Strathfield Girls High School

2021
Year 10
Assessment Handbook

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Stage 5

GENERAL INFORMATION

This handbook aims to give students, parents and caregivers an outline of the requirements for assessment for the Stage 5, Year 10 courses. Students must sign that they have received this book. We urge you to read the information in this handbook carefully.

Students who are unclear about procedures or their responsibilities should immediately arrange an interview with the Year 10 Adviser.

Students must satisfactorily complete the NSW Record of School Achievement (RoSA) requirements for each subject before they commence the HSC course in that subject.

What is an Assessment?

An Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of key purposes, including to:

- assist in student learning;
- evaluate and improve teaching and learning programs;
- provide information on student learning and progress in a course in relation to the syllabus outcomes;
- provide evidence of satisfactory completion of a course, and
- report on the achievement by each student at the end of a course.

It is a requirement of the school assessment program that for each course the school must establish a program of assessment tasks. These tasks are conducted throughout the academic year and each has a weighting determined by the school within guidelines provided by the **NSW Education Standards Authority (NESA).** School-based assessment tasks are linked to the outcomes which are valid instruments for what they are designed to assess, and the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about student achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performance, highlighting their strengths and indicating where they could make improvements.

Assessment data which is recorded on reports represents a measure of student achievement based on their class and cohort results. Assessment data is derived from the results of a number of assessment tasks which are outlined in the schedules published in this handbook.

The purpose of assessment is simply to improve student learning. It gives the student the opportunity to demonstrate their learning in a range of contexts. It further provides the student with the chance to reflect on and review their progress and help set the direction for future learning.

The assessment program will contain both informal and formal assessment. Examples of these are:

Informal Assessment

- Class Projects, Class Assignments
- Classroom activities
- Homework assignments
- Mini-tests, Quizzes
- Group and pair work
- Book Mark

Formal Assessment

- Projects
- Presentations
- Research assignments
- End of unit tests
- Mid Year and Final Examinations
- Assessment tasks

REQUIREMENTS FOR THE AWARD OF A NSW RECORD of SCHOOL ACHIEVEMENT CREDENTIAL

It is a requirement that Year 10 students attend school until the final day of Year 10 as determined by the school system, unless an exemption has been granted by the Principal.

Students are not permitted to leave before the last day of Year 10 without an exemption or approval. Unauthorised early departure from school in Year 10 may also jeopardise entry into Preliminary and HSC courses in Years 11 and 12.

Satisfactory course completion requirements

For the satisfactory completion of a course, it is the student's responsibility to:

(a) follow the course developed or endorsed by NESA; and

(b) apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and

(c) achieve some or all of the course outcomes.

Satisfactory completion of courses is justified, among other things, by attendance, level of involvement in class, the assignments, homework, etc. completed, and the level of achievement.
If the Principal determines that a student is in danger of not completing a course satisfactorily, she will be warned in writing in time for her to correct the problem and satisfactorily complete the course.

If deemed not to have completed a course, the student will receive an 'N' determination. The course will be listed as 'Not Completed'.

Students have the right to appeal against an 'N' determination. The appropriate form can be obtained from the Principal. Appeals against 'N' determinations should be lodged with the Principal, who will advise you of the date by which the appeal must be submitted. If a student is dissatisfied with the result of the school review of her appeal, she should advise the Principal that she wishes the appeal to be referred to the NSW Education Standards Authority (NESA).

Indicators of possible failure for students to apply themselves and fulfil course requirements to the school's satisfaction include:

- an excessive number of absences or lateness to school;
- an excessive rate of absences or lateness in one course;
- failure to submit assessment tasks;
- poor achievement caused by lack of application;
- failure to complete class work and homework, and/or
- proven case of copying, plagiarism or cheating.

The satisfactory completion of courses also includes that the courses meet the pattern of study from Years 7-10 as required by the NSW Education Standards Authority (NESA). In Stage 5 this includes:

- Mandatory subjects English, Mathematics, Science, PD/H/PE, History and Geography
- At least 200 hours of an elective subject

These courses will require the completion of the practical, oral or project works specific for them as well as the assessment requirements for each course.

NSW RECORD of SCHOOL ACHIEVEMENT Grading (RoSA)

The grading system describes the student's achievement **at the end** of each course in Stage 5. Teachers will make the final judgement of the grade awarded on the basis of available assessment information and with reference to the Course Performance Descriptors. These grades are:

A Excellent Achievement
B High Achievement
C Substantial Achievement
D Satisfactory Achievement
E Elementary Achievement

From the submitted grade, the NSW Education Standards Authority (NESA) will produce the NSW Record of School Achievement showing a Grade, from A to E, in each course studied.

NSW Education Standards Authority (NESA) Website

Syllabi for all courses may be accessed through the NSW Education Standards Authority (NESA) website at http://educationstandards.nsw.edu.au

HSC Minimum Standard

From 2020, Students in NSW need a minimum standard of literacy and numeracy to receive the HSC. The minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF) which will ensure students have the basic reading, writing and mathematics skills needed for everyday tasks and future learning.

To meet the HSC minimum standard and receive the HSC, students need to:

- pass the online reading test and
- pass the online writing test and
- pass the online numeracy test.

There will be multiple opportunities for students to show they meet the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills. These tests can be taken when students are ready in Years 10, 11 and 12 and after the HSC.

REPORTING PROCEDURES

Student Reporting is the process of communicating information about student learning. It includes a student's level of attainment and the progress they have made during a period of time. Reports contain objective information about what has been taught and about students' current levels of knowledge and understanding, including areas for further development.

Reports draw on formal and informal assessment that has been collected routinely and recorded systematically as part of teachers' ongoing classroom assessment practice.

School reports are issued Mid Year Report (Term 2) and Final Report (Term 4). Assessment for these reports will be based upon the Assessment Schedules for each course as outlined in this handbook. The Mid Year Report will be based on Semester 1 Assessments and selected outcomes (areas of learning), while the Final Report will be based on the cumulative mark and all outcomes for the subject.

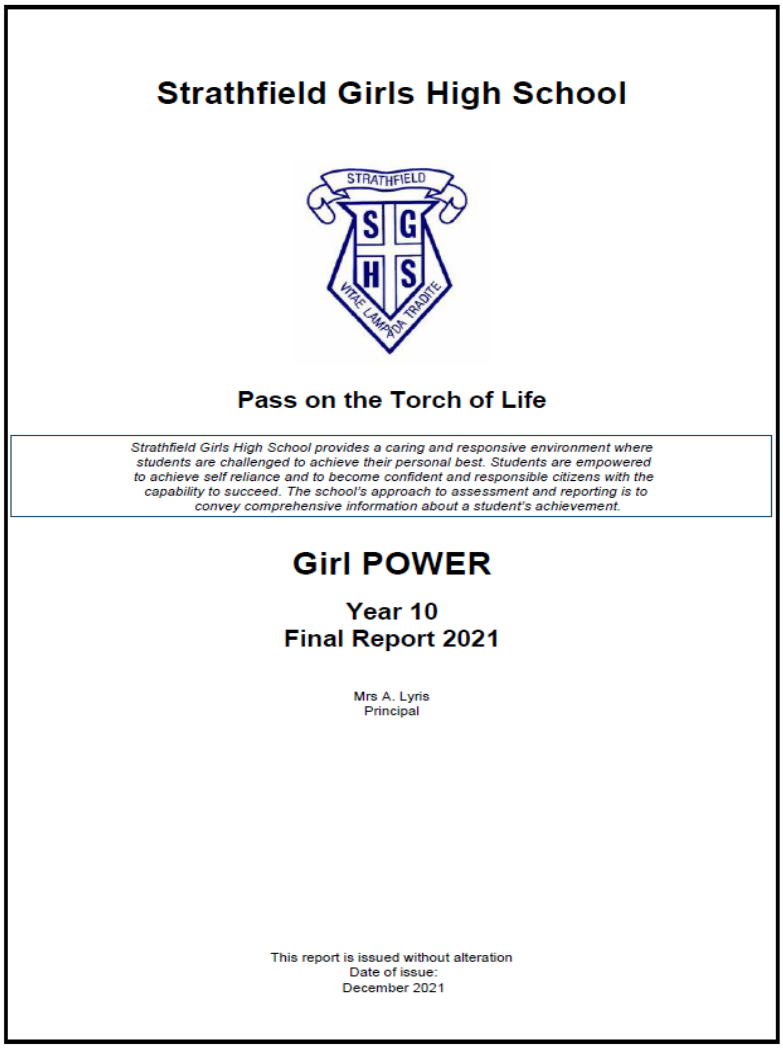
It is expected that all parents attend the Parent Teacher Evening in Semester 1, to meet with teachers and collect their daughters' reports. Final Reports for the academic year will be issued to students.

Sample Report with Cohort Marks, Grade and Grade Distribution

Cohort Assessment	
Mark %	**Average %**
65	**68**

STUDENT GRADE: C

Grade Distribution				
A	**B**	**C**	**D**	**E**
34	**43**	**45**	**35**	**20**



Strathfield Girls High School

STRATHFIELD S G H S VITAE LAMPADA TRADITE

Pass on the Torch of Life

Strathfield Girls High School provides a caring and responsive environment where students are challenged to achieve their personal best. Students are empowered to achieve self reliance and to become confident and responsible citizens with the capability to succeed. The school's approach to assessment and reporting is to convey comprehensive information about a student's achievement.

Girl POWER

Year 10
Final Report 2021

Mrs A. Lyris
Principal

This report is issued without alteration
Date of issue:
December 2021

SCHOOL ASSESSMENT POLICY

SECTION A: STUDENT RESPONSIBILITIES

Expectations of students:

1. Attendance

Students must attend all classes to satisfactorily complete their courses. A minimum of 90% attendance is generally expected for students to achieve the outcomes of the course being studied.

2. Unexplained absences, lateness and class attendance patterns

Unexplained absences, lateness and class attendance patterns will be reviewed every 5 weeks to ensure that students are meeting the course completion criteria and the minimum attendance requirements.

Students whose attendance is called into question will be asked to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria (ACE Manual).

Students are expected to attend all classes on those days when assessment tasks are timetabled. Failure to do so may constitute an unfair advantage and may result in a zero award.

3. Academic Integrity

Students are required to pledge that all work submitted for assessment must be their own by completing an Academic Integrity Declaration as required. Any breach of this condition, including plagiarism, may result in a mark of zero or an immediate replacement task.

4. Assessment Tasks

The NSW Education Standards Authority (NESA) expects all students to attempt all assessment tasks. Students with special needs or students requiring special examination provisions will be considered.

5. Submission of Assessment Tasks

Students are expected to submit assessment tasks by the due date and sign and acknowledge submission of tasks by the due date.

6. Diligence

It is required that students prepare for examinations and make a serious attempt. Students must work with sustained effort and diligence in all aspects of each course.

7. Syllabus requirements

It is expected that students complete the syllabus, including participation in class practical work, oral presentations, homework, assignments and examinations.

8. Sustained application

Students must make a genuine attempt at **ALL** assessment tasks. Failure to complete less than 50% of assessment tasks will result immediately in an 'N' determination for that course.
Students who do not comply with the assessment requirements will not have a moderated assessment mark or an examination mark awarded. (ACE Manual)

9. Absence: Notification of Assessment Tasks

Students who are absent from class on the day that an Assessment Task Notification is issued, must see their teacher to receive the notification. It is important to note that notification of assessment tasks will be issued at least **two weeks prior to assessment** tasks as per assessment schedules published in this handbook.

10. Procedures for students when absent from tasks

Where a student cannot meet a deadline or is absent for the submission or performance of a task the student must apply for special consideration.

If there is a valid reason, an 'Assessment Task Illness/Misadventure Appeal' pro-forma needs to be completed and all supporting documentation has to be **submitted to the Principal on the first day back after their absence, or a zero mark will be awarded.** Illness /Misadventure applications are available from the Principal.

Applications for appeal

A student may apply for special consideration if a student is absent on the day of any task, in which case:

1. the student or her parent must telephone the school on the day of the task and inform the Principal;
2. the illness/misadventure application must be lodged with the Principal immediately upon the student's return to school;
3. a doctor's certificate is required if the application is on medical grounds;
4. valid supporting documents are required to support misadventure appeals;
5. if the assessment task is a take home task, the student must submit it ONLINE/ at the front office on the due day OR in cases approved by the Principal, the completed task must be submitted with a medical certificate/ supporting document to the Principal, immediately upon the student's return to school;
6. documentation submitted at a later date (not on the first day that the student returns to school) will not be accepted and the student will be awarded a zero mark.

Medical Certificates must:

1. be written on a named doctor's pad;
2. include the date of the missed tasks;
3. show in detail, the nature of the illness;
4. state that the student is **'unable to complete the stated assessment task'.** It is the student's responsibility to bring this to the attention of the medical practitioner;
5. show the length of time the student will be unfit for school, and
6. be produced immediately on return to school.

If the student does not take the application to the Principal on their next school day of attendance after the due date of the missed assessment task, a zero mark will be recorded.

Process for the determination of the Illness Misadventure Appeal

The Faculty Head Teacher and Principal consider student appeals. Once the Principal determines the action to be taken, the Head Teacher will inform the student and classroom teacher of the

decision. The School Administrative Officer will generate an outcome letter, which will be sent to the parent.

The Illness/Misadventure appeals process does not cover:

- difficulty preparing or lost of preparation time;
- alleged deficiencies in teaching;
- lost time or facilities for study before the formal study vacation;
- misreading the examination timetable;
- misreading of examination instructions;
- entering or sitting for the wrong examination;
- long-term illness such as Glandular Fever, Asthma and Epilepsy, unless there is evidence of a sudden reoccurrence during the examination period;
- conditions for which you have been granted disability provisions, unless you have further difficulties of an unforeseen episode during the examination;
- conditions for which you should have applied for disability provisions;
- courses where you are a self-tuition student;
- technology and/or computer equipment failure;
- attendance at a sporting or cultural event, or family holiday; or
- overseas vacation time.

ADVICE
To assist students in the use of technology, the following guidelines should be considered: always complete work before the deadline. This enables appropriate measures to be taken

- in the event of equipment failure;
- back-up files regularly;
- print out copies of drafts and keep them while the assignment is in progress, and
- bring a copy of the file to school on USB or save a copy on the cloud.

It is the student's responsibility to keep hard copies of submitted assessment tasks.

Students may lodge an Illness/Misadventure Appeal if they believe that **circumstances during the assessment task,** which were beyond their control, significantly diminished their assessment performance.

In such cases, students need to provide documentary evidence such as a doctor's certificate, clearly detailing and supporting the illness or misadventure. The provision of such documents does not dictate the outcome of the application.

If the Assessment Task Illness/Misadventure Application is not accepted, the student will be awarded a zero mark and a NESA Warning Letter will be sent home to advise parents.

Students may appeal against the decision by lodging an appeal form to the Principal within three (3) days of initial determination

The Principal may:

i. reject the appeal and order the zero mark to stand;
ii. grant a limited extension;
iii. order that a substitute task be performed; or
iv. award an estimate.

11. Procedures relating to malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their results.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work as their own in part or in whole, and presenting it as their own;
- using material directly from books, journals, CDs or the internet without reference to the source;
- building on the ideas of another person without reference to the source;
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- paying someone to write or prepare material;
- breaching school examination rules;
- using non-approved aids during an assessment task/examination;
- contriving false explanations to explain work not handed in by the due date; and
- assisting another student to engage in malpractice.

Should an assessment task be corrupted through malpractice, the Principal may deem it necessary to organise a substitute assessment task to ensure equity and fairness.

Malpractice, including plagiarism is cheating and a zero mark will be awarded. It violates our school values, beliefs and expectations from students and will not be tolerated at Strathfield Girls High School.

Turn It In:

The school also monitors malpractice through the Turn It In program. Any malpractice will result in a mark of zero.

ADVICE

To avoid malpractice, including plagiarism, students should check how to cite sources with their teacher. Students must give acknowledgement whenever they:

- use another person's idea, opinion or theory;
- use pieces of information, facts, statistics, graphs or drawings that are not common knwledge;
- use quotations from another person's spoken or written words; or
- paraphrase another person's spoken or written words.

12. Students behaviour during assessment tasks, including examinations

Students must behave in a way that does not disrupt the task, examination or disturb the work of any other students. They must behave in a polite and courteous manner towards other students and the supervisor(s) of the task(s), including examinations.

During any assessment task/examination, if a student is involved in any of the following behaviours, a zero assessment mark will be awarded:

- communicates with another student;
- looks at another student's work;
- takes into the room any books, notes, papers or equipment, including electronic devices, such as mobiles, other than what is allowed by the supervising teacher;
- makes a non-serious attempt; or
- engages in malpractice.

13. Examination Procedures

- During any assessment task/examination students must follow the examination supervisor's instructions at all times.
- Students must not take into the room any books, notes, papers, electronic communication devices or other equipment other than what is allowed by the supervising teacher.
- Students must make a serious attempt at all questions in the examination/assessment task and remain in the examination venue until the end of the examination. Answers must not contain offensive language.
- Students must not take any electronic devices, including mobile phones or iPods into any examination room.

Failure to observe these rules will result in a mark of zero for the examination.

14. Student Absent from Examination

The following procedures must be followed:

- Students who are absent from examination(s) for any serious reason must notify the Principal on the timetabled day of the examination(s).
- The student must present the illness/misadventure/extension form to the Principal immediately on her return who will consider the course of action to be taken.

15. Equipment for the Examination

All students are expected to provide equipment for examinations including:

- Pens, pencils, eraser, ruler, sharpener, calculator scientific, in a clear plastic pencil case or sleeve.
-

Note that students must clear the memory from calculators before examinations.

16. N Award Warning Letter

NESA warning letters are issued to students and their parents/caregivers if students are in danger of not meeting the Course Completion Criteria in any course. NESA requires the school to issue official warning letters in order to give the students the opportunity to redeem themselves. A **minimum of two course specific warnings** must be issued prior to a final 'N' (non-completion) determination being made for a course.

17. Assessment Schedules

Students are expected to carefully read assessment schedules for all courses which are published in this handbook and complete an Assessment Plan based on each task / course for the year.

18. Notifications

Students are expected to carefully read the notification of tasks that they will receive at least two weeks prior to the date of assessment tasks. Students are required to sign for and check the following details on all notification for assessment tasks:

a. the nature of the task;
b. syllabus outcomes to be assessed;
c. the weighting of the task;
d. the assessment criteria, and
e. the date of the task.

19. Special examination provisions for students with special needs

If students have a special need that would, in a normal examination situation prevent them from:

- reading the examination questions, and/or
- communicating responses, special provisions can be provided.

However, special examination provisions are not available as compensation for difficulties in undertaking a course and preparing for the examination, and/or lack of familiarity with the English language.

20. NSW Education Standards Authority (NESA) Website

Syllabi for all courses may be accessed through the NESA website at
http://educationstandards.nsw.edu.au

Failure to comply with the school assessment policy and the procedures outlined in this handbook will result in a zero mark being awarded and students will be notified in writing.

SECTION B: THE SCHOOL'S RESPONSIBILITIES

1. A Standard Referenced Approach to Assessment

This document has been refined to assist teachers in developing, implementing and conducting quality assessment programs that will capture an accurate image of individual student achievement in a standards referenced framework.

The standards referenced approach allows the teacher to assess a student's ability compared to the standard produced from the outcomes assessed. This 'snapshot' of the student's progress provides a platform for further academic development of the student.

2. Assessment Schedules

Each course will have its own assessment schedule developed within the guidelines provided by the NESA.

Teachers are required to provide students with assessment schedules for courses studied, which will:

- inform each student of the assessment requirements for each course;
- indicate the types of tasks that will be used to measure performance in each syllabus component of the course;
- outline the weightings for each syllabus component; and
- specify values of each of these tasks, and
- incorporate a range of tasks and may cover:
    i. tests which may take a written, practical, oral and aural form;
    ii. class and/or homework assignments, including essays and practical tasks;
    iii. projects of varying degrees of length and complexity, and
    iv. oral presentations.

These assessment schedules are published in this handbook and provide valuable information for teachers to compare student achievement against syllabus standards that remain constant over time.

3. Assessment Notifications

Students will be notified, at least 14 calendar days in advance of the due date of an assessment task, of the details of the assessment task, including due date and time on that day, specific nature of the task and the value of the assessment task.

Under extenuating circumstances variations to a task (including timing and date and other details of the task) may occur when:

- approval from the Deputy Principal has been gained, and
- all students (including absent students) have been notified of the variation in writing with a new notification. This notification should, where possible, be issued at least 1 week in advance of the due date of the assessment task.

The due date for assessment tasks should not be scheduled any closer than 7 calendar days either side of the Mid Year and Final Examination periods.

4. Head Teachers are required to put processes in place to:

a. ensure tasks meet NESA requirements of courses;
b. ensure students sign to acknowledge receipt of notification of tasks;
c. ensure teachers record and acknowledge when a task is submitted;

d. record marks on faculty system before marks are returned, and
e. ensure NESA Warning Letters are issued when appropriate.

5. More than one class following the same course

This refers to groups of students within the same year across different timetabled lines and accelerated groups of students from different years.

Common assessment programs should be followed with common tasks, conditions and marking procedures.

Assessment tasks should be either delivered at the same time or in a manner that prevents students being able to communicate the task to each other or put one group at a significant advantage over the other.

6. Marking Guidelines

Marks earned on individual tasks should adequately reflect the differences in student performance. Students will be awarded marks commensurate with the quality of their response in relation to the marking guidelines. The marking guidelines for assessment tasks enable teachers to reward work that shows more complex development and higher order achievement with higher marks. At the same time, students whose work demonstrates only a basic level of achievement should receive relatively low marks.

7. Providing Meaningful Feedback

Teachers provide feedback to students to assist their learning.

Marking guidelines for each task are linked to the standards by including the wording of syllabus outcomes and relevant performance descriptions. Marks earned on individual tasks are expressed on a scale sufficiently wide to reflect adequately the relative differences in student performances.

Feedback to students will incorporate the marking guidelines for that task, with class discussion focused on the standards and a reflection on individual student performance as compared to these standards. Students should be provided meaningful feedback about what they are able to do and what they need to do in order to improve their level of performance.

In the case of VET courses, the assessment of competencies is on the basis of performance against the performance criteria set out under each element of competency. A student is judged either competent or not yet competent.

8. Recording and Reporting Student Marks

Teachers and Head Teachers will keep records of each student's performance in each task in the electronic mark book available on the school's network and will provide students, after each task, with information concerning their performance on individual tasks.

9. Non-Discriminating Tasks

When a task fails to satisfactorily discriminate the candidature, a second task will be set. The second task will be called 'supplementary task'. Students, parents and caregivers will be informed in writing that the supplementary task has been set. As no task can be discarded, a percentage of the original and supplementary task will constitute the final mark for the particular assessed task.

10. The Award of 'Zero Marks'

A zero mark is noted as a non-attempt for a particular course and will be awarded in the following

instances:

a. non-presentation of a task without approved reason,
b. an attempt to gain unfair advantage (malpractice, such as plagiarism), or
c. non-serious attempt.

11. Non presentation/Non Attempt

If a task is not attempted/submitted by the due date and the student is not exempt, the student will be awarded a zero mark. Teachers are required to generate a NESA warning letter and to request that students complete missed assessment tasks. Feedback on their performance will be presented with written comments.

12. Malpractice

It is expected that work submitted in fulfilment of Assessment requirements shall be the student's own work. To this end students are asked to undertake a pledge of **Academic Integrity.** Examples of malpractice beyond this would include:

- plagiarism – excessive use of other sources, not acknowledged;
- copying – using the work of another person and submitting it as their own;
- not own work – having someone else complete the task. This includes submitting work which
- another person such as a parent or tutor has contributed significantly or ideas of another
- person without reference to the source;
- falsifying receipt documents;
- offering false documentation in support of an appeal;
- cheating during an assessment task or examination, and
- misbehaving during an examination.

Where the teacher responsible for a task has reason to suspect malpractice, the matter will be brought to the attention of the Head Teacher and Deputy Principal, who will investigate the allegation and make a decision. The student will be given a full explanation of the decision, and if necessary, will be awarded a zero mark for the task. Parents will be notified of the incident and decision.

13. How to Avoid Plagiarism

To avoid plagiarism students should:

- check how to site sources with their teacher, and
- look at the library website – click on Internet Explorer → Library → Researching assignment/Plagiarism → SGHS Guide to Plagiarism.

You must give credit whenever you:

- use another person's idea, opinion or theory;
- use pieces of information, facts, statistics, graphs or drawings that are not common knowledge;
- use quotations from another person's spoken or written words, and
- paraphrase another person's spoken or written words.

14. During any assessment task/examination if a student is involved in any of the following behaviours, a zero assessment will be awarded:

- does anything that disrupts the task or disturbs another student;
- communicates with another student;
- looks at another student's work;
- takes into the room any books, notes, papers or equipment, including electronic devices, such as mobiles, other than what is allowed by the supervising teacher;

- makes a non-serious attempt, or
- cheats in any way.

15. Lateness

Students need to be on time for examinations and assessment tasks. If a student arrives late during an examination/assessment task without a valid reason she must undertake the task in the remaining time.

16. Extensions

Students who are unable to present for an out of class assessment task/assignment for valid reasons may apply to the Principal for an extension **prior to the due date for submission for the task** by completing an illness/misadventure appeal. **It should not be assumed that an application will be accepted.**

17. NSW Education Standards Authority (NESA) Warning Letters

NSW Education Standards Authority (NESA) warning letters are issued to students **who are not meeting course requirements**. Course requirements are that the student:

- **follows** the course development or endorsed by NESA;
- **applies** themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school, and
- **achieves** some or all of the outcomes.

These letters are a warning to students that they are in danger of failing the course.

If a student is awarded a zero mark for a task or has not attempted the task, they may be at risk of not meeting the **assessment** requirements for a course. In this case, the student will also be sent a NESA warning letter. When a NESA warning letter is required, the school will:

- advise the student in writing with the NESA warning letters (Teacher and Head Teacher);
- ensure NESA warning letters are sent to parents informing them their daughter/ward has missed an assessment task and informing them if attendance and performance have been unsatisfactory (Head Teacher);
- ensure that written acknowledgement from the student and her parents/caregivers is received;
- ensure a copy of the NESA warning letter is placed on the faculty file and on the student's central file.

When a first warning letter is sent, the teacher and Head Teacher will arrange a meeting with the student to discuss the student's progress in that subject and notify the parents.

When a second warning letter is sent, the Deputy Principal will arrange a meeting with the student and parents/caregivers to discuss the student's progress in that subject.

If a student has two active NESA warning letters, the student **may be awarded an 'N' determination in that course**. If the letters remain active following the interview with the Deputy Principal, the Deputy Principal will organise an interview with the Head Teacher, the Principal, the student and the parents/caregivers to discuss the award of an 'N' determination in that subject.

SECTION C: STUDENT REVIEWS/APPEALS

1. A student may appeal:

   - Against her mark in the course assessed on the grounds of a clerical error, and/or
   - If the school has varied from its stated Assessment Policy.

2. No appeal may be entered against marks allocated for a particular task or piece of work.

3. A student who wishes to appeal must do so in writing. The appeal must be submitted through the Head Teacher.

4. An appeal panel will be formed as required at the time of appeal. The panel will consist of any three of the following:

   Principal;
   Deputy Principal;
   The Teacher currently involved in teaching the course and
   The Head Teacher of another Faculty.

In conducting a review, NESA requires the panel to ascertain whether:

a. The weightings specified by the school in its assessment program conform to the Board's requirements as detailed in the subject guides;
b. The procedures used by the school for determining the final assessment program conform to its stated assessment program; and
c. There are no computational or other clerical errors in the determination of the assessment mark.

(ACE Manuel)

Provided the panel is satisfied that these conditions have been met, no change will be made to the final result. If a student is dissatisfied with the decision of the reviews, there is provision for appeal to the NESA.

The only grounds for appeals will be judged on whether the procedures followed by Strathfield Girls High School complied with the NESA policy and whether the conduct of the review was proper in all respects.

Important Dates 2021

Year 10 Mid Year Examinations	**17 May – 21 May 2021**
Parent Teacher Evening	**Tuesday 22 June 2021**
Final Examinations	**18 October – 22 October 2021**
Year 10 Final Reports Issued	**10 December 2021**

STRATHFIELD GIRLS HIGH SCHOOL
ILLNESS /MISADVENTURE APPEAL

This form is to be completed by students who are unable to attend an assessment task.

The completed form must be submitted to the Principal the first day back at school immediately after the due date of the assessment task.

NB: If the Principal is absent, this form must be submitted to the Deputy Principal

Name: ..... Year: .....

Subject / Course: .....

Head Teacher: ..... Class Teacher: .....

Assessment Title: .....

Select relevant option: ☐ Task missed ☐ Task not sub... ☐ Task completed

Seeking special consideration because of: ☐ Illness ☐ Misadventure

Details of appeal: Ta... Due Date: .....

.....

.....

☐ *Supporting Documents Attached. Refer to the SGH... ...sessment Policy.*

Student signature: ..... Date: .....

Parent / Carer signature: ..... Date: .....

OFFICE USE ONLY

Date form issued to student: ..... Date appeal submitted: .....

Response:

Head Teacher signature: ..... Date:.....

School Procedure

- ☐ Principal issues Illness / Misadventure form
- ☐ Principal receives Illness / Misadventure form on time
- ☐ Principal discusses with faculty Head Teacher and makes a determination
- ☐ School Admin Officer will enter details on SENTRAL and generate outcome letter for parent. A copy will be placed into the students file
- ☐ Principal will sign the letter and give to the front office to be mailed to parents

Principal signature: ..... Date:.....

SAMPLE

STRATHFIELD GIRLS HIGH SCHOOL

ACADEMIC INTEGRITY REPORT

Students need to complete and attach this cover sheet to every assessment task that is submitted

Student name	**Year**
Assessment Task Title	**Date submitted**
Course	**Teacher**

Academic Integrity Statement

I _____ declare that this is work is my own and
(Student name)

that any quotations, information or works have been properly acknowledged and cited in the bibliography or as footnotes.

I understand that any work suspected of plagiarism will be placed under review and a zero mark awarded if found to be plagiarised.
I have read and understand the school assessment procedures.
Any dispute in marks must be taken to classroom teacher who will then take the question in dispute to the marking teacher and Head Teacher.

Student signature: _____ Date: _____

Warning

Students are required to keep a hard copy of this assessment task in case of any unforeseen accident to original submissions.

✂----------✂----------✂----------✂----------✂

Please complete and retain the following receipt as evidence of submission of task.

Name: ……..

Task: ……..….

Teacher's name: ……

Date: ……

Teacher's signature: ……

Strathfield Girls High School
116-146 Albert Road
Strathfield NSW 2135

Ph: 02 97466990
Fax: 02 97463517
Email: strathfieg-h.school@det.nsw.edu.au

(Parent/Carer Address)

(Date of Letter)

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

Dear (Parent/Carer name),

I am writing to advise that your daughter (student name) is in danger of not meeting the requirements for satisfactory completion of the Stage 5 course in **(Course) Stage 5**.

The completion of **(Course) Stage 5** is/is not 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, the NSW Education Standards Authority requires Principals to have sufficient evidence that the student has:

a) **followed** the course developed or endorsed by the NSW Education Standards Authority; and
b) **applied** themselves 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 the NSW Education Standards Authority that the student has not satisfactorily completed the course. To date, (student name) is not currently meeting one or more of these requirements.

Official Warning
The NSW Education Standards Authority requires schools to issue students with official warnings in order to give them the opportunity to correct the problem.

Please regard this letter as the **1st official warning** we have issued concerning **(Course Name) Stage 5**.

Opportunity to Correct the Problem

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for (student name) to satisfactorily complete the course requirements for **(Course) Stage 5**, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

To satisfy the course requirements for **(Course) Stage 5**, the following tasks, requirements or outcomes need to be satisfactorily completed by (student name).

Task Name/Course Requirement/ Course Outcome	Date Task Initially Due	Action Required by Student	Date to be Completed by

To support (student name) in meeting the course requirements, we request that you discuss this matter with your daughter and encourage her to carry out the required actions.

Please contact the school if further information or clarification is needed.

Yours sincerely,

(Class Teacher name) - Class Teacher

(Head Teacher name) - Head Teacher (Faculty)

Ms Jennie Dalamagas - Deputy Principal

Ms Angela Lyris - Principal

Please detach this section and return to the school

Acknowledgement of Official Warning for a Stage 5 Course

I acknowledge receipt of the **1st official warning** letter, advising that (student name) is in danger of not having satisfactorily met the course requirements for **(Course) Stage 5**.

I am aware that **Science Stage 5** is a mandatory course and that any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed'.

I understand that where mandatory courses are not completed satisfactorily, this results in a student being ineligible for the award of the Record of School Achievement.

I am also aware that without a Record of School Achievement, a student will not be eligible to enter Preliminary (Year 11) courses.

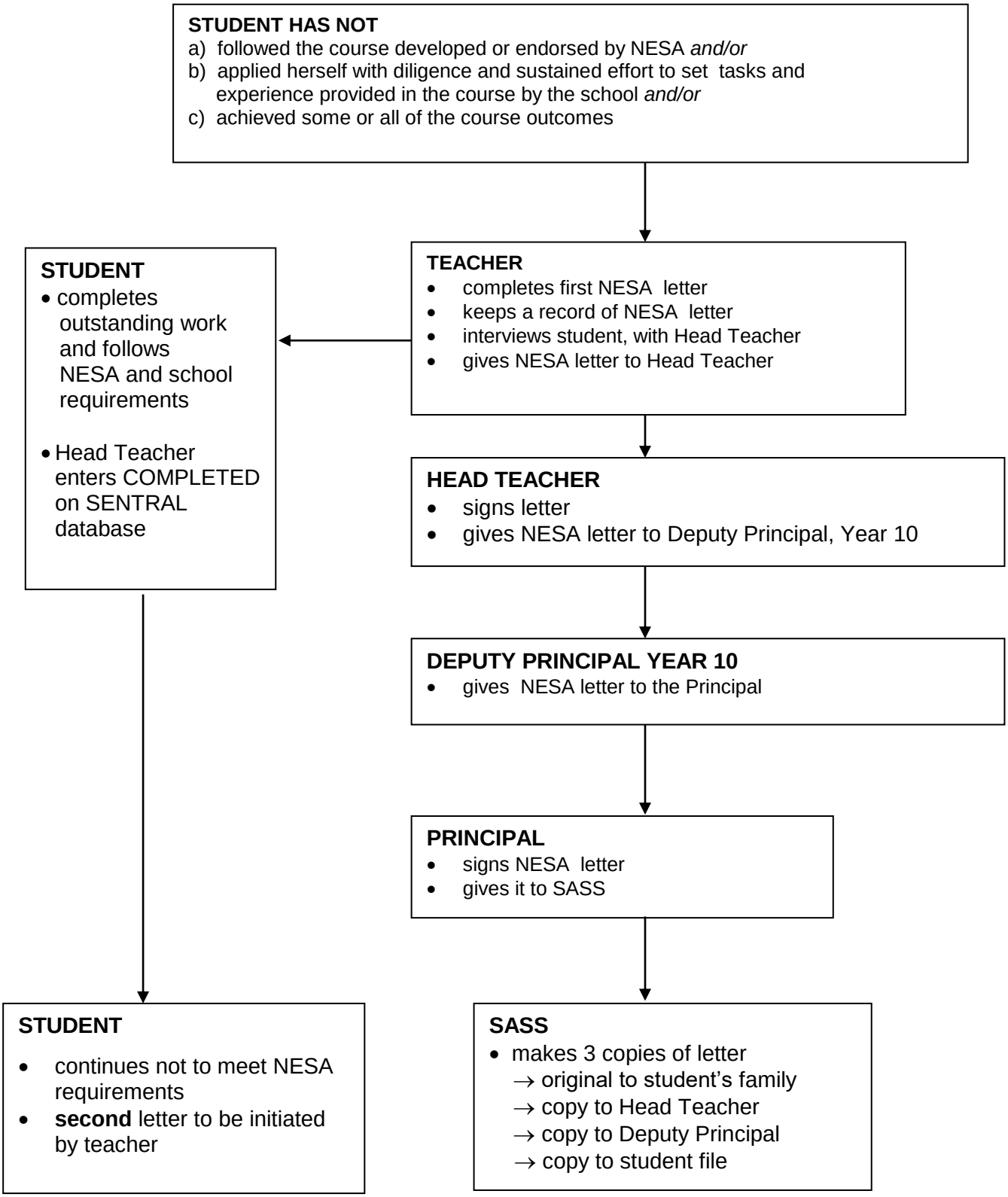
Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____

STRATHFIELD GIRLS HIGH SCHOOL

PROCESS FOR MANAGING STUDENTS NOT MEETING NESA REQUIREMENTS

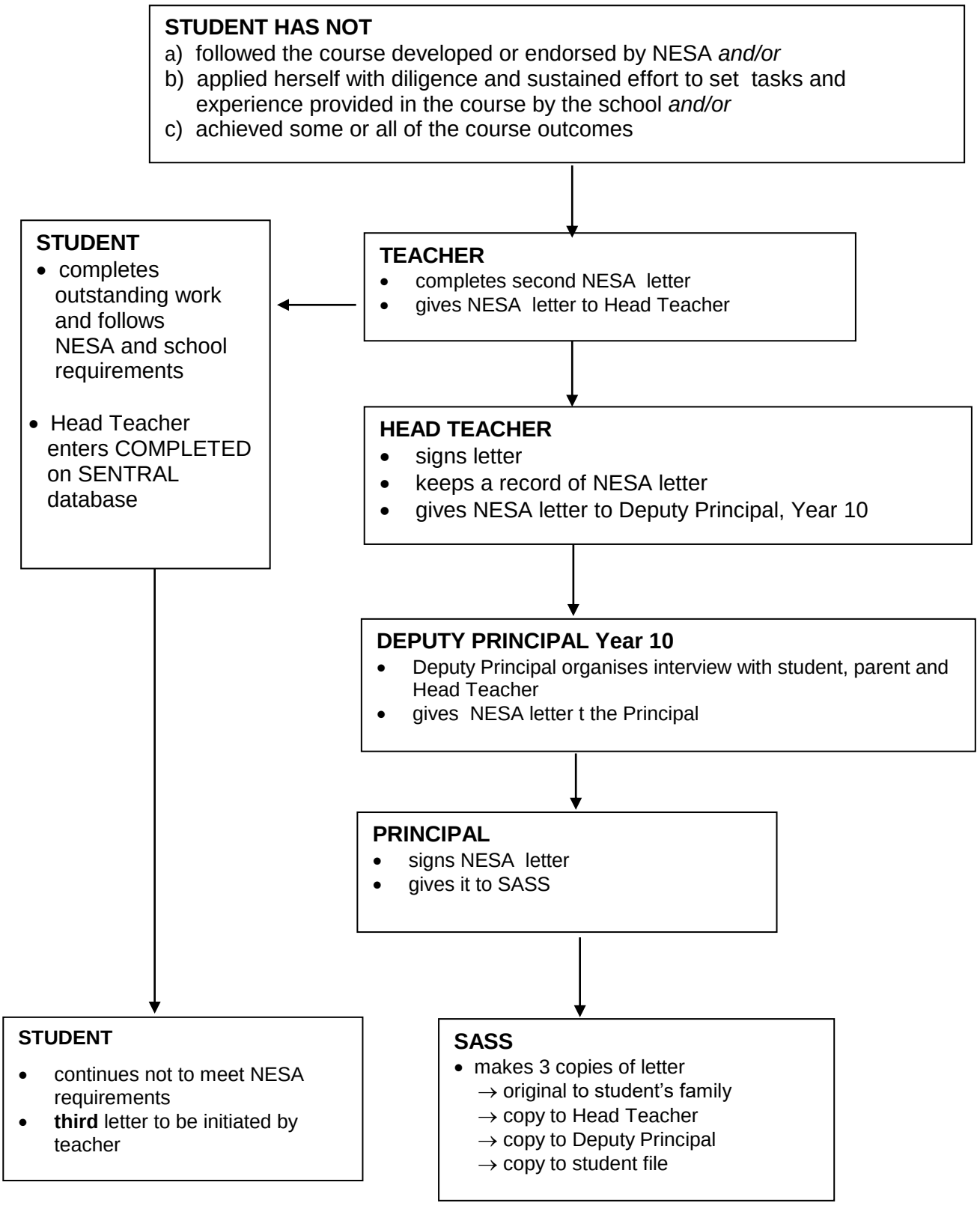
FIRST LETTER (OFFICIAL NESA WARNING)



STRATHFIELD GIRLS HIGH SCHOOL

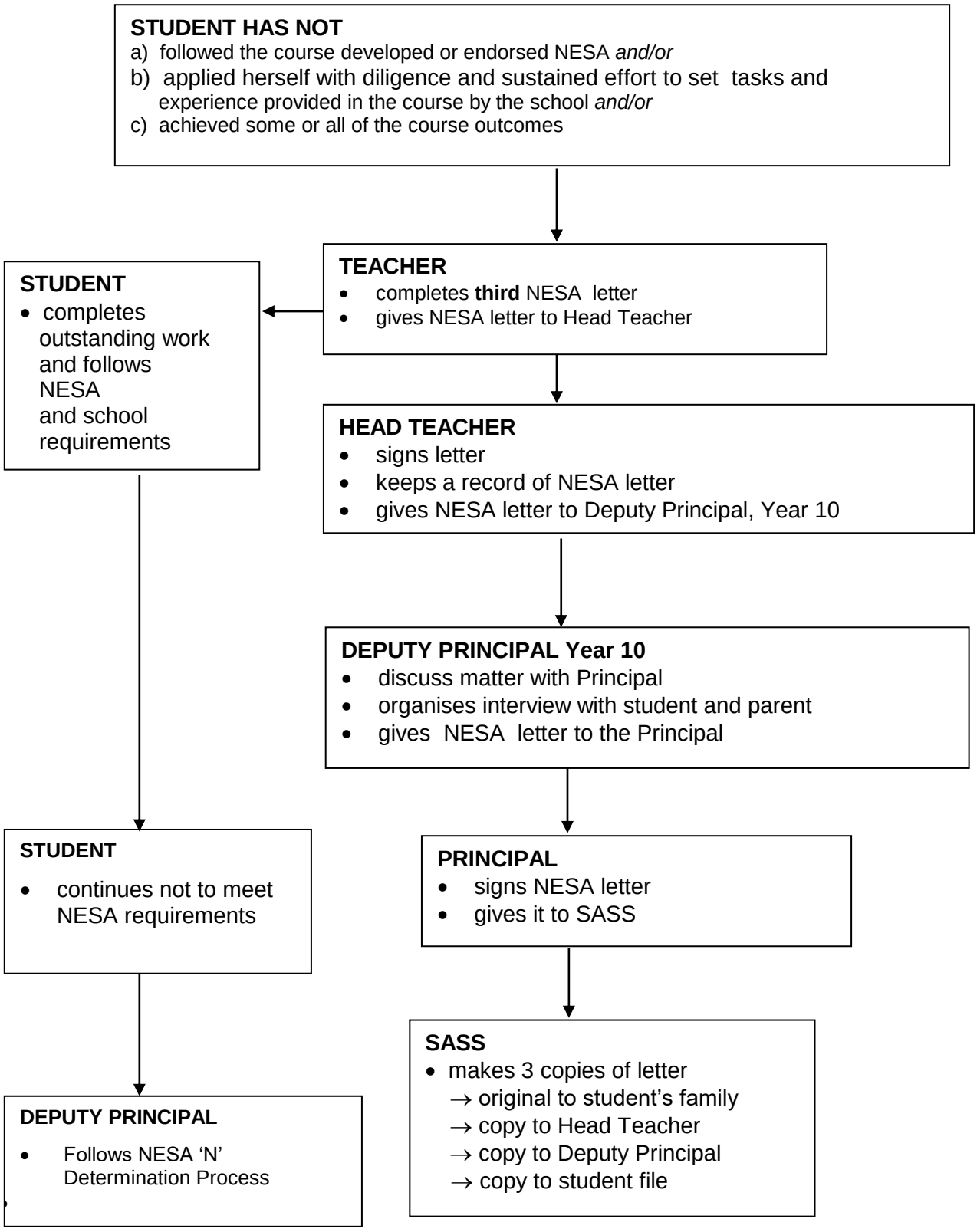
PROCESS FOR MANAGING STUDENTS NOT MEETING NESA REQUIREMENTS

SECOND LETTER (OFFICIAL NESA WARNING)



STRATHFIELD GIRLS HIGH SCHOOL
PROCESS FOR MANAGING STUDENTS NOT MEETING NESA REQUIREMENTS

THIRD LETTER (OFFICIAL NESA WARNING)



SGHS High School Stage 5 Assessment

Student Review/Appeals

To be completed by a student who wishes to lodge an appeal about marks in a course, or if the school has varied from its Assessment Policy.
This form must be submitted to the Principal by:

Name:	
Student Signature:	Date:
Parent signature:	Date:
Subject/Course:	
Head Teacher:	
Assessment Title:	Due Date:
Details of student appeal:	

(Attach all necessary medical and other certificates and refer to the SGHS Assessment Policy)

Appeal Panel Response:

Principal signature:……
DP consults P; DP gives copy of Student Appeal with completed School Response to HT; HT informs teacher and student of School Response; DP gives original to SASS to enter data in SENTRAL and generate an Appeal Outcome letter; Principal to sign; SASS sends original letter to parent, gives copies to the DP and HT and places one in student file.

ASSESSMENT SCHEDULES

MANDATORY SUBJECTS

English/ English as an Additional Language/Dialect

Outcomes

EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis and pleasure
EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing wide range of texts in different media and technologies
EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effect on meaning
EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex idea and arguments to respond to and compose texts in a range of contexts
EN5-6C investigates the relationships between and among texts
EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds
EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills for learning with increasing independence and effectiveness

Assessment Schedule

Component	Cohort Task 1	Cohort Task 2	Cohort Task 3	Cohort Task 4	Weighting %
	Writing task with Reflection	Mid Year Examination	Multi Modal Presentation	Final Examination	
	Term 1 2021 Week 8	**Term 2 2021 Week 5**	**Term 3 2021 Week 2**	**Term 4 2021 Week 3**	
Outcomes	1A, 3B, 5C, 9E	1A, 4B, 5C, 7D	2A, 4B, 6C, 8D	2A, 3B, 5C, 8D,	
Writing	15	5		10	**30**
Reading		15		15	**30**
Speaking/ Listening			20		**20**
Viewing/ Representing	10	5	5		**20**
Total %	**25**	**25**	**25**	**25**	**100**

Stage 5 Course Performance Descriptors – English

Areas for Assessment

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

Grade E	Grade D	Grade C	Grade B	Grade A
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.

Continued next page

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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:*
• 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

Outcomes

1. Number and Algebra	Students develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation
2. Measurement and Geometry	Students identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems
3. Statistics and Probability	Collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements
4. Working Mathematically	Students develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning

Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Common Task	Mid Year Examination	Common Task	Final Examination	
	Term 1 Due Week 8	**Term 2 Week 4**	**Term 3 Week 7**	**Term 4 Week 5**	
Outcomes	1, 2, 4	1 - 4	1 - 4	1 - 4	
Knowledge, Skills and understanding	15	30	25	30	
	15	30	25	30	**100**

Mid Year Report: Overall grade will be based on Tasks 1-2
Final Report: Overall grade will be based on Tasks 1-4

Note: All tasks will contain elements of the 5.1, 5.2 and 5.3 pathways to ensure that students are working towards, and showcasing, their talents at all levels. Grades will be calculated based upon the level demonstrated in accordance with the NESA Stage 5 continuum.

Note: Recommendations for Year 11 will be based on students' performance data up to and including the Mid-Year Report, but finalised after the final grade is awarded at the successful completion of the Stage 5 course. As a guide, the higher levels of Mathematics (Advanced and Extension 1) require the knowledge, skills and understanding demonstrated in grades A10 – B7.

COURSE PERFORMANCE DESCRIPTORS FOR MATHEMATICS

Areas for Assessment

Knowledge, skills and understanding

Students:

Working Mathematically – develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning

Number and Algebra – develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation

Measurement and Geometry – identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems

Statistics and Probability – collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements.

Grade A10

A student performing at this grade uses and interprets formal definitions and generalisations when explaining solutions; generalises mathematical ideas and techniques and selects and uses efficient strategies consistently and accurately to solve unfamiliar multi-step problems; uses deductive reasoning in presenting clear and concise mathematical arguments and formal proofs; synthesises mathematical techniques, results and ideas across the course.

A student at this grade typically:

- uses graphical techniques and a variety of analytical methods to solve problems involving quadratic equations and simultaneous equations; manipulates algebraic expressions and equations with consideration given to restrictions on the values of variables

- solves problems involving surface area and volume of right pyramids, right cones, spheres, and related composite solids, and applies similarity relationships for area and volume; applies deductive reasoning to prove properties of isosceles and equilateral triangles, and special quadrilaterals

- uses and interprets the mean and standard deviation to make comparisons between data sets; critically evaluates the processes of planning, collecting, analysing and reporting studies in the media and elsewhere.

Grade A9

A student performing at this grade uses formal definitions and generalisations when explaining solutions; generalises mathematical ideas and techniques and selects and uses efficient strategies to solve unfamiliar multi-step problems; uses deductive reasoning in presenting mathematical arguments and formal proofs.

A student at this grade typically:

- performs operations with surds and indices in numerical and algebraic contexts; analyses and describes graphs of physical phenomena; uses analytical methods to solve complex linear, quadratic, simple cubic, and simultaneous equations, including simultaneous equations where one equation is non-linear

- uses trigonometry to solve practical problems involving non-right-angled triangles; constructs geometrical arguments and formal proofs of geometrical relationships

- uses the mean and standard deviation to make comparisons between data sets; evaluates the use of data to inform decision-making processes.

Grade B8

A student performing at this grade uses formal definitions when explaining solutions; selects and uses efficient strategies to solve familiar and some unfamiliar multi-step problems;

- uses some deductive reasoning in presenting mathematical arguments; may require some guidance to determine the most efficient methods.

A student at this grade typically:

- applies special products to expand binomial products and factorises a variety of quadratic expressions; draws and interprets a variety of graphs, and applies coordinate geometry techniques to solve problems
- calculates the surface area and volume of right pyramids, right cones, spheres, and related composite solids; constructs geometrical arguments to prove a general geometrical result, giving reasons
- calculates and uses standard deviation to analyse data; interprets the relationship between numerical variables using lines of best fit.

Grade B7

A student performing at this grade selects and uses appropriate mathematical language, notations and conventions to communicate mathematical ideas and solutions;

- systematically applies appropriate strategies to solve familiar multi-step problems; constructs appropriate mathematical arguments to prove and justify results; often requires guidance to determine the most efficient methods.

A student at this grade typically:

- applies the compound interest formula to solve financial mathematics problems, including those involving depreciation; solves simultaneous linear equations using an algebraic or graphical method; draws and interprets graphs of simple parabolas, circles and exponentials
- calculates the surface area and volume of simple composite solids; solves trigonometry problems involving bearings, angles of elevation and depression, and angles measured in degrees and minutes
- determines and uses quartiles and the interquartile range to compare sets of data; evaluates sources of data in media reports and elsewhere; evaluates conditional statements in chance situations.

Grade C6

A student performing at this grade uses appropriate mathematical language, notations and diagrams to communicate mathematical ideas and solutions; applies appropriate strategies to solve familiar multi-step problems; constructs some appropriate mathematical arguments to obtain and justify results.

A student at this grade typically:

- expands and factorises simple algebraic expressions and simplifies algebraic expressions involving fractions and positive, negative and zero indices; solves simple quadratic equations
- uses formulae to calculate the surface area and volume of right prisms and cylinders; uses simple deductive reasoning in solving numerical problems in different geometrical contexts, and applies tests for proving that triangles are congruent

- determines the quartiles and interquartile range for a set of data; constructs and interprets displays of bivariate numerical data; calculates probabilities and interprets the results for multi-step chance experiments.

Grade C5

A student performing at this grade uses mathematical language, notations and diagrams to communicate mathematical ideas; applies appropriate strategies, often with the assistance of given diagrams and formulae, to solve simple familiar problems; constructs some mathematical arguments to obtain results.

A student at this grade typically:

- uses conversion graphs to convert from one unit to another and given graphs to solve simple linear simultaneous equations; finds and graphs the equations of straight lines given the gradient and *y*-intercept
- solves simple word problems in trigonometry; applies results related to the angle sum for polygons to solve simple numerical problems identifies simple relationships between two statistical variables; calculates probabilities for multi-step chance experiments.

Grade D4

A student performing at this grade uses appropriate mathematical terminology, diagrams and symbols in mathematical contexts; selects and uses appropriate standard strategies to solve simple familiar problems; provides some reasoning to support conclusions that are appropriate to the context.

A student at this grade typically:

- graphs simple linear and non-linear relationships by constructing a table of values; uses diagrams to solve simple coordinate geometry problems
- finds the area of simple composite figures; given diagrams, uses trigonometry to find sides and angles in right-angled triangles
- interprets back-to-back stem-and-leaf plots, and statistical claims made in the media; calculates relative frequencies to estimate probabilities of simple and compound events.

Grade D3

A student performing at this grade uses mathematical terminology, diagrams and symbols in mathematical contexts; uses appropriate standard strategies to solve simple familiar problems; provides some reasoning to support conclusions.

A student at this grade typically:

- solves simple financial mathematics problems involving earning and spending money and, given the formula, calculates simple interest; completes a table of values to graph simple linear relationships
- expresses trigonometric ratios for angles in right-angled triangles in terms of an unknown side; uses the scale factor to find unknown sides in similar triangles
- calculates the mean, median and range to compare two sets of numerical data; uses data from Venn diagrams and two-way tables to calculate simple probabilities.

Grade E2

A student performing at this grade uses some mathematical terminology in mathematical contexts; uses, with guidance, standard strategies to solve simple familiar problems; provides some reasoning in identifying a simple mathematical relationship.

A student at this grade typically:

- solves simple financial mathematics problems involving earning money; simplifies simple algebraic expressions involving positive integral indices
- uses given diagrams and formulae to solve simple problems involving area and surface area; uses a calculator to find approximations of trigonometric ratios of given angles measured in degrees; constructs simple scale drawings
- determines the mean and range for a set of data.

Science

Outcomes

1VA	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
3VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
4WS	develops questions or hypotheses to be investigated scientifically
5WS	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
8WS	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
10PW	applies models, theories and laws to explain situations involving energy, force and motion
11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
12ES	describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
13ES	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
14LW	analyses interactions between components and processes within biological systems
15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
17CW	discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Processing and Analysing Information	Mid-Year Examination	Practical Assessment	Final Examination	
	Term 1 Week 7/8	**Term 2 Week 5**	**Term 3 Week 8/9**	**Term 4 Week 3**	
	7WS, 8WS, 9WS, 14LW, 15LW	4WS, 5WS, 7WS, 8WS, 9WS, 10PW, 14LW, 15LW, 17CW	4WS, 5WS, 6WS, 7WS, 8WS, 9WS	4WS, 5WS, 7WS, 8WS, 9WS, 10PW, 12ES, 13ES, 14LW, 15LW	
Knowledge and understanding of: • *Physical World: the nature of forces, motion, matter and energy* • *Earth and Space: Earth's dynamic structure and its place in the cosmos* • *Living world: living things* • *Chemical World: the composition and behaviour of matter*	10	15		15	**40**
Skills in: • *Questioning and predicting* • *Planning and conducting investigations* • *Processing and analysing data and information*	5	5	15	5	**30**
Skills in: • *Problem solving* • *Communicating*	5	10	5	10	**30**
Total %	**20**	**30**	**20**	**30**	**100**

The **final assessment cohort mark** for **Year 10 Science** is based on a range of assessment tasks, as shown in the Assessment Schedule, to allow students to demonstrate their skills in practical work, research and processing information, in addition to content knowledge.

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.

History (Mandatory)

Please note:

Students will be **undertaking the study of Stage 5 History (Mandatory)** in Year 10.

Students have **already completed the study of Stage 5 Geography (Mandatory)** in Year 9.

Outcomes

HT5-1	explains and assesses the historical forces and factors that shaped the modern world and Australian
HT5-2	sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
HT5-3	explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
HT5-4	explains and analyses the causes and effects of events and developments in the modern world and Australia
HT5-5	identifies and evaluates the usefulness of sources in the historical inquiry process
HT5-6	uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
HT5-7	explains different contexts, perspectives and interpretations of the modern world and Australia
HT5-8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HT5-9	applies a range of historical terms and concepts when communicating an understanding of the past
HT5-10	selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Movement of People Research Task	Core: Australians at War Multi-modal presentation	Core: Rights and Freedoms Research Analytical response	Final Examination	
	Term 1 Week 7	**Term 2 Week 3**	**Term 3 Week 6**	**Term 4 Week 3**	
Outcomes	HT5-1, HT5-2, HT5-4, HT5-7, HT5-10	HT5-3, HT5-4, HT5-5, HT5-6, HT5-7, HT5-9, HT5-10	HT5-2, HT5-3, HT5-6, HT5-8, HT5-9, HT5-10	HT5-2, HT5-3, HT5-5, HT5-6, HT5-7, HT5-9	
Historical knowledge and understanding	10	10	10	10	**40**
Skills	10	10	10	10	**40**
Communication	5	5	5	5	**20**
Total %	**25**	**25**	**25**	**25**	**100**

Note: The students' cohort mark will be based on Tasks 1, 2, 3 and 4.

Personal Development, Health and Physical Education

Outcomes

PD5-1	assesses their own and others' capacity to reflect on and respond positively to challenges
PD5-2	researches and appraises the effectiveness of health information and support services available in the community
PD5-3	analyses factors and strategies that enhance inclusivity, equality and respectful relationships
PD5-4	adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
PD5-5	appraises and justifies choices of actions when solving complex movement challenges
PD5-6	critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
PD5-7	plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
PD5-8	designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
PD5-9	assesses and applies self-management skills to effectively manage complex situations
PD5-10	critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
PD5-11	refines and applies movement skills and concepts to compose and perform innovative movement sequences

Assessment Schedule

Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Task 5**	**Task 6**	**Weighting %**
	Practical Tasks	Health Tasks	Classwork	Practical Tasks	Health Task	Classwork	
	Term 1 Weeks 8-10	**Term 1 Weeks 8-10 Term 2 Weeks 1- 4**	**Term 1 and 2 ongoing**	**Term 2 Weeks 6-10 Term 3 Weeks 6-10**	**Term 3 Weeks 8-9**	**Term 3 and 4 ongoing**	
Outcomes	PD5-4, PD 5-5, PD5.8, PD 5-10, PD 5-11	PD 5-2, PD 5-6, PD 5-7, PD 5-8, PD 5-9	PD 5-1, PD 5-3, PD 5-6, PD 5-10	PD 5-4, PD 5-5, PD5.8, PD5-10, PD 5-11	PD 5-1, PD 5-2, PD 5-3, PD 5-9, PD 5-10	PD 5-1, PD 5-2, PD 5-9	
Health, Wellbeing and Relationships		25			25		**50**
Movement Skill and Performance	15			15			**30**
Healthy, Safe and Active Lifestyles	5		5	5		5	**20**
Total %	**15**	**20**	**10**	**20**	**25**	**10**	**100**

Mid Year Report based upon Tasks 1 – 3

Final Report based upon Tasks 1 – 6

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

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

Grade E	Grade D	Grade C	Grade B	Grade A
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.

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ELECTIVE SUBJECTS

Child Studies

Outcomes

CS5-1	identifies the characteristics of a child at each stage of growth and development
CS5-2	describes the factors that affect the health and wellbeing of the child
CS5-3	analyses the evolution of childhood experiences and parenting roles over time
CS5-4	plans and implements engaging activities when educating and caring for young children within a safe environment
CS5-5	evaluates strategies that promote the growth and development of children
CS5-6	describes a range of parenting practices for optimal growth and development
CS5-7	discusses the importance of positive relationships for the growth and development of children
CS5-8	evaluates the role of community resources that promote and support the wellbeing of children and families
CS5-9	analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
CS5-10	demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
CS5-11	analyses and compares information from a variety of sources to develop an understanding of child growth and development
CS5-12	applies evaluation techniques when creating, discussing and assessing information related to child growth and development

Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Term 1 Week8	Term 2 Week 4	Term 3 Week 5	Term 4 Week 3	
Family Interactions	25				**25**
The Diverse Needs of Children		25			**25**
Childcare Services & Career Opportunities			25		**25**
Media & Technology in Childhood				25	**25**
Total %	**25**	**25**	**25**	**25**	**100**

Mid Year Report based upon Tasks 1 – 2

Final Report based upon Tasks 1 – 4

Commerce

Outcomes

Unit	Outcomes
The Economic and Business Environment	OM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9
Our Economy	COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9
Running a Business	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9
Law and Society & political involvement	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9
Towards independence	COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9

Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Assessment **Core 3 Economic and Business environment**	Mid Year Examination **Semester 1 topic areas**	Research & Oral presentation **Core 4 Law, Society and political involvement**	Final Examination **All topics**	
Outcomes assessed	COM5-1, 6, 7, 8, 9	COM5-1, 2, 4, 5, 8, 9	COM5-1, 3, 5, 7, 8	COM5-1, 2, 3, 4, 5, 8, 9	
	Term 1 Week 8	**Term 2 (Week 5)**	**Term 3 Week 7**	**Term 4 (Week 3)**	
Knowledge and understanding of economic, business, legal & towards independence matters	5	10	5	20	**40%**
Investigating and researching	10		10		**20%**
Skills in effective communication	5	5	5	5	**20%**
Skills in working independently & collaboratively	5	5	5	5	**20%**
Task Weighting %	**25**	**20**	**25**	**30**	**100**

Cohort mark and rank is based on Tasks 1-4

The assessment cohort mark and rank for Year 10 Commerce will be based on the assessment tasks as above, to allow students to demonstrate knowledge and understanding of Commerce content and research, and present a topic using ICT.

Course performance descriptors – Commerce

Grade A

A student at this grade typically:

- demonstrates extensive knowledge and understanding of a range of consumer, financial, economic, business, legal, political and employment concepts and issues
- analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
- applies very high-level decision-making and problem-solving skills in a range of consumer, financial, economic, business, legal, political and employment contexts
- evaluates complex information using a range of sources
- exhibits sophisticated skills to research and communicate complex ideas and concepts in appropriate forms
- demonstrates a very high level of planning and organising skills when working independently and collaboratively.

Grade B

A student at this grade typically:

- demonstrates thorough knowledge and understanding of consumer, financial, economic, business, legal, political and employment concepts and issues
- explains the rights and responsibilities of consumers in a range of consumer, financial, economic, business, legal, political and employment contexts
- applies high-level decision-making and problem-solving skills in consumer, financial, economic, business, legal, political and employment contexts
- researches and assesses information using a variety of sources
- exhibits high-level skills to communicate ideas and concepts in appropriate forms
- demonstrates high-level planning and organising skills when working independently and collaboratively.

Grade C

A student at this grade typically:

- demonstrates sound knowledge and understanding of consumer, financial, economic, business, legal, political and employment concepts and issues
- describes the rights and responsibilities of consumers in a range of consumer, financial, economic, business, legal, political and employment contexts
- applies sound decision-making and problem-solving skills in consumer, financial, economic, business, legal, political and employment contexts
- undertakes research, and interprets information using a variety of sources
- exhibits sound skills to communicate ideas and concepts in appropriate forms
- demonstrates sound planning and organising skills when working independently and/or collaboratively.

Grade D

A student at this grade typically:

- demonstrates basic knowledge and understanding of some consumer, financial, economic, business, legal, political and employment concepts and issues
- outlines rights and responsibilities of consumers in consumer, financial, economic, business, legal, political and employment contexts
- exhibits some decision-making and problem-solving skills in some consumer, financial, economic, business, legal, political and employment contexts
- undertakes some research and interpretation of basic information using a limited range of sources
- exhibits limited skills to communicate ideas and concepts in appropriate forms
- demonstrates some planning and organising skills when working independently and/or collaboratively.

Grade E

A student at this grade typically:

- demonstrates elementary knowledge and understanding of aspects of consumer, financial, economic, business, legal, political and employment concepts and issues
- identifies some rights and responsibilities of consumers in some consumer, financial, economic, business, legal, political and employment contexts
- demonstrates very limited decision-making and problem-solving skills in consumer, financial, economic, business, legal, political and employment contexts
- displays very limited research skills and attempts to interpret information
- communicates elementary information using a very limited range of forms
- demonstrates very limited planning and organising skills when working independently and/or collaboratively.

Dance

Outcomes

5.1.1	demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances
5.1.2	demonstrates enhanced dance technique by manipulating aspects of the elements of dance
5.1.3	demonstrates an understanding and application of aspects of performance quality and interpretation through performance
5.2.1	explores the elements of dance as the basis of the communication of ideas
5.2.2	composes and structures dance movement that communicates an idea
5.3.1	describes and analyses dance as the communication of ideas within a context
5.3.2	identifies and analyses the link between their performances and compositions and dance works of art
5.3.3	applies understandings and experiences drawn from their own work and dance works of art
5.4.1	contributes to lifelong learning

Assessment Schedule

Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Task 5**	**Task 6**	**Weighting %**
Outcomes	Group Stimulus Performance ,Analysis and Process Diary	Practical Application	Class Performance	Theory Task And Review	Practical Application	Dance Appreciation Task	
	Term 1 Week 9/10	**Term 1 and 2 ongoing**	**Term 2 Week 5**	**Term 3 Week 9 Review Term 4 Week 1**	**Term 3 and 4 ongoing**	**Term 4 Week 4**	
	5.1.3, 5.2.1, 5.2.2, 5.3.1	5.1.1, 5.2.1, 5.4.1	5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.3.2	5.3.3, 5.4.1	5.1.1, 5.2.1, 5.4.1	5.3.1, 5.3.3, 5.4.1	
Performance	5	5	10	5	5		**30**
Composition	5	5	10	5	5		**30**
Appreciation	5			10		10	**25**
Values and Attitudes	5			5		5	**15**
Total %	**20**	**10**	**20**	**25**	**10**	**15**	**100**

Mid Year Report based upon Tasks 1 – 3

Final Report based upon Tasks 1 – 6

Stage 5 Course Performance Descriptors – Dance

Areas for Assessment Performing
Composing
Appreciation

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 appreciation of dance as an artform through limited engagement in the practices of performing, composing and appreciating dance.	• demonstrates some appreciation of dance as an artform through their engagement in the interrelated practices of performing, composing and appreciating dance.	• demonstrates an appreciation of dance as an artform through their active engagement in the interrelated practices of performing, composing and appreciating dance.	• clearly communicates an appreciation of dance as an artform through their high level of engagement in the interrelated practices of performing, composing and appreciating dance.	• clearly and perceptively communicates an appreciation of dance as an artform through their very high level of engagement in the interrelated practices of performing, composing and appreciating dance.
• performs dances with an elementary dance technique and with some evidence of safe dance practice and performance quality.	• performs dances with a basic dance technique and the application of safe dance practice and performance quality.	• performs dances with a sound dance technique and the application of safe dance practice and performance quality.	• performs dances with a proficient dance technique and a proficient application of safe dance practice and performance quality.	• capably performs dances with an accomplished dance technique and a sustained application of safe dance practice and performance quality.
• with guidance, applies aspects of the elements of dance to perform a limited range of dance styles.	• applies aspects of the elements of dance as they perform dance styles.	• applies the elements of dance as they perform a variety of dance styles.	• combines and applies the elements of dance to competently interpret a variety of dance styles.	• effectively manipulates the elements of dance to interpret a wide variety of dance styles with a high level of competence.
• with guidance, uses the elements of dance to create simple dance compositions that communicate ideas.	• uses some elements of dance to structure movement to create basic dance compositions that communicate ideas.	• manipulates the elements of dance as they structure movement to create dance compositions that communicate ideas.	• structures appropriate movement to create dance compositions that communicate ideas.	• consistently structures complex movement to create dance compositions that communicate ideas.
• describes their own and others' dances, through some aspects of the elements of dance.	• describes their own and others' dances, through the elements of dance.	• discusses their own and others' dances, through the elements of dance.	• analyses their own and others' dances, through the elements of dance.	• critically analyses their own and others' dances, through the elements of dance.
• identifies some characteristics of dance styles, performance quality and interpretation.	• identifies characteristics of dance styles, performance quality and interpretation.	• describes the characteristics of dance styles, performance quality and interpretation.	• discusses the characteristics of dance styles, performance quality and interpretation.	• critically discusses the characteristics of dance styles, performance quality and interpretation.
• with teacher support, participates in the practical and theoretical aspects of dance and makes elementary connections between the making and performing of the movement and the appreciation of its meaning.	• participates in the practical and theoretical aspects of dance and makes some connections between the making and performing of the movement and the appreciation of its meaning.	• engages in the practical and theoretical aspects of dance and makes connections between the making and performing of the movement and the appreciation of its meaning.	• perceptively engages in the practical and theoretical aspects of dance and makes informed connections between the making and performing of the movement and the appreciation of its meaning.	• insightfully applies their knowledge of the practical and theoretical aspects of dance and makes perceptive connections between the making and performing of the movement and the appreciation of its meaning.

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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.

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Drama

Outcomes

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

Assessment Schedule

Component	**TASK 1**	**TASK 2**	**TASK 3**	**TASK 4**	**Weighting %**
	Dramatic contexts: Movement and Mime	Playbuilding	Dramatic contexts	Final Examination & log books	
	Term 1 Week 7	**Term 2 Week 4**	**Term 3 Week 7**	**Term 4 Week 4**	
	5.1.1; 5.1.2; 5.1.3; 5.1.4; 5.2.1; 5.2.2	5.1.1; 5.1.4; 5.2.1; 5.2.2; 5.2.3	5.1.1; 5.1.2; 5.1.3; 5.1.4; 5.2.1; **5.**2.2**;** 5.2.3; 5.3.1	5.3.1; 5.3.2; 5.3.3	
Making	10	15	15		**40**
Performing	10	10	10		**30**
Appreciating				30	**30**
Total %	**20**	**25**	**25**	**30**	**100**

Notes

The Mid Year Cohort Report mark will be based on tasks 1- 2.

The Final Cohort Report mark will be based on tasks 1 – 4

Film Studies

Outcomes

1.1	Identifies, uses and manipulates camera shots, angles, movements, framing and composition to realise a dramatic concept and purpose in creating film narrative.
1.2	Identifies, uses and manipulates editing techniques to construct sequences in time and space, mood, rhythm and montage for dramatic effect.
1.3	Identifies, uses and manipulates sound and music as an interpretive, expressive and dramatic element in combination with film images.
2.1	Identifies and uses the elements of mise-en-scene such as lighting, composition, the space in the frame, character placement, set/location/costume design for dramatic intent and aesthetic effect.
2.2	Develops ideas and clarity of purpose in dramatic intent, action and narrative for screenplay and storyboard.
2.3	Explores and applies acting techniques for film.
3.1	Identifies, explores and uses the notion of forms as structural elements, which guide the audience's expectations of a film.
3.2	Recognises and applies the codes and conventions of genre as a means of creating film type and audience expectations.
3.3	Identifies and explores experimental filmic technique which have challenged mainstream practices and social conventions and extended the possibilities of film language.
4.1	Uses film 'meta language' in oral and written critical analyses of filmmaking processes.
4.2	Applies studies of filmmaking practice and appreciates and evaluates own films and the films of others.
4.3	Analyses the contemporary and historical milieus of film, particularly in an Australian context.
5.1	Describes and distinguishes between the intent and ideology of various directors and their films and the impact on the audience.
5.2	Explores and recognises various working methods and practices of directors with actors and production crew.
5.3	Demonstrates conceptual strength in the production of a film that exhibits coherence and an understanding of relationships among artist, artwork, world and audience.
VA1	Collaborates effectively and creatively in all aspects of the filmmaking process and recognises the value and contributions of each individual to the artistic effectiveness of the whole.
VA2	Appreciates the high level of energy, responsibility, commitment and organisational skills needed to produce films.
VA3	Appreciates and values film as a significant cultural expression of issues and concerns in Australia and other societies.

Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting (%)
	Filmmaking Task: Action, Sound and Music	Essay: Research Paper	Filmmaking Task: Screenwriting, Acting and Directing	Filmmaking Task: Short Film with Reflection	
	Term 1 2021 Week 8	**Term 2 2021 Week 5/**	**Term 3 2021 Week 6**	**Term 4 2021 Week 3**	
Outcomes	1.1, 1.2, 1.3, 2.1, VA1	3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, VA3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 5.2, VA2	1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 5.2, 5.3, VA3	
Appreciating		25		10	35
Making	15		30	20	65
Total %	**15**	**25**	**30**	**30**	**100**

Food Technology

Outcomes

5.1.1	demonstrates hygienic handling of food to ensure a safe and appealing product
5.1.2	identifies, assesses and manages the risks of injury and OHS issues associated with the handling of food
5.2.1	describes the physical and chemical properties of a variety of foods
5.2.2	accounts for changes to the properties of food which occur during food processing, preparation and storage
5.2.3	applies appropriate methods of food processing, preparation and storage
5.3.1	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
5.3.2	justifies food choices by analysing the factors that influence eating habits
5.4.1	collects, evaluates and applies information from a variety of sources
5.4.2	communicates ideas and information using a range of media and appropriate terminology
5.5.1	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
5.5.2	plans, prepares, presents and evaluates food solutions for specific purposes
5.6.1	examines the relationship between food, technology and society
5.6.2	evaluates the impact of activities related to food on the individual, society and the environment

Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
	Research Task	Mid Year Examination	Design Proposal	Practical Examination	Final Examination	
	Term 1 Week 10	**Term 2 Week 5/6**	**Term 3 Week 8**	**Term 3 Week 8**	**Term 4 Week 4**	
Outcomes	5.3.2, 5.5.1 5.5.2, 5.6.1 5.2.3, 5.4.1 5.4.2	5.1.2,5.2.2	5.5.1, 5.5.2, 5.6.1, 5.6.2	5.1.1, 5.1.2 5.5.1, 5.5.2	5.2.1, 5.3.1 5.3.2, 5.4.1 5.4.2, 5.6.1 5.6.2	
1. knowledge, understanding and skills related to food hygiene, safety and the provision of quality food	10	5		10	5	**30**
2. knowledge and understanding of food properties, processing and preparation and an appreciation of their interrelationship to produce quality food				10	10	**20**
3. knowledge and understanding of nutrition and food consumption and an appreciation of the consequences of food choices on health		5				**5**
4. skills in researching, evaluating and communicating issues in relation to food	5		10			**15**
5. skills in designing, producing and evaluating solutions for specific food purposes	5		15			**20**
6. knowledge, understanding and appreciation of the significant role of food in society.					10	**10**
Total %	**20**	**10**	**25**	**20**	**25**	**100**

Stage 5 Course Performance Descriptors – Food Technology

Areas for Assessment

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

Grade E	Grade D	Grade C	Grade B	Grade A
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.

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History (Elective)

Outcomes

E5.1	applies an understanding of history, heritage, archaeology and the methods of historical inquiry
E5.2	examines the ways in which historical meanings can be constructed through a range of media
E5.3	sequences major historical events or heritage features, to show an understanding of continuity, change and causation
E5.4	explains the importance of key features of past societies or periods, including groups and personalities
E5.5	evaluates the contribution of cultural groups, sites, and/or family to our shared heritage
E5.6	identifies, comprehends and evaluates historical sources and uses them appropriately in an historical inquiry
E5.7	explains different contexts, perspectives and interpretations of the past
E5.8	locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry
E5.9	uses historical terms and concepts in appropriate contexts
E5.10	selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences

Assessment Schedule

Component	**Task 1**	**Task 2**	**Task 3**	**Weighting %**
Outcomes	LATE 18TH CENTURY FRANCE - FRENCH REV. Research project Significant people, events	SLAVERY THROUGHOUT THE AGES	MUSEUMS AS HISTORY Project Based Learning - School Developed Unit	
	Term 1 Week 7	**Term 2 Week 3**	**Term 4 Week 3**	
	E 5.1;5.3;5.4;5.8;5.10	E 5.5;5.8; 5.9;5.10	E 5.1; 5.2; 5.6;5.7;5.8;5.9, 5.10	
Knowledge and understanding of history and historical inquiry	10	10	20	**40**
Knowledge and understanding of past societies and historical periods		10	5	**15**
The skills to undertake the process of historical inquiry	10		10	**20**
The skills to communicate their understanding of history	10	10	5	**25**
Total %	**30**	**30**	**40**	**100**

Stage 5 Course Performance Descriptors – Elective History

Areas for Assessment:	Historical understanding Historical knowledge Research and historical inquiry skills Communication

Grade E	Grade D	Grade C	Grade B	Grade A
A student at this grade typically:	***A student at this grade typically:***	***A student at this grade typically:***	***A student at this grade typically:***	***A student at this grade typically:***
■ demonstrates elementary knowledge and understanding of some aspects of the nature of history, heritage and archaeology, and the methods of historical inquiry ■ recognises some key features, personalities or groups in past societies, and recounts simply some historical events in chronological order ■ recognises some contributions of cultural groups, sites and/or families to our shared heritage ■ recognises some different perspectives within historical accounts, with guidance ■ locates basic information from sources to construct simple historical recounts ■ communicates an elementary understanding of history by creating basic historical recounts in a limited range of forms. ■ uses simple historical terms and concepts.	■ demonstrates basic knowledge and understanding of the nature of history, heritage and archaeology, and the methods of historical inquiry ■ identifies some key features, personalities or groups in past societies, sequences events and identifies factors contributing to continuity and change ■ identifies some contributions of cultural groups, sites and/or families to our shared heritage ■ identifies different perspectives, interpretations and constructions of the past ■ locates and selects relevant information from sources, and summarises the main ideas to engage in basic, structured research tasks ■ communicates a basic understanding of history by creating descriptions and simple explanations, in a range of oral, written and other forms ■ uses some appropriate historical terms and concepts.	■ demonstrates sound knowledge and understanding of the nature of history, heritage and archaeology, and the methods of historical inquiry ■ describes key features, personalities and groups in past societies, and sequences major historical events to explain causation, continuity and change ■ describes the contribution of cultural groups, sites and/or families to our shared heritage ■ describes different perspectives, interpretations and constructions of the past ■ locates, selects and organises relevant information from a number of sources to undertake historical inquiry ■ communicates a sound understanding of history by creating explanations and arguments, using a range of oral, written and other forms ■ uses a range of historical terms and concepts.	■ demonstrates and applies a detailed knowledge and understanding of the nature of history, heritage and archaeology, and the methods of historical inquiry ■ explains the importance of key features, personalities and groups in past societies, and accurately sequences major historical events to explain causation, continuity and change ■ analyses the contribution of cultural groups, sites and/or families to our shared heritage ■ explains different perspectives, interpretations and constructions of the past ■ selects and interprets a range of sources and draws conclusions about their usefulness in a historical inquiry ■ communicates a thorough understanding of history by constructing coherent explanations and arguments for different audiences, using a variety of oral, written and other forms ■ appropriately uses a wide range of historical terms and concepts.	■ demonstrates and applies a detailed and extensive knowledge and understanding of the nature of history, heritage and archaeology, and the methods of historical inquiry ■ assesses the importance of key features, personalities and groups in past societies, and accurately sequences major historical events to explain causation, continuity and change ■ independently evaluates the contribution of a wide range of cultural groups, sites and/or families to our shared heritage. ■ assesses different perspectives, interpretations and constructions of the past ■ evaluates a range of sources and synthesises information from them to undertake historical inquiry ■ communicates an extensive understanding of history by constructing sustained and coherent explanations and arguments for different audiences, using a variety of oral, written and other forms ■ displays a sophisticated use of historical terms and concepts.

Information and Software Technology

Outcomes

5.1.1	selects and justifies the application of appropriate software programs to a range of tasks
5.1.2	selects, maintains and appropriately uses hardware for a range of tasks
5.2.1	describes and applies problem-solving processes when creating solutions
5.2.2	designs, produces and evaluates appropriate solutions to a range of challenging problems
5.2.3	critically analyses decision-making processes in a range of information and software solutions
5.3.1	justifies responsible practices and ethical use of information and software technology
5.3.2	acquires and manipulates data and information in an ethical manner
5.4.1	analyses the effects of past, current and emerging information and software technologies on the individual and society

Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
	Database Assessment task	Mid Year Examination	Authoring and Multimedia Project	Artificial Intelligence Assessment Task	Final Examination	
Outcomes	**Term 1 Week 5**	**Term 2 Week 5**	**Term 3 Week 5**	**Term 4 Week 3**	**Term 4 Week 3**	
	5.2.1, 5.2.2, 5.2.3, 5.3.2, 5.3.3, 5.5.1	5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2	5.1.1, 5.2.3, 5.3.2, 5.1.2, 5.2.2	5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.4.1, 5.5.3	5.1.1, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.5.3	
Knowledge, understanding, skills, values and attitudes Students will develop: knowledge and understanding of a range of computer software and hardware	6	5	6	3	10	**30**
problem-solving and critical thinking skills in order to design and develop creative information and software technology solutions for a variety of real-world problem	5	10	5	5	10	**35**
responsible and ethical attitudes related to the use of information and software technology		5	5		5	**15**
knowledge and understanding of the effects of past, current and emerging information and software technologies on the individual and society				5	5	**10**
effective communication skills and collaborative work practices leading to information and software technology solutions for specific problems.	4		4	2		**10**
Total %	**15**	**20**	**20**	**15**	**30**	**100**

Stage 5 Course Performance Descriptors – Information and Software Technology

Areas for Assessment

Computer software and hardware
Information and software technologies and society
Designing and developing software solutions
Communication and collaborative practices
Responsible and ethical practices

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 and understanding of, and skills in, selecting and using suitable software and hardware for a limited range of simple tasks.	• demonstrates basic knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a limited range of tasks.	• demonstrates sound knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks.	• demonstrates thorough knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks.	• demonstrates extensive knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks.
• with guidance identifies effects on individuals and society of some past, current and emerging information technologies.	• outlines the effects on individuals and society of a limited range of past, current and emerging information technologies.	• describes the effects on individuals and society of a range of past, current and emerging information technologies.	• analyses the effects on individuals and society of a range of past, current and emerging information technologies.	• perceptively analyses the effects on individuals and society of a range of past, current and emerging information technologies.
• applies elementary problem-solving or decision-making processes when designing, and producing solutions for some familiar situations.	• applies basic problem-solving and decision-making processes when designing, producing and evaluating solutions for familiar situations.	• applies problem-solving and decision-making processes when designing, producing and evaluating solutions for a range of situations	• confidently applies problem-solving and decision-making processes when designing, producing and evaluating solutions for a range of challenging situations.	• is a critical thinker who insightfully and creatively applies problem-solving and decision-making processes when designing, producing and evaluating solutions for a wide range of challenging situations.
• with guidance, recognises responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information.	• recalls responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information.	• applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information.	• justifies and applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information.	• independently justifies and applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information.
• with support, communicates, using limited documentation, ideas and solutions to an audience.	• communicates, using appropriate documentation, ideas and solutions to an audience.	• communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences.	• coherently communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences.	• independently and logically communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences.

International Studies

Outcomes

5.1	analyses a variety of definitions of culture and how they may apply across a range of communities
5.2	identifies historical and contemporary influences on Australian culture and society
5.3	accounts for cultural diversity within Australia and other countries
5.4	explains the nature and contexts of cultural stereotyping
5.5	analyses the impacts of stereotyping on different cultural groups
5.6	accounts for cultural similarities and differences within societies
5.7	explains factors that promote stability and cultural change
5.8	describes the complex, interrelated nature of cultures
5.9	evaluates culturally significant contemporary issues and events from a variety of cultural perspectives
5.10	accounts for cultural differences when communicating across cultures
5.11	applies knowledge, understanding and skills when participating in a culturally diverse society
5.12	selects and uses a range of written, graphic and oral forms, including ICT, to analyse, describe and communicate about cultures

Assessment Schedule

Component	**Task 1** **Core: Culture and diversity in today's world**	**Task 2** **Culture and the Media**	**Task 3** **Culture and Beliefs**	**Weighting %**
	Individual research and presentation	Mid Year Examination	Research Assignment	
	Term 1 **Week 6**	**Term 2** **Week 5/6**	**Term 3** **Week 9**	
Outcomes	5.9, 5.10, 5.11, 5.12	5.2, 5.3, 5.4, 5.5, 5.6, 5.8, 5..9, 5.12	5.1, 5.3, 5.4, 5.5, 5.10, 5.12	
Knowledge and understanding of: - the complexity and diversity of cultures and the different beliefs that underpin them - factors that promote stability and change in human societies	10	20	10	**40**
Skills to: - recognise and challenge stereotypes - recognise diversity of cultures in the contemporary world	15	5	20	**40**
Communication of: **-** knowledge and understanding of cross cultural interaction in different contexts	10	5	5	**20**
Total %	**35**	**30**	**35**	**100**

iSTEM

Outcomes

5.1.1	develops ideas and explores solutions to STEM based problems
5.1.2	demonstrated initiative, entrepreneurship, resilience and cognitive flexibility through the completion of practical STEM based activities
5.2.1	describe how scientific and mechanical concepts relate to technological and engineering practice
5.2.2	applies cognitive processes to address real world STEM based problems in a variety of contexts
5.3.1	applies a knowledge and understanding of STEM principles and processes
5.3.2	identifies and uses a range of technologies in the development of solutions to STEM based
5.4.1	plans and manages projects using an iterative and collaborative design process
5.4.2	develops skills in using mathematical, scientific and graphical methods whilst working as a team
5.5.1	applies a range of communication techniques in the presentation of research and design solutions
5.5.2	critically evaluates innovative, enterprising and creative solutions
5.6.1	selects and uses appropriate problem solving and decision making techniques in a range of STEM
5.6.2	will work individually or in teams to solve problems in STEM contexts
5.7.1	demonstrates an appreciation of the value of STEM in the world in which they live
5.8.1	understands the importance of working collaboratively, cooperatively and respectfully in the

Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4
Knowledge, understanding, skills, values and attitudes	Project & Portfolio 1	Project & Portfolio 2	Project & Portfolio 3	Project & Portfolio 4
	Term 1 Week 10	**Term 2 Week 10**	**Term 3 Week 8**	**Term 4 Week 7**
	5.1.1, 5.1.2, 5.4.2, 5.4.3, 5.5.1, 5.5.2, 5.5.3, 5.5.4	5.1.1, 5.1.2, 5.2.1, 5.4.4, 5.4.5, 5.5.1, 5.6.1, 5.6.2	5.1.1, 5.1.2, 5.2.1, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.6.2, 5.7.1, 5.8.1	5.1.1, 5.2.1,5.4.2, 5.5.1, 5.6.1, 5.6.3, 5.6.5 5.7.1, 5.8.1
Motion and Mechatronics	50% (Semester 1 Report) 20% (Semester 2 Report)			
Motion and Mechatronics		50% (Semester 1 Report) 20% (Semester 2 Report)		
STEM Project PBL Task			25% (Semester 2 Report)	
STEM Project PBL Task				35% (Semester 2 Report)

LANGUAGES - Chinese

Outcomes

LCH5-1C	manipulates Chinese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
LCH5-2C	identifies and interprets information in a range of texts
LCH5-3C	evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
LCH5-4C	experiments with linguistic patterns and structures to compose texts in Chinese, using a range of formats for a variety of contexts, purposes and audiences
LCH5-5U	demonstrates how Chinese pronunciation and intonation are used to convey meaning
LCH5-6U	demonstrates understanding of how Chinese writing conventions are used to convey meaning
LCH5-7U	analyses the function of complex Chinese grammatical structures to extend meaning
LCH5-8U	analyses linguistic, structural and cultural features in a range of texts
LCH5-9U	explains and reflects on the interrelationship between language, culture and identity

Assessment Schedule – Chinese

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Weighting %
Outcomes	Speaking	Listening and Responding	Reading and Responding Writing	Speaking	Listening and Responding	Reading and Responding Writing	
	Term 1 Week 8-9	**Term 2 Week 3-4**	**Mid Year Examination Term 2 Week 5**	**Term 3 Week 8- 9**	**Term 4 Week 1-2**	**Final Examination Term 4 Week 3**	
	LCH5-1C LCH5-3C LCH5-5U	LCH5-1C LCH5-2C LCH5-8U LCH5-9U	LCH5-2C LCH5-3C LCH5-4C LCH5-6U LCH5-7U	LCH5-1C LCH5-3C LCH5-5U	LCH5-1C LCH5-2C LCH5-8U LCH5-9U	LCH5-2C LCH5-3C LCH5-4C LCH5-6U LCH5-7U	
Speaking	10			15			**25**
Listening and Responding		10			15		**25**
Reading and Responding			10			15	**25**
Writing			10			15	**25**
Total %	**10**	**10**	**20**	**15**	**15**	**30**	**100**

Mid-Year Report based on Task 1-3
Final Report based on Tasks 1-6

LANGUAGES - Korean

Outcomes

LKO5-1C	manipulates Korean in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
LKO5-2C	identifies and interprets information in a range of texts
LKO5-3C	evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
LKO5-4C	experiments with linguistic patterns and structures to compose texts in Korean, using a range of formats for a variety of contexts, purposes and audiences
LKO5-5U	demonstrates how Korean pronunciation and intonation are used to convey meaning
LKO5-6U	demonstrates understanding of how Korean writing conventions are used to convey meaning
LKO5-7U	analyses the function of complex Korean grammatical structures to extend meaning
LKO5-8U	analyses linguistic, structural and cultural features in a range of texts
LKO5-9U	explains and reflects on the interrelationship between language, culture and identity

Assessment Schedule – Korean

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Weighting %
Outcomes	Speaking	Listening and Responding	Reading and Responding Writing	Speaking	Listening and Responding	Reading and Responding Writing	
	Term 1 Week 8	**Term 2 Week 3**	**Mid Year Examination Term 2 Week 5**	**Term 3 Week 9**	**Final Examination Term 4 Week 3**	**Final Examination Term 4 Week 3**	
	LKO5-1C LKO5-3C LKO5-5U	LKO5-1C LKO5-2C LKO5-8U LKO5-9U	LKO5-2C LKO5-3C LKO5-4C LKO5-6U LKO5-7U	LKO5-1C LKO5-3C LKO5-5U	LKO5-1C LKO5-2C LKO5-8U LKO5-9U	LKO5-2C LKO5-3C LKO5-4C LKO5-6U LKO5-7U	
Speaking	**10**			**15**			**25**
Listening and Responding		**10**			**15**		**25**
Reading and Responding			**10**			**15**	**25**
Writing			**10**			**15**	**25**
Total %	**10**	**10**	**20**	**15**	**15**	**30**	**100**

Mid-Year Report based upon Tasks 1 – 3
Final Report based upon Tasks 1 – 6

LANGUAGES – Japanese

Outcomes

LJA5-1C	manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
LJA5-2C	identifies and interprets information in a range of texts
LJA5-3C	evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
LJA5-4C	experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences
LJA5-5U	demonstrates how Japanese pronunciation and intonation are used to convey meaning
LJA5-6U	demonstrates understanding of how Japanese writing conventions are used to convey meaning
LJA5-7U	analyses the function of complex Japanese grammatical structures to extend meaning
LJA5-8U	analyses linguistic, structural and cultural features in a range of texts
LJA5-9U	explains and reflects on the interrelationship between language, culture and identity

Assessment Schedule

Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Task 5**	**Weighting %**
	Listening	Speaking Reading Writing	ICT Speaking	Listening	Reading Writing	
	Term 1 Week 8	**Mid Year Examination** Term 2 Week 5	PBL Term 3 Week 8	Term 4 Week 2	**Final Examination** Term 4 Week 3	
	LJA5-2C LJA5-5C LJA5-8U LJA5-9U	LJA5-2C LJA5-4C LJA5-5C LJA5-6U LJA5-7U LJA5-8U LJA5-9U	LJA5-1C LJA5-3C LJA5-4C LJA5-5U	LJA5-2C LJA5-3C LJA5-5U LJA5-8U LJA5-9U	LJA5-1C LJA5-2C LJA5-3C LJA5-4C LJA5-6U LJA5-7U LJA5-8U LJA5-9U	
Speaking		**10**	**15**			**25**
Listening	10			15		**25**
Reading		10			20	**30**
Writing		10			10	**20**
Total %	**10**	**30**	**15**	**15**	**30**	**100**

Mid-Year Report based on Tasks 1-- 2
Final Report based on Tasks 1 -- 5

Stage 5 Course Performance Descriptors **Korean / Chinese / French / Japanese**

Areas for Assessment Using language
Making linguistic connections
Moving between cultures

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:*
communicates, orally and in writing, using only simple phrases or words in some familiar contexts.	communicates, orally and in writing, in simple, coherent sentences in a range of familiar contexts.	communicates, orally and in writing, across a range of contexts, purposes and audiences.	is competent in communicating, orally and in writing, across a range of contexts, purposes and audiences.	is highly competent in communicating, orally and in writing, across a range of contexts, purposes and audiences.
responds/writes hesitantly, with some inaccuracies in grammatical and linguistic structures that impede communication.	responds/writes using appropriate vocabulary with some variations in linguistic structures and features, giving some details. There may be some inaccuracies.	responds/writes using appropriate vocabulary and linguistic structures and features, giving some detailed information.	responds/writes fluently, drawing on a range of appropriate vocabulary, linguistic structures and features and giving detailed information.	responds/writes fluently and spontaneously, drawing on a wide range of appropriate vocabulary, linguistic structures and features, and giving detailed information.
conducts simple, short conversations and, with prompting, is able to express own ideas using simple vocabulary and linguistic structures.	initiates and maintains short conversations and expresses own ideas using some relevant vocabulary and linguistic structures.	initiates and maintains communication and expresses own ideas using relevant vocabulary and linguistic structures.	initiates and maintains communication and expresses own ideas clearly and effectively.	initiates and maintains communication fluently, confidently and effectively, and expresses own ideas coherently and creatively.
with guidance, selects information from a limited range of spoken and written texts.	selects information from a range of spoken and written texts.	selects and summarises information from a range of spoken and written texts.	is proficient in selecting, summarising and analysing information from a range of spoken and written texts.	is highly proficient in selecting, summarising and analysing information from a 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 basic understanding of ways in which languages work as systems and of the interdependence of language and culture.	demonstrates sound understanding of ways in which languages work as systems and of the interdependence of language and culture.	demonstrates thorough understanding of ways in which languages work as systems and of the interdependence of language and culture.	demonstrates perceptive 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 [Language]-speaking communities.	demonstrates basic understanding of the culture of [Language]-speaking communities.	demonstrates sound knowledge and understanding of the culture of [Language]-speaking communities.	demonstrates thorough knowledge and understanding of the culture of [Language]-speaking communities.	demonstrates extensive knowledge and understanding of the culture of [Language]-speaking communities.

Music

Outcomes

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

Assessment Schedule

	Task 1	**Task 2**	**Task 3**	**Task 4**	**Weighting %**
	Aural	Performance	Composition	Research Task	
	Term 1 Week 9	**Term 2 Week 4**	**Term 3 Week 9**	**Term 4 Week 3**	
Outcomes	5.7, 5.8, 5.9	5.1, 5.2, 5.3,	5.7, 5.8, 5.9	5.4, 5.5, 5.6	
Performance		30			**30**
Composition			30		**30**
Listening	20			20	**40**
Total %	**20**	**30**	**30**	**20**	**100**

Mid Year Report based upon Tasks 1 – 2
Final Report based upon Tasks 1 – 4

Stage 5 Course Performance Descriptors – Music

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.

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Physical Activity and Sports Studies (P.A.S.S.)

Outcomes

1.1	discusses factors that limit and enhance the capacity to move and perform
1.2	analyses the benefits of participation and performance in physical activity and sport
2.1	discusses the nature and impact of historical and contemporary issues in physical activity and sport
2.2	analyses physical activity and sport from personal, social and cultural perspectives
3.1	demonstrates actions and strategies that contribute to enjoyable participation and skilful performance
3.2	evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
4.1	works collaboratively with others to enhance participation, enjoyment and performance
4.2	displays management and planning skills to achieve personal and group goals
4.3	performs movement skills with increasing proficiency
4.4	analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Assessment Schedule

Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Weighting %**
	Participating with Safety	Coaching	Event Management	Leisure and Recreation	
	Term 1 Week 6	**Term 2 Week 6**	**Term 3 Weeks 5-9**	**Term 4 Week 4**	
Outcomes	5.1, 5.5, 5.6	5.7, 5.8, 5.10	5.1,5.2	5.2, 5.5, 5.4	
Foundation of Physical Activity	25			5	**30**
Physical Activity and Sport in Society		5		10	**15**
Enhancing Participation and Performance		20	25	10	**55**
Total %	**25**	**25**	**25**	**25**	**100**

Visual Arts

Outcomes

5.1	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
5.2	makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
5.3	makes artworks informed by an understanding of how the frames affect meaning
5.4	investigates the world as a source of ideas, concepts and subject matter in the visual arts
5.5	makes informed choices to develop and extend concepts and different meanings in their artworks
5.6	demonstrates developing technical accomplishment and refinement in making artworks
5.7	applies their understanding of aspects of practice to critical and historical interpretations of art
5.8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
5.9	demonstrates how the frames provide different interpretations of art
5.10	demonstrates how art criticism and art history construct meanings

Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Outcomes	Theory Task	Practical Task	Practical Task	Final Examination	
	Term 1 Week 8	**Term 2 Week 5**	**Term 3 Week 10**	**Term 4 Week 4**	
	5.7 - 5.10	5.1 - 5.6	5.1 - 5.6	5.7 - 5.10	
Developing and making of works		30	30		60
Critical and Historical study of works	20			20	40
Total %	**20**	**30**	**30**	**20**	**100**

Stage 5 Course Performance Descriptors – Visual Arts

Areas for Assessment Artmaking
Critical and Historical Studies

Grade E	Grade D	Grade C	Grade B	Grade A
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.

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Visual Design

Outcomes

5.1	develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks
5.2	makes visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
5.3	makes visual design artworks informed by an understanding of how the frames affect meaning
5.4	investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks
5.5	makes informed choices to develop and extend concepts and different meanings in their visual design artworks
5.6	selects appropriate procedures and techniques to make and refine visual design artworks
5.7	applies their understanding of aspects of practice to critically and historically interpret visual design artworks
5.8	uses their understanding of the function of and relationships between artist – artwork –world – audience in critical and historical interpretations of visual design artworks
5.9	uses the frames to make different interpretations of visual design artworks
5.10	constructs different critical and historical accounts of visual design artworks

Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Theory Task	Practical Task	Theory Task	Practical Task	
	Term 1 Week 9	**Term 2 Week 6**	**Term 3 Week 4**	**Term 3 Week 10**	
Outcomes	5.7 - 5.10	5.1 – 5.6	5.1 – 5.6	5.7 - 5.10	
Making of Design works		30	30		60
Critical and Historical study of Design works	20			20	40
Total %	**20**	**30**	**30**	**20**	**100**

Stage 5 Course Performance Descriptors – Visual Design

Areas for Assessment Making
Critical and historical interpretations

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 visual design artworks with an elementary understanding of the frames and the conceptual framework.	• makes visual design 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 visual design 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 visual design 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 visual design 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 the forms of print, object and/or space-time, and demonstrates very limited technical accomplishment.	• represents their artistic intentions in visual design artworks in the forms of print, object and/or space-time, demonstrating some technical accomplishment.	• demonstrates sound technical accomplishment in making visual design artworks in the forms of print, object and/or space-time that represent their actions, judgements and artistic intentions.	• demonstrates well-developed technical accomplishment and refinement to make visual design artworks in the forms of print, object and/or space-time. They experiment and reflect on their actions, judgements and artistic intentions to make visual design artworks.	• demonstrates highly developed technical accomplishment and refinement in making and resolving sophisticated visual design artworks in the forms of print, object and/or space-time. They experiment, work with autonomy, and reflect on their actions, judgements and artistic intentions to make informed choices about their visual design artworks.
• makes simple interpretations about visual design, with some reference to practice, the frames and conceptual framework.	• makes limited interpretations and judgements about visual design, involving a foundational understanding of practice and the conceptual framework, and some of the frames.	• interprets, explains and makes judgements about visual design by engaging with aspects of practice, the conceptual framework and some of the frames.	• interprets, explains and makes judgements about visual design, 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 visual design.
• 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 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 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.

Work Education

Outcomes

WE5.1	analyses employment trends and changes in the nature of work
WE 5.2	analyses current workplace issues and their implications
WE 5.3	examines the roles of diverse organisations in the Australian community
WE 5.4	evaluates the roles and responsibilities of individuals within the Australian community
WE 5.5	explains the roles of education, employment and training organisations
WE 5.6	assesses personal goals ,attributes and values in the context of education, training and employment
WE 5.7	explains skills, attributes and entrepreneurial behaviours in a range of contexts
WE 5.8	Assesses options for career development and managing transitions
WE 5.9	Selects and analyses a range of information from a variety of sources
WE 5.10	selects and uses appropriate forms to communicate information about the world of work for different audiences

Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Oral & Written Communication (Presentation & research Task)	Mid Year Examination	Work Investigation Assignment	Final Examination	
	Term 1 Week 5/6	**Term 2 Week 5/6**	**Term 3 Week 2**	**Term 4 Week 4**	
	WE5.1, WE5.3, WE5.4, WE5.6, WE5.7	WE5.1 -WE5.5	WE5.6 - WE5.10	WE5.1 - WE5.10	
Knowledge and understanding		15	5	15	**35**
Investigating and researching	10		15		**25**
Communicating	15	5	5	5	**30**
Interpreting data		5		5	**10**
Total %	**25**	**25**	**25**	**25**	**100**

Strathfield Girls High School
Assessment Planner

	Term 1 2021
WEEK 1	
WEEK 2	
WEEK 3	
WEEK 4	
WEEK 5	
WEEK 6	
WEEK 7	
WEEK 8	
WEEK 9	
WEEK 10	

Strathfield Girls High School
Assessment Planner

	Term 2 2021
WEEK 1	
WEEK 2	
WEEK 3	
WEEK 4	
WEEK 5	
WEEK 6	
WEEK 7	
WEEK 8	
WEEK 9	
WEEK 10	

Strathfield Girls High School
Assessment Planner

	Term 3 2021
WEEK 1	
WEEK 2	
WEEK 3	
WEEK 4	
WEEK 5	
WEEK 6	
WEEK 7	
WEEK 8	
WEEK 9	
WEEK 10	

Strathfield Girls High School
Assessment Planner

	Term 4 2021
WEEK 1	
WEEK 2	
WEEK 3	
WEEK 4	
WEEK 5	
WEEK 6	
WEEK 7	
WEEK 8	
WEEK 9	
WEEK 10	
WEEK 11	

My Academic Goals

My academic goals for 2021 are:

1.
2.
3.

Evaluation of my goals - How do I feel about my progress, and what are my next steps?

Goal	*Semester 1*	*Strategies to use now*	*Semester 2*	*Strategies to use now*
1	*1 2 3 4 5*		*1 2 3 4 5*	
2	*1 2 3 4 5*		*1 2 3 4 5*	
3	*1 2 3 4 5*		*1 2 3 4 5*	

Rating 1-5 (highest)

NOTES

NOTES

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