres, and applies similarity relationships for area and volume
• calculates surface area and volume of simple composite solids, and solves trigonometry problems involving bearings and angles measured in degrees and minutes	• constructs geometrical arguments to prove a general geometrical result, giving reasons	• analyses and describes graphs of physical phenomena	• uses analytical and graphical techniques to solve problems involving quadratic equations, simultaneous equations or inequalities
• solves linear inequalities and simple simultaneous linear equations using an analytical method	• graphs simple regions, draws and interprets a variety of graphs, and applies coordinate geometry techniques to solve problems	• constructs geometrical arguments and formal proofs of geometrical relationships	• manipulates algebraic expressions, equations and inequalities, with consideration given to restrictions on the values of variables
• analyses data using the interquartile range and standard deviation.	• expands binomial products and factorises quadratic expressions.	• uses analytical methods to solve linear, quadratic and simultaneous equations, including simultaneous equations involving a first degree equation and a second degree equation.	• applies relevant theorems and properties to deduce further geometrical relationships involving triangles and quadrilaterals.

Science

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

The following tasks have been designed to assess students across the range of outcomes covered in a course. These tasks represent the primary method of determining assessment grades. Other assessment information gathered throughout the year may be used if required to make a more accurate determination.
There will be common assessment tasks throughout the year. Other coursework (which is preparing you for these tasks) must be completed satisfactorily to demonstrate diligence and sustained effort.

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

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

Stage 5 Course Performance Descriptors – Science

Areas for Assessment

Knowing and understanding
Planning and conducting investigations
Problem-solving
Communicating

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	*A student performing at this grade typically:*	*A student performing at this grade typically:*	*A student performing at this grade typically:*	*A student performing at this grade typically:*
• recalls some examples of 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.	• describes 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.	• evaluates the impact of scientific research on science, society, technology and the environment.
• identifies some scientific models, theories and laws, and recalls some processes that can be used to test them.	• recalls scientific models, theories and laws to outline scientific phenomena, and identifies the processes that are used to test them.	• relates models, theories and laws to scientific phenomena, and outlines 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.	• explains scientific phenomena using models, theories and laws, and describes the processes that are used to test and validate them.
• identifies some systems and structures of the living and non-living world.	• recalls some interactions within 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.	• describes interactions within and between systems and structures of the living and non-living world.	• explains interactions within and between systems and structures of the living and non-living world.
• with guidance, individually and in teams, plans and undertakes elementary first-hand investigations and draws simple conclusions from selected data.	• individually and in teams, develops elementary plans, and undertakes first-hand investigations and, with guidance, draws relevant conclusions from selected data.	• independently and in teams, uses identified strategies and problem-solving skills to plan and conduct first-hand investigations and draw relevant conclusions from the data collected.	• independently and in teams, selects strategies and problem-solving skills to plan and conduct first-hand investigations, gather and process data, and draw valid conclusions.	• 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.
• with guidance, locates information from provided resources to identify simple trends, patterns and relationships.	• locates and extracts information from provided resources to outline trends, patterns and relationships.	• independently locates and summarises information from a variety of sources to describe trends, patterns and relationships.	• independently locates and processes information from a variety of sources to explain trends, patterns and relationships.	• independently locates and processes information from a wide variety of sources to explain trends, patterns and relationships.
• with guidance, communicates information to an audience.	• communicates their scientific understanding to an audience.	• selects a suitable way to communicate their scientific understanding to an audience.	• selects suitable ways to communicate their scientific understanding to an audience.	• communicates their scientific findings, understanding and viewpoints in a variety of ways to an audience.

Australian Geography

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

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

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

Semester 1 Cohort

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

Semester 2 Cohort

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

Stage 5 Course Performance Descriptors – Australian Geography

Areas for Assessment

Communication
Geographical tools and skills
Geographical knowledge

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	*A student performing at this grade typically:*	*A student performing at this grade typically:*	*A student performing at this grade typically:*	*A student performing at this grade typically:*
• displays very limited skills to select, gather, organise and communicate geographical information using a limited range of written, oral and graphic forms.	• displays basic skills to select, gather, organise and communicate geographical information using a range of written, oral and graphic forms.	• displays sound skills to select, gather, organise and communicate geographical information using a range of written, oral and graphic forms.	• displays high level skills to select, gather, organise and communicate complex geographical information in a broad range of written, oral and graphic forms.	• displays sophisticated skills to select, gather and organise complex geographical information and uses an extensive range of written, oral and graphic forms to communicate it effectively.
• exhibits very limited skills to select and apply geographical tools to some spatial and ecological dimensions of Australia.	• exhibits some skills to select and apply geographical tools appropriate to a range of spatial and ecological dimensions of Australia.	• exhibits sound skills to select and apply geographical tools appropriate to the spatial and ecological dimensions of Australia.	• exhibits high level skills to select and apply geographical tools appropriate to the spatial and ecological dimensions of Australia.	• exhibits extensive skills to select and proficiently apply geographical tools appropriate to the spatial and ecological dimensions of Australia.
• demonstrates some sense of place of Australian environments and identifies some geographical processes that form and transform them.	• demonstrates a basic sense of place of Australian environments and some understanding of the geographical processes that form and transform them.	• demonstrates a sound sense of place of Australian environments and adequate understanding of the geographical processes that form and transform them.	• demonstrates a thorough sense of place of Australian environments and a thorough understanding of the geographical processes that form and transform them.	• demonstrates an extensive sense of place of Australian environments and an extensive understanding of the geographical processes that form and transform them.
• recognises some different perspectives of geographical issues.	• outlines different perspectives of Australian geographical issues.	• describes different perspectives of geographical issues.	• explains different perspectives of geographical issues at a range of scales.	• explains and analyses different perspectives of geographical issues at a range of scales.
• demonstrates elementary knowledge and understanding of Australian environments and communities, some interactions of people with the environment and some factors that shape communities.	• demonstrates basic knowledge and understanding of Australian environments and communities, a range of interactions of people with the environment and a range of factors that shape communities.	• demonstrates sound knowledge and understanding of Australian environments and communities, the interactions of people with the environment and the factors that shape communities.	• demonstrates thorough knowledge and understanding of Australian environments and communities, the interactions of people with the environment and the factors that shape communities.	• demonstrates extensive knowledge and understanding of Australian environments and communities, the interactions of people with the environment and the factors that shape communities.
• identifies some aspects of civics and recognises some links between civics and citizenship.	• displays some knowledge of civics and identifies links between civics and citizenship.	• displays broad knowledge of civics and describes links between civics and informed and active citizenship.	• displays thorough knowledge of civics and explains links between civics and informed and active citizenship in relation to geographical issues.	• displays extensive knowledge of civics and analyses links between civics and informed and active citizenship in relation to geographical issues at a range of scales.

Australian History

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

The following tasks have been designed to assess students across the range of outcomes covered in a course. These tasks represent the primary method of determining assessment grades. Other assessment information gathered throughout the year may be used if required to make a more accurate determination.
There will be common assessment tasks throughout the year. Other coursework (which is preparing you for these tasks) must be completed satisfactorily to demonstrate diligence and sustained effort.

Semester 1 Cohort

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

Semester 2 Cohort

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

Stage 5 Course Performance Descriptors – Australian History

Areas for Assessment

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

Grade E	Grade D	Grade E	Grade D	Grade E
A student performing at this grade typically:	*A student performing at this grade typically:*	*A student performing at this grade typically:*	*A student performing at this grade typically:*	*A student performing at this grade typically:*
• demonstrates elementary knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia	• 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 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 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	• 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	• 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
• recounts some historical events in chronological order and identifies significant changes	• sequences some historical events and identifies factors contributing to continuity and change.	• recounts some historical events in chronological order and identifies significant changes	sequences some historical events and identifies factors contributing to continuity and change.	recounts some historical events in chronological order and identifies significant changes
• recognises different perspectives within historical accounts, with guidance.	• recalls different perspectives and interpretations of the past.	• recognises different perspectives within historical accounts, with guidance.	recalls different perspectives and interpretations of the past.	recognises different perspectives within historical accounts, with guidance.
• With guidance, locates limited information from sources to answer historical questions,	• Selects and organise relevant information and summarises the main ideas to support an historical enquiry	• With guidance, locates limited information from sources to answer historical questions,	Selects and organise relevant information and summarises the main ideas to support an historical enquiry	With guidance, locates limited information from sources to answer historical questions,
• communicates their understanding of history by creating basic accounts of events and issues, in a range of limited forms.	• communicates their understanding of history by describing historical events and issues, in a range of oral, written and other forms.	• communicates their understanding of history by creating basic accounts of events and issues, in a range of limited forms.	communicates their understanding of history by describing historical events and issues, in a range of oral, written and other forms.	• communicates their understanding of history by creating basic accounts of events and issues, in a range of limited forms.
uses simple historical terms and concepts.	uses a limited range of historical terms and concepts.	• uses simple historical terms and concepts.	uses a limited range of historical terms and concepts.	uses simple historical terms and concepts.

Personal Development, Health & Physical Education

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

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

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

Task	Timing	Topic	Description	Outcomes	Weighting
1	**Term 1 week 8.**	'Eye of the Tiger' Sport in a Box	Theory and Practical Presentation.	PD 5.4, PD5.5,PD5.7, PD5.8, PD5.11	30%
2	**Term 2 week 10.**	'Keep Us Safe' Accessing Health	Written response to scenario questions.	PD5.1, PD5.2, PD5.3, PD5.9, PD5.10	20%
3	**Term 3 week 7.**	'Let's Get Physical' PBL Campaign	Written and Oral Presentation.	PD5.2, PD5.6, PD5.7, PD5.8, PD5.10	20%
4	**Term 4 week 2.**	Yearly Exam	Multiple choice, short answer and extended response questions.	TBA	30%

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

Areas for Assessment **Self and relationships** **Individual and community health**
Movement skill and performance **Lifelong physical activity**

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	*A student performing at this grade typically:*	*A student performing at this grade typically:*	*A student performing at this grade typically:*	*A student performing at this grade typically:*
• shows elementary knowledge, skills and understanding in relation to Stage 5 content.	• shows basic knowledge, skills and understanding in relation to Stage 5 content.	• shows sound knowledge, skills and understanding in relation to Stage 5 content.	• shows thorough knowledge, skills and understanding in relation to Stage 5 content.	• shows extensive knowledge, skills and understanding in relation to Stage 5 content.
• identifies actions that enhance well-being and their capacity to respond positively to challenges.	• describes actions that enhance well-being and 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.	• analyses actions that enhance well-being and formulates plans that promote their capacity to respond positively to challenges.	• evaluates actions that enhance well-being and evaluates plans that promote their capacity to respond positively to challenges.
• identifies some factors and behaviours that contribute to positive, safe and inclusive relationships.	• describes factors and behaviours that contribute to positive, safe and inclusive relationships.	• explains factors and behaviours that contribute to positive, safe and inclusive relationships.	• analyses factors and behaviours that contribute to positive, safe and inclusive relationships.	• evaluates factors and behaviours that contribute to positive, safe and inclusive relationships.
• recognises some of the various influences on health decision-making and predicts some consequences.	• describes the influences on and consequences of health decision-making and displays a basic 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.	• analyses the influences on and consequences of health decision-making and displays a thorough understanding of the links between them.	• evaluates the influences on and consequences of health decision-making and displays an extensive understanding of the links between them.
• identifies some appropriate strategies, information, products and services to promote health and safety.	• describes appropriate strategies and accesses information, products and services to promote health and safety.	• explains appropriate strategies and accesses information, products and services to promote health and safety.	• analyses strategies and accesses and prioritises information, products and services to promote health and safety.	• evaluates strategies and accesses and appraises information, products and services to promote health and safety.
• identifies some influences and barriers to engaging in physical activity and selects strategies to enhance participation and enjoyment.	• describes influences and barriers to engaging in physical activity and identifies strategies to enhance participation and enjoyment.	• explains influences and barriers to engaging in physical activity and applies strategies to enhance participation and enjoyment.	• analyses influences and barriers to engaging in physical activity and applies strategies to enhance participation and enjoyment.	• evaluates influences and barriers to engaging in physical activity and applies effective strategies to enhance participation and enjoyment.
• demonstrates some movement skills and concepts to improve performance in predictable movement situations.	• demonstrates movement skills and concepts to improve performance in a choice of movement situations.	• demonstrates sound movement skills in a range of contexts and the capacity to transfer skills to a variety of 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 highly developed movement skills in a range of contexts and the capacity to transfer skills to a variety of challenging movement situations.
• identifies some 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.	• displays a sound understanding of the elements and features of composition when composing, performing and appraising movement.	• displays a thorough understanding of the elements and features of composition when composing, performing and appraising movement.	• displays an extensive understanding of the elements and features of composition when creatively composing, performing and appraising movement.

Building and Construction

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

Stage 5 Course Performance Descriptors – Building and Construction

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

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

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

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

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

Child Studies

Syllabus Components / Topics		**Task 1**	**Task 2**	**Task 3**	**Task 4**
		Design Task	Research/Practical Task	Research Task	Design Task
		Due: Week 9 Term 1	*Due: Week 5 Term 2*	*Due: Week 6 Term 3*	*Due: Week 4 Term 4*
Exploring Play		**X**			
Eating Well			**X**		
Safety and Support				**X**	
Impacting Me					**X**
	Task Value 100%	**20%**	**30%**	**30%**	**20%**
Outcomes to be assessed		*2.1, 2.2, 3.3*	*1.2, 3.2, 4.2, 4.3*	*1.2, 2.1, 3.2, 3.3*	*1.3, 2.2, 3.3*

Stage 5 Course Performance Descriptors – Child Studies

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

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

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

Design and Technology

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

Stage 5 Course Performance Descriptors – Design and Technology

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

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	*A student performing at this grade typically:*	*A student performing at this grade typically:*	*A student performing at this grade typically:*	*A student performing at this grade typically:*
• demonstrates an elementary understanding of design when identifying concepts and processes and, with guidance, applies their learning in familiar 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 a sound knowledge and understanding of design when 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.	• integrates their extensive knowledge and understanding of design in critically analysing concepts and processes, and is able to apply their learning in new contexts.
• with guidance, applies and manages a simple design process to develop design ideas and solutions.	• applies and manages a design process to develop design ideas and solutions.	• applies, justifies and manages a design process to develop design ideas and solutions.	• consistently applies, justifies and manages design processes to develop design ideas and solutions.	• consistently applies, justifies and manages complex design processes to develop design ideas and solutions.
• identifies some impacts of technologies on the individual, society and environments.	• describes 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.	• analyses and explains the impacts of past, current and emerging technologies on the individual, society and environments.	• evaluates and coherently explains the impacts of past, current and emerging technologies on the individual, society and environments.
• identifies some factors that affect the work and responsibilities of designers when evaluating designed solutions.	• evaluates designed solutions, choosing appropriate factors that affect 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, considering a variety of factors affecting the work and responsibilities of designers.	• evaluates designed solutions, independently considering a comprehensive range of factors affecting the work and responsibilities of designers.
• with direction, develops design ideas and solutions.	• with guidance, develops and describes design ideas and solutions that are innovative, enterprising and creative.	• explains innovative, enterprising and creative design ideas and solutions.	• confidently develops and evaluates innovative, enterprising and creative design ideas and solutions.	• independently develops and critically evaluates innovative, enterprising and creative design ideas and solutions.
• uses a limited range of techniques to communicate designed solutions.	• uses a range of techniques to communicate design ideas and solutions to audiences.	• selects and uses a range of techniques to communicate design ideas and solutions to a range of audiences.	• selects and uses a wide range of appropriate techniques to effectively communicate design ideas and solutions to a range of audiences.	• 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.
• with guidance, applies risk management practices when using a limited range of technologies to produce simple designed solutions.	• applies basic risk management practices when selecting and safely using a limited range of technologies to produce designed solutions.	• applies risk management practices when selecting and safely using a range of technologies to produce designed solutions of sound quality.	• 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 independently selecting and safely using a wide range of technologies to produce outstanding designed solutions.

Drama

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

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

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

Task No	Timing	Type	Weighting
1	Week 9 Term 1	Group devised Performance (Commedia Dell Arte) and logbook	25%
2	Week 7 Term 2	Political Theatre Performance and logbook	25%
3	Week 6 Term 3	Realism/Australian Drama Performance Essay	30%
4	Exam Period Term 4	Shakespeare- Monologue/Duologue and logbook	20%
		Total Weight	100%

Stage 5 Course Performance Descriptors – Drama

Areas for Assessment **Making** **Performing** **Appreciating**

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	*A student performing at this grade typically:*	*A student performing at this grade typically:*	*A student performing at this grade typically:*	*A student performing at this grade typically:*
• participates, with teacher support, in the practices of making, performing and appreciating drama.	• demonstrates a basic understanding of the elements of drama through the practices of making, performing and appreciating drama within the context of playbuilding and some other dramatic contexts.	• demonstrates a sound understanding of the elements of drama through the practices of making, performing and appreciating drama within the context of playbuilding and other dramatic contexts.	• demonstrates a thorough understanding of the elements of drama in the integrated practices of making, performing and appreciating drama within playbuilding and other dramatic contexts.	• communicates a sophisticated understanding of the elements of drama in the integrated practices of making, performing and appreciating drama within playbuilding and other dramatic contexts.
• has an elementary understanding of some elements of drama and performance skills required to create drama for an audience.	• develops their work using basic dramatic forms and performance techniques to create drama for an audience.	• develops their work, individually and collaboratively, using dramatic forms, structures, devices, acting and performance techniques to create engaging works with an intended meaning for an audience.	• capably develops their work, individually and collaboratively, using dramatic forms, structures, devices, acting and performance techniques to create effective and engaging works with an intended meaning for an audience.	• perceptively develops and refines their work, individually and collaboratively, using a range of dramatic forms, structures, devices, acting and performance techniques to create dynamic and engaging works with an intended meaning for an audience.
• demonstrates very limited skills in improvisation, playbuilding and other dramatic forms.	• demonstrates limited skills in improvisation, playbuilding and other dramatic forms.	• improvises, playbuilds, and enacts scripts, texts and other dramatic forms and performance styles.	• competently improvises, playbuilds, enacts and interprets scripts, texts and other dramatic forms and performance styles.	• demonstrates excellence in improvisation, playbuilding, the enactment and interpretation of scripts, texts and other dramatic forms and performance styles.
• uses some aspects of performance spaces and elements of production.	• uses aspects of performance spaces, technologies and elements of production.	• uses performance spaces, technologies and elements of production to communicate a dramatic intention.	• confidently uses performance spaces, technologies and elements of production to communicate dramatic intentions.	• selects and manipulates performance spaces, technologies and elements of production to communicate different dramatic intentions.
• with guidance, conducts basic research.	• conducts basic research and describes some contexts of drama.	• researches and describes the contemporary and historical contexts of drama.	• researches and analyses the contemporary and historical contexts of drama.	• researches and critically assesses the contemporary and historical contexts of drama.
• recognises the contribution of some groups and individuals.	• recognises the contribution of groups and individuals, using limited drama terminology.	• describes the contribution of groups and individuals using drama terminology.	• assesses the contributions of groups and individuals using appropriate drama terminology.	• evaluates the contribution of groups and individuals, using appropriate drama terminology.
• recognises aspects of the relationship between performer and audience.	• recognises the relationship between performer and audience.	• describes the relationship between performer and audience.	• analyses drama with an awareness of the relationship between performer and audience.	• analyses and synthesises drama with a sophisticated awareness of the unique relationship between performer and audience.

Engineering

Syllabus Components/ Topics	Syllabus Weighting	TASK 1				TASK 2		
		Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7
		Project 1 Design & Draw	Prototype & Test Report	Project 1 Build	Project 1 Engineering Report	Project 2 Design & Draw	Project Build	Project 2 Engineering Report
		Due: Week 6 ***Term 1***	*Due: Week 10* ***Term 1***	*Due: Week 5* ***Term 2***	*Due: Week 8* ***Term 2***	*Due: Week 6* ***Term 3***	*Due: Week 3* ***Term 4***	*Due: Week 5* ***Term 4***
WHS Risk Management			**X**	**X**			**X**	
Design		**X**				**X**		
Materials			**X**	**X**		**X**	**X**	
Tools & Techniques			**X**	**X**		**X**	**X**	
Workplace Communication Skills		**X**	**X**		**X**	**X**		**X**
Societal & Environmental Impact					**X**			**X**
Links to Industry					**X**			**X**
Outcomes to be assessed		**IND5-1, I ND5-2, IND5-4, IND5-6**	**IND5-2, I ND5-3, IND5-4, IND5-5, IND5-8**	**IND5-1, I ND5-2, IND5-3, IND5-4, IND5-6, IND5-7**	**IND5-5, I ND5-6, IND5-8, IND5-9, IND5-10**	**IND5-1, I ND5-2, IND5-4, IND5-6, IND5-7**	**IND5-1, I ND5-2, IND5-3, IND5-4 IND-5-5, IND5-6,**	**IND5-5, I ND5-6, IND5-8, IND5-9, IND5-10**

Stage 5 Course Performance Descriptors – Engineering

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

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

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

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

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

Food Technology

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

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

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

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

Stage 5 Course Performance Descriptors – Food Technology

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

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	*A student performing at this grade typically:*	*A student performing at this grade typically:*	*A student performing at this grade typically:*	*A student performing at this grade typically:*
• identifies some chemical and physical properties of foods and, with assistance, identifies some changes that take place in food during preparation, processing and storage.	• 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.	• describes 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.	• evaluates the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.
• with guidance, identifies and uses some appropriate techniques and equipment for a limited range of food-specific purposes.	• 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.	• 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 advanced techniques and equipment for a variety of food-specific purposes, assessing and managing risks associated with the safe and hygienic preparation of food.	• 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.
• with guidance, demonstrates very limited technical skills in designing and producing solutions for specific food purposes.	• demonstrates basic technical skills in designing, producing and evaluating solutions for specific food purposes.	• demonstrates adequate technical skills in designing, producing and evaluating solutions of sound quality for specific food purposes.	• demonstrates high-level technical skills in designing, producing and evaluating high quality solutions for specific food purposes.	• demonstrates advanced technical skills in designing, producing and evaluating solutions of excellent quality for specific food purposes.
• identifies some ways that food-related activities impact on the individual, society or the environment, and some influences that technology has had on food supply.	• outlines 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.	• analyses the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply.	• evaluates the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply.
• identifies a limited number of factors that influence food choices and eating habits, and relates some aspects of consumption and the nutritional value of foods to health.	• identifies 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.	• 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.	• analyses a wide range of factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health.
• displays very limited research skills and, with guidance, communicates simple information using a limited range of media.	• displays basic research skills, and communicates information using a limited range of media.	• displays sound research skills, and communicates information using a range of media.	• displays well-developed research skills, and communicates complex information using a range of media.	• displays highly developed research skills, and communicates complex information effectively using a range of media.

Industrial Technology – Timber

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

Stage 5 Course Performance Descriptors – Industrial Technology - Timber

Areas for Assessment

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

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	*A student performing at this grade typically:*	*A student performing at this grade typically:*	*A student performing at this grade typically:*	*A student performing at this grade typically:*
• demonstrates elementary knowledge of some technologies in their field of study, and recognises some social, cultural and environmental impacts of these technologies.	• demonstrates basic knowledge of technologies in their field of study, and outlines 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 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 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.
• with guidance, displays very limited technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects.	• 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.	• 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 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 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.
• identifies some properties of materials that make them suitable for specific applications, and identifies some aspects of products 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.	• describes 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.	• evaluates the suitability of materials for specific applications and the functional, aesthetic, environmental and economic aspects of projects and commercial products.
• produces elementary sketches related to practical projects, and uses simple terms to describe production processes.	• produces simple drawings for practical projects, and uses general terms to describe production processes to an audience.	• produces competent drawings to illustrate practical projects, and uses accurate technical terms to describe production processes to 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.	• 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.
• with assistance, applies elementary skills and design principles to the production or modification of projects.	• applies basic skills and design principles to the development and production or modification of projects.	• applies skills and design principles to the development and production or modification of projects.	• consistently applies skills and design principles to the development and production of new projects.	• independently and consistently applies skills and design principles to the development and production of new projects.

Japanese

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

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

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

Task	Timing	Topics	Type	Outcomes	Weighting
1	Term 1 Week 8	My World	Listening and Responding Task	LJA5-2C LJA5-7U	20%
2	Term 2 Week 6	Virtual Trip to Japan	Reading and Responding Task	LJA5-3C LJA5-6U	15%
3	Term 3 Week 6	Our World	Writing Task	LJA5-4C LJA5-8U	20%
4	Term 4 Week 4	Celebrations	Speaking Task	LJA5-1C LJA5-5U	15%
5	Term 4 Week 6	All Units	Yearly Exam: Listening, Reading and Writing Task	LJA5-3C LJA5-9U	30%

Areas for Assessment

Using language
Making linguistic connections
Moving between cultures

C Grade *A student at this grade typically:*

- communicates, orally and in writing, across a range of contexts, purposes and audiences.
- responds/writes using appropriate vocabulary and linguistic structures and features, giving some detailed information.
- initiates and maintains communication and expresses own ideas using relevant vocabulary and linguistic structures.
- selects and summarises information from a range of spoken and written texts.
- demonstrates sound understanding of ways in which languages work as systems and of the interdependence of language and culture.
- demonstrates sound knowledge and understanding of the culture of Japanese-speaking communities.

A Grade *A student at this grade typically:*

- is highly competent in communicating, orally and in writing, across a range of contexts, purposes and audiences.
- responds/writes fluently and spontaneously, drawing on a wide range of appropriate vocabulary, linguistic structures and features, and giving detailed information.
- initiates and maintains communication fluently, confidently and effectively, and expresses own ideas coherently and creatively.
- is highly proficient in selecting, summarising and analysing information from a range of spoken and written texts.
- demonstrates perceptive understanding of ways in which languages work as systems and of the interdependence of language and culture.
- demonstrates extensive knowledge and understanding of the culture of Japanese-speaking communities.

D Grade *A student at this grade typically:*

- communicates, orally and in writing, in simple, coherent sentences in a range of familiar contexts.
- responds/writes using appropriate vocabulary with some variations in linguistic structures and features, giving some details. There may be some inaccuracies.
- initiates and maintains short conversations and expresses own ideas using some relevant vocabulary and linguistic structures.
- selects information from a range of spoken and written texts.
- demonstrates basic understanding of ways in which languages work as systems and of the interdependence of language and culture.
- demonstrates basic understanding of the culture of Japanese-speaking communities.

B Grade *A student at this grade typically:*

- is competent in communicating, orally and in writing, across a range of contexts, purposes and audiences.
- responds/writes fluently, drawing on a range of appropriate vocabulary, linguistic structures and features and giving detailed information.
- initiates and maintains communication and expresses own ideas clearly and effectively.
- is proficient in selecting, summarising and analysing information from a range of spoken and written texts.
- demonstrates thorough understanding of ways in which languages work as systems and of the interdependence of language and culture.
- demonstrates thorough knowledge and understanding of the culture of Japanese-speaking communities.

E Grade *A student at this grade typically:*

- communicates, orally and in writing, using only simple phrases or words in some familiar contexts.
- responds/writes hesitantly, with some inaccuracies in grammatical and linguistic structures that impede communication.
- conducts simple, short conversations and, with prompting, is able to express own ideas using simple vocabulary and linguistic structures.
- with guidance, selects information from a limited range of spoken and written texts.
- with guidance, demonstrates very limited understanding of ways in which languages work as systems and of the interdependence of language and culture.
- demonstrates an elementary understanding of the culture of Japanese-speaking communities.

Marine Studies

TASK	COMPONENT	TYPE	TIMING	DESCRIPTION	WEIGHTING
1	CORE MODULE 2	PRACTICAL SKIN DIVE Preparation	Week 9 Term 1	Snorkelling skills, observe a dive site and prepare a dive plan	30%
2	Aquaculture	Journal logbook	Week 5 Term 2	Students will be undertaking underwater farming and need to log their journey	15%
3	Antarctica	Class workbook	Week 7 Term 2	Life in the Freezer worksheets and activities	25%
4	Boating and Seamanship	Exam	Week6 Term 4	Knowledge, Understanding and Skills	30%

Stage 5 Course Performance Descriptors – Marine Studies

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

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	*A student performing at this grade typically:*	*A student performing at this grade typically:*	*A student performing at this grade typically:*	*A student performing at this grade typically:*
• demonstrates an elementary understanding of design when identifying concepts and processes and, with guidance, applies their learning in familiar 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 a sound knowledge and understanding of design when 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.	• integrates their extensive knowledge and understanding of design in critically analysing concepts and processes, and is able to apply their learning in new contexts.
• with guidance, applies and manages a simple design process to develop design ideas and solutions.	• applies and manages a design process to develop design ideas and solutions.	• applies, justifies and manages a design process to develop design ideas and solutions.	• consistently applies, justifies and manages design processes to develop design ideas and solutions.	• consistently applies, justifies and manages complex design processes to develop design ideas and solutions.
• identifies some impacts of technologies on the individual, society and environments.	• describes 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.	• analyses and explains the impacts of past, current and emerging technologies on the individual, society and environments.	• evaluates and coherently explains the impacts of past, current and emerging technologies on the individual, society and environments.
• identifies some factors that affect the work and responsibilities of designers when evaluating designed solutions.	• evaluates designed solutions, choosing appropriate factors that affect 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, considering a variety of factors affecting the work and responsibilities of designers.	• evaluates designed solutions, independently considering a comprehensive range of factors affecting the work and responsibilities of designers.
• with direction, develops design ideas and solutions.	• with guidance, develops and describes design ideas and solutions that are innovative, enterprising and creative.	• explains innovative, enterprising and creative design ideas and solutions.	• confidently develops and evaluates innovative, enterprising and creative design ideas and solutions.	• independently develops and critically evaluates innovative, enterprising and creative design ideas and solutions.
• uses a limited range of techniques to communicate designed solutions.	• uses a range of techniques to communicate design ideas and solutions to audiences.	• selects and uses a range of techniques to communicate design ideas and solutions to a range of audiences.	• selects and uses a wide range of appropriate techniques to effectively communicate design ideas and solutions to a range of audiences.	• 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.
• with guidance, applies risk management practices when using a limited range of technologies to produce simple designed solutions.	• applies basic risk management practices when selecting and safely using a limited range of technologies to produce designed solutions.	• applies risk management practices when selecting and safely using a range of technologies to produce designed solutions of sound quality.	• 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 independently selecting and safely using a wide range of technologies to produce outstanding designed solutions.

Music

Grades are awarded on how well a student matches a particular course descriptor. See next page for these.
The following tasks have been designed to assess students across the range of outcomes covered in a course. These tasks represent the primary method of determining assessment grades. Other assessment information gathered throughout the year may be used if required to make a more accurate determination.
There will be common assessment tasks throughout the year. Other coursework (which is preparing you for these tasks) must be completed satisfactorily to demonstrate diligence and sustained effort.

Task Number	Topic	Task Information/ type	Due Date	Weighting	Outcomes
1	Rock Music	Performance	Term 1 Week 8	20%	5.1 and 5.3
2	Classical Music	Composition	Term 2 Week 10	20%	5.4, 5.5, 5.6
3	Australia Music	Like a Version PBL Task	Term 3, Week 8	40%	5.1, 5.3, 5.4, 5.7, 5.8
4	Film Music	Performance	Term 4, Week 5	20%	5.1 and 5.3

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

Areas for Assessment

Performing
Composing
Listening

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	*A student performing at this grade typically:*	*A student performing at this grade typically:*	*A student performing at this grade typically:*	*A student performing at this grade typically:*
• demonstrates elementary understanding of music as an artform in a limited range of styles, periods and genres.	• 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.	• communicates an understanding of music as an artform in a range of styles, periods and genres and makes connections across a range of music.	• 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.	• 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.
• with support, engages in some musical experiences demonstrating an elementary understanding of the concepts of music.	• engages in a range of musical experiences demonstrating a basic understanding of the concepts of music.	• engages in a range of musical experiences demonstrating a sound understanding of the concepts of music.	• confidently engages in a range of musical experiences, demonstrating understanding of the concepts of music within a range of repertoire.	• confidently engages in a range of sophisticated musical experiences demonstrating a perceptive understanding of the concepts of music within a broad range of repertoire.
• with assistance, is able to perform a limited range of repertoire and engage in group music-making.	• engages in group music-making and may perform some solo repertoire.	• performs a range of repertoire in solo and group situations.	• performs a range of repertoire as a solo performer, and/or takes prominent roles within group performances.	• confidently performs a range of repertoire as a solo performer, and/or takes prominent roles within group performances.
• with support, constructs limited musical compositions.	• with support, explores, improvises, and constructs basic musical compositions.	• explores, improvises, and constructs musical compositions.	• explores, improvises, and constructs coherent musical works.	• explores, improvises, and constructs coherent and stylistic musical works.
• with support, explores the capabilities of some instruments.	• with guidance, explores the capabilities of some instruments to create effects.	• explores the capabilities of some instruments and how musical concepts can be manipulated for various 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 a range of instruments and understands how musical concepts can be manipulated for a range of effects.
• with support, uses limited notational forms in their own work.	• with support, notates their own work demonstrating some understanding of notational conventions.	• notates their own work, demonstrating understanding of notational conventions.	• notates their own work, choosing notational forms and conventions appropriate to the style, period or genre being explored.	• confidently notates their own work, choosing notational forms and conventions appropriate to the style, period or genre being explored.
• describes aspects of style, demonstrating a limited 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.	• discusses style and interpretation, demonstrating some 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.	• analyses and critically discusses style and interpretation, demonstrating a clear awareness of the social, cultural and historical contexts of the music studied.

Outdoor Recreation

Task	Timing	Topic	Description	Outcomes	Weighting
1	**Term 1 Week 10**	Water Certification	Learning Booklet and Exam	1.1, 3.1, 3.2	25%
2	**Term 2 Week 5**	Mountain Biking	Learning booklet and promotional video	2.1, 4.1, 4.2, 4.4	25%
3	**Term 3 Week 9**	Snow Fitness	Creating and presenting fitness program	2.2, 4.2, 4.4	25%
4	**Term 4 Week 6**	Waves to Wheels	Practical demonstration	4.1, 4.2, 4.3	25%

Stage 5 Course Performance Descriptors – Outdoor Recreation

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

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

A The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

B The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

C The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

D The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

E The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Photographic and Digital Media

Term	Task no	Topic	Task Type/Description	Outcomes	%	Due Date (Week)
2	1	Portraiture	Outdoor and studio	5.1, 5.2, 5.3,	20	Week 1
2	2	Portraiture	Critical and Historical Study	5.8, 5.9	15	Week 2
3	3	landscape/ shadows)	Landscape and shadows	5.2, 5.4 5.6	25	Week 8
4	4	Body of Work	Critical and Historical Study – Artists study Artmaking – Body of Work	5.7, 5.10 5.1, 5.5, 5.6	15 25	Week 5

Stage 5 Course Performance Descriptors – Photographic and Digital Media

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

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

A The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

B The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

C The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

D The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

E The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Physical Activities and Sports Studies (PASS)

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

The following tasks have been designed to assess students across the range of outcomes covered in a course. These tasks represent the primary method of determining assessment grades. Other assessment information gathered throughout the year may be used if required to make a more accurate determination.
There will be common assessment tasks throughout the year. Other coursework (which is preparing you for these tasks) must be completed satisfactorily to demonstrate diligence and sustained effort.

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

Stage 5 Course Performance Descriptors – PASS

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

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

A The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

B The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

C The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

D The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

E The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Rugby Skills

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

Stage 5 Course Performance Descriptors – Rugby Skills

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

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

A The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

B The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

C The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

D The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

E The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

STEM

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

Stage 5 Course Performance Descriptors – STEM

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

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

A The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

B The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

C The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

D The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

E The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Visual Arts

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

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

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

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

Areas for Assessment

Artmaking
Critical and Historical Studies

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	*A student performing at this grade typically:*	*A student performing at this grade typically:*	*A student performing at this grade typically:*	*A student performing at this grade typically:*
• makes simple artworks with an elementary understanding of the frames and the conceptual framework.	• 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 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 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 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.
• 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.	• represents their artistic intentions in 2D, 3D and/or 4D artworks, demonstrating some technical accomplishment.	• demonstrates sound technical accomplishment in making artworks in 2D, 3D and/or 4D forms that represent their actions, judgements and artistic intentions.	• 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 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.
• makes simple interpretations about art, with some reference to practice, the frames and conceptual framework.	• makes limited interpretations and judgements about art involving a foundational understanding of practice and the conceptual framework, and some of the frames.	• interprets, explains and makes judgements about art by engaging with aspects of practice, the conceptual framework and some of the frames.	• interprets, explains and makes judgements about art applying an understanding of practice, the conceptual framework and the frames.	• synthesises their understanding of practice, the conceptual framework and the frames to confidently interpret, explain and make judgements about art.
• 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.	• 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.	• 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.	• 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 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.

Zoology

Term	1	2	3	4
Topic	**Animals & Biodiversity**	**Invertebrates**	**Vertebrates**	**Ecology**
Content	• Introduction to animals and zoology • Biodiversity • Classification and keys • Areas of study	• Features of invertebrates • Invertebrate classification • Body plans • Life cycles • Entomology	• Features of vertebrates • Vertebrate classification • Skeletal systems • Vertebrate evolution • Locomotion	• Ecosystems • Ecological relationships • Biomes and adaptations • Field work • Human impacts and conservation
Assessment	Case study on an obscure animal. Format is student choice.	3D Model of an invertebrate body plan and report.	Magazine/webpage article about locomotion.	Portfolio of up to five class tasks that highlight specific knowledge and skills from over the year. Details will be outlined in assessment notification.
Notification Date	Week 4 Term 1	Week 4 Term 2	Week 4 Term 3	Week 10 Term 3
Due Date	**Week 9 Term 1**	**Week 8 Term 2**	**Week 8 Term 3**	**Week 3 Term 4**

Stage 5 Course Performance Descriptors – Zoology

Grade E	Grade D	Grade C	Grade B	Grade A
A student performing at this grade typically:	*A student performing at this grade typically:*	*A student performing at this grade typically:*	*A student performing at this grade typically:*	*A student performing at this grade typically:*
• recalls some examples of 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.	• describes 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.	• evaluates the impact of scientific research on science, society, technology and the environment.
• identifies some scientific models, theories and laws, and recalls some processes that can be used to test them.	• recalls scientific models, theories and laws to outline scientific phenomena, and identifies the processes that are used to test them.	• relates models, theories and laws to scientific phenomena, and outlines 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.	• explains scientific phenomena using models, theories and laws, and describes the processes that are used to test and validate them.
• identifies some systems and structures of the living and non-living world.	• recalls some interactions within 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.	• describes interactions within and between systems and structures of the living and non-living world.	• explains interactions within and between systems and structures of the living and non-living world.
• with guidance, individually and in teams, plans and undertakes elementary first-hand investigations and draws simple conclusions from selected data.	• individually and in teams, develops elementary plans, and undertakes first-hand investigations and, with guidance, draws relevant conclusions from selected data.	• independently and in teams, uses identified strategies and problem-solving skills to plan and conduct first-hand investigations and draw relevant conclusions from the data collected.	• independently and in teams, selects strategies and problem-solving skills to plan and conduct first-hand investigations, gather and process data, and draw valid conclusions.	• 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.
• with guidance, locates information from provided resources to identify simple trends, patterns and relationships.	• locates and extracts information from provided resources to outline trends, patterns and relationships.	• independently locates and summarises information from a variety of sources to describe trends, patterns and relationships.	• independently locates and processes information from a variety of sources to explain trends, patterns and relationships.	• independently locates and processes information from a wide variety of sources to explain trends, patterns and relationships.
• with guidance, communicates information to an audience.	• communicates their scientific understanding to an audience.	• selects a suitable way to communicate their scientific understanding to an audience.	• selects suitable ways to communicate their scientific understanding to an audience.	• communicates their scientific findings, understanding and viewpoints in a variety of ways to an audience.

Assessment Calendar for 2021

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